

÷ = signs and missing numbers

Continue using a range of equations as in year 3 but with appropriate numbers.

Sharing, Grouping and using a number line

Children will continue to explore division as sharing and grouping, and to represent calculations on a number line until they have a secure understanding. Children should progress in their use of written division calculations:

- Using tables facts with which they are fluent
- Experiencing a logical progression in the numbers they use, for example:
 - Dividend just over 10x the divisor, e.g. $84 \div 7$
 - Dividend just over 10x the divisor when the divisor is a teen number, e.g. $173 \div 15$ (learning sensible strategies for calculations such as $102 \div 17$)
 - Dividend over 100x the divisor, e.g. $840 \div 7$
 - Dividend over 20x the divisor, e.g. $168 \div 7$

All of the above stages should include calculations with remainders as well as without. Remainders should be interpreted according to the context. (i.e. rounded up or down to relate to the answer to the problem)

e.g. $840 \div 7 = 120$

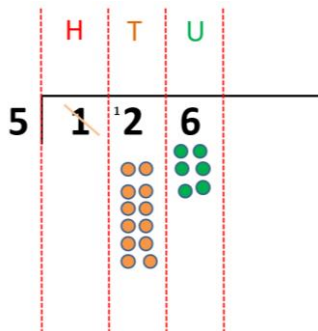
Jottings
 $7 \times 100 = 700$
 $7 \times 10 = 70$
 $7 \times 20 = 140$



Formal Written Methods

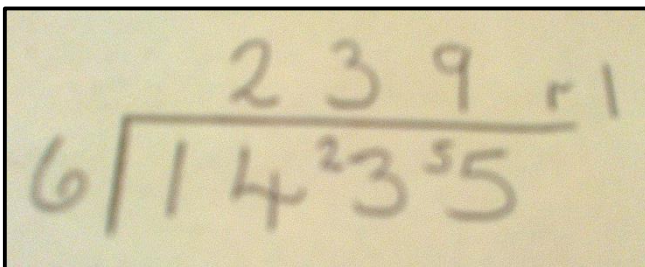
Formal short division should only be introduced once children have a good understanding of division, its links with multiplication and the idea of 'chunking up' to find a target number (see use of number lines above)

Short division to be modelled for understanding using place value counters as shown below. Calculations with 2 and 3-digit dividends. E.g. fig 1



Formal Written Methods

Continued as shown in Year 4, leading to the efficient use of a formal method. The language of grouping to be used (see link from fig. 1 in Year 4)
 E.g. $1435 \div 6$



Children begin to practically develop their understanding of how express the remainder as a decimal or a fraction. Ensure practical understanding allows children to work through this (e.g. what could I do with this remaining 1? How could I share this between 6 as well?)

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Continue using a range of equations but with appropriate numbers

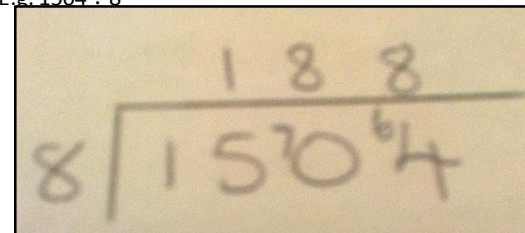
Sharing and Grouping and using a number line

Children will continue to explore division as sharing and grouping, and to represent calculations on a number line as appropriate.

Quotients should be expressed as decimals and fractions

Formal Written Methods – long and short division

E.g. $1504 \div 8$



E.g. $2364 \div 15$

