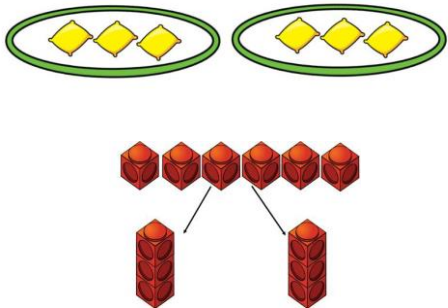


Progression in written division methods

KS1

Reception

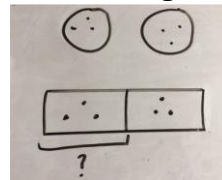
Sharing equally using a range of objects. $6 \div 2 = 3$.



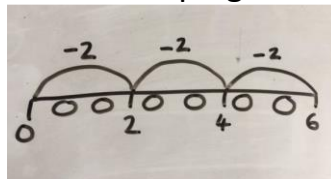
Year 1

Children to continue to explore practical contexts of both 'sharing' and 'grouping'. Children will then progress to using pictorial jottings to support these methods.

Sharing



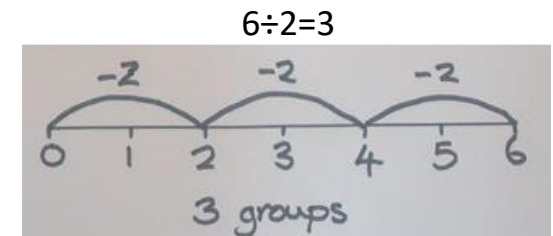
Grouping



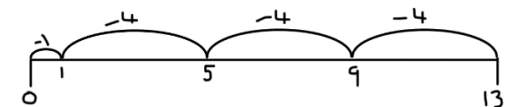
Some children will be introduced to the concept of remainders when the division groups are not equal and have a remainder 'left over'.

Year 2

Children begin by representing pictorially, progressing to an abstract number line of repeated subtraction. Children should also be encouraged to use their times table facts.



Children complete calculations with $13 \div 4 = 3r1$. 3 groups of 4 with one remainder.

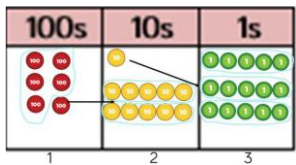


Progression in written division methods

KS2

Year 3

Children will be introduced to short division through use of place value counters. $615 \div 5$.



Using the short division visual scaffold, some children will progress to 'bus stop method' with up to 3 digit numbers.

$$\begin{array}{r} 123 \\ 5 \overline{) 615} \end{array}$$

Year 4

Children will use the 'bus stop method' both with and without remainders with numbers up to 4 digits.

$$\begin{array}{r} 492 \text{ r}3 \\ 5 \overline{) 2463} \end{array}$$

Year 5

Children will reconsolidate the 'bus stop' method, also applying this method to decimals.

$$\begin{array}{r} 49.5 \\ 5 \overline{) 247.5} \end{array}$$

Year 6

Children will be introduced to 'long division'.

$$\begin{array}{r} 288 \text{ r}6 \\ 15 \overline{) 4326} \\ \underline{30} \\ 132 \\ \underline{120} \\ 126 \\ \underline{120} \\ 6 \end{array}$$

Children will extend their knowledge of 'long division' to give answers to two decimal places.

$$\begin{array}{r} 21.29 \\ 17 \overline{) 362.00} \\ \underline{34} \\ 22 \\ \underline{17} \\ 50 \\ \underline{34} \\ 160 \\ \underline{153} \\ 7 \end{array}$$