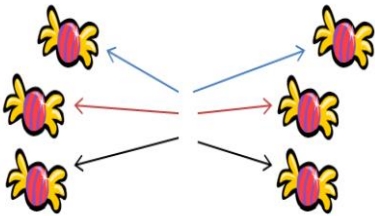
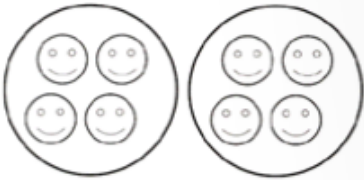
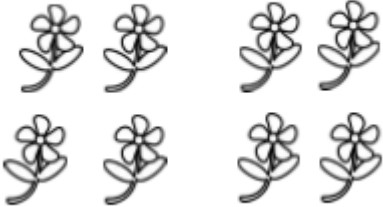


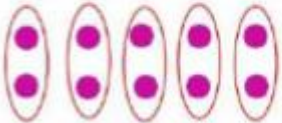



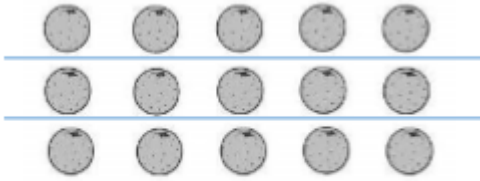




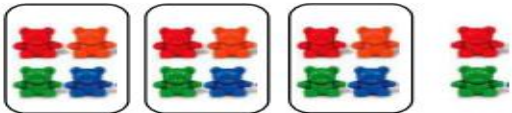
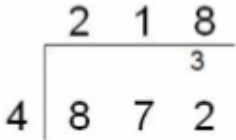




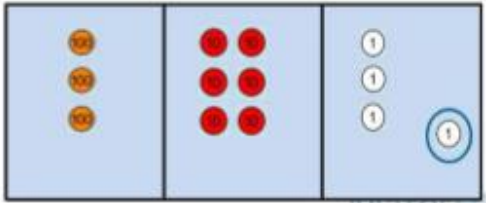
Little Eaton Calculation Policy- Division

	Objective	Concrete	Pictorial	Abstract
Reception	Find half by sharing between two	<p>Half of 6 is 3</p> 		Half of 6 is 3
Year 1/2	Sharing	<p>I have 8 cubes, can you share them equally between two people?</p>	<p>Children use pictures or shapes to share quantities.</p>  <p>$8 \div 2 = 4$</p>	<p>Share 8 buns between two people.</p> <p>$8 \div 2 = 4$</p> 
Year 1/2	Grouping	<p>Divide quantities into equal groups. Use cubes, counters, objects or place value counters to aid understanding.</p>  	<p>Use a number line to show jumps in groups. The number of jumps equals the number of groups.</p>  <p>Think of the bar as a whole. Split it into the number of groups you are dividing by and work out how many would be within each group.</p>  <p>$10 \div 5 = ?$ $5 \times ? = 10$</p>	<p>$10 \div 5 = 2$</p> <p>Divide 10 into 5 groups. How many are in each group?</p>

Little Eaton Calculation Policy- Division

Year 3/4	Division with arrays	<p>Link division to multiplication by creating an array and thinking about the number sentences that can be created.</p>  <p>Eg $15 \div 3 = 5$ $5 \times 3 = 15$ $15 \div 5 = 3$ $3 \times 5 = 15$</p>	 <p>Draw an array and use lines to split the array into groups to make multiplication and division sentences.</p>	<p>Find the inverse of multiplication and division sentences by creating four linking number sentences.</p> <p>$5 \times 3 = 15$ $3 \times 5 = 15$ $15 \div 5 = 3$ $15 \div 3 = 5$</p>
Year 3	Short division	<p>$96 \div 3 = 32$</p> 	<p>$69 \div 3 = 23$ 3×10 3×10 3×3</p>  <p>$13 \div 4 = 3 \text{ r } 1$</p> 	<p>$96 \div 3 = 32$</p>
Year 4	Short division	<p>$96 \div 3 = 32$</p>  <p>$14 \div 3 =$ Divide objects between groups and see how much is left over</p> 	<p>As above</p>	<p>Begin with divisions that divide equally with no remainder.</p> 

Little Eaton Calculation Policy- Division

Year 5/6	Division with remainders	As above if needed	<p>Jump forward in equal jumps on a number line then see how many more you need to jump to find a remainder.</p>  <p>Draw dots and group them to divide an amount and clearly show a remainder.</p> 	<p>Complete written divisions and show the remainder using r.</p> $\begin{array}{ccccccc} 29 \div 8 = 3 \text{ REMAINDER } 5 \\ \uparrow \quad \uparrow \quad \uparrow \quad \quad \quad \uparrow \\ \text{dividend} \quad \text{divisor} \quad \text{quotient} \quad \quad \quad \text{remainder} \end{array}$
Year 5/6	Short division with remainders	<p>$364 \div 3 =$</p> $\begin{array}{r} 121 \text{ rem } 1 \\ 3 \overline{) 364} \end{array}$ 		<p>Move onto divisions with a remainder. Once children understand remainders, begin to express as a fraction or decimal according to the context.</p> $\begin{array}{r} 86 \text{ r } 2 \\ 3 \overline{) 432} \end{array}$ $\begin{array}{r} 186 \frac{1}{5} \\ 5 \overline{) 931} \end{array}$ $\begin{array}{r} 14.6 \\ 35 \overline{) 511.0} \end{array}$