Woodthorpe Community Primary School Progression in Written **Division** Methods

Prerequisites

*Can combine sets of objects.

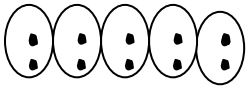
*Can count in 2s, 5s and 10s (beginning to understand patterns).

*understand and use language of (equal, share, divide, group).

Share and group

e.g. 10 shared by 2 =

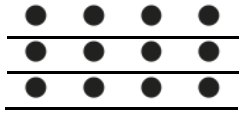
10 into groups of 2 = *(linked to multiplication)*



Arrays

Use arrays to support sharing and grouping and begin to record number sentences.

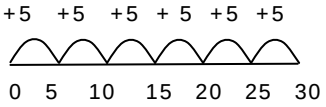
12÷4=3



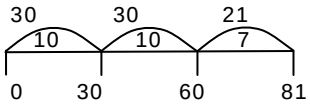
Numberlines

Use numberlines to support understanding of division. (Links continuously made with multiplication and repeated addition).

30÷5=6



With longer numbers this can be made more efficient by making larger jumps.
E.g.
81÷ 3=27



Chunking Method

Extend and refine using chunking method. Take chunks of number dividing by from number being divided.

E.g.
81÷3=27
81
-30(10x3)
51
-30(10x3)
21
-21(7x3)
0

This can be made more efficient by taking larger chunks off. It also effective when finding remainders.

82÷3=27r1
82
-60(20x3)
22
-21(7x3)
1

When children are very secure with division and moving to secondary school, begin to use *formal method of division*.
e.g.

	T	U
3	1	2 r 2
	3	6

This can be extended to dividing decimal numbers by whole numbers.

e.g.
421.4 ÷ 7 =

	H	T	U	.	t
	0	6	0	.	2
7	4	4 2	1	.	1 4

Constant learning and practising of timestable facts to 10x10 to be an integral part of this process.
Know that division is the inverse of multiplication and use this understanding when dividing.