Progression in the Teaching of Calculations				
DIVIDE IT!				
Objective/ strategies	Concrete - build it/ use it!	Pictorial - draw it!	Abstract - solve it!	
Sharing objects into groups	Share a set of real life objects into equal groups.	Use pictures to share into equal groups. Use 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2} 3^{2}	One half of 14 = 7. 14 / 2 = 7	
Division as grouping	Count groups of objects from a given set. How many groups of 2 can you find?	Use a number line to show jumps in groups. The number of jumps is the number of groups.	28 / 7 = 4 Divide 28 into 7 groups. How many are in each group?	

Calculation guidance to develop Division

	96 ÷ 3 = 32	20 ? 20 ÷ 5 = ? 5 x ? = 20	
Division with arrays	Link facts to multiplication using arrays to show the division facts. $15 \div 3 = 5$ $5 \times 3 = 15$ $15 \div 5 = 3$ $3 \times 5 = 15$	Draw an array and use lines to split the counters into groups. \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc 15/3 = 5	Find fact families for arrays linking division and multiplication. $7 \times 4 = 28$ $4 \times 7 = 28$ $28 \div 7 = 4$ $28 \div 4 = 7$
Division with a remainder	Share or group objects and see what is left over using real life objects.	Jump forward in equal jumps and see how many more you would need to reach the target. 0 4 8 12 Draw dots in groups and show the remainder outside the group.	$\begin{array}{c} 29 \div 8 = 3 \text{ REMAINDER 5} \\ \uparrow \uparrow \uparrow \uparrow \uparrow \uparrow \\ \text{dividend divisor quotient} & \text{remainder} \end{array}$ See below for short division with remainders.

	14 / 3 = 4 remainder 2	() () () () () () () () () ()	8 6 r 2 3 5 4 3 2
Short division	Use place value counters to show groups of the divisor in each place value column.	Draw the place value counters under each digit and group by the divisor.	Start without regrouping. Then, move on to regrouping digits within. $\begin{array}{c c} 2 & 1 & 8 \\ \hline & 3 \\ 4 & 8 & 7 & 2 \end{array}$ Then, show remainders at the end. $\begin{array}{c c} 8 & 6 & r & 2 \\ \hline & 3 & 2 \\ \hline 5 & 4 & 3 & 2 \\ \hline \end{array}$ Then, show remainders as decimals.

			35 Then, shor There are divide by 5	1 5 1 w remain 4 ones ro 5 = 4/5	$\frac{4}{16}$ 1 aders a emaini $\frac{2}{3^3}$	s frang w	$\frac{6}{21}$ 0 ctions. hich we $\frac{4}{-5}$
Long division	Long division should only be followed by short division.	/ concrete and pictorial strategies for	$ \begin{array}{r} 2 \\ 15 \overline{)3640} \\ -30 \\ 6 \\ 15 \overline{)3640} \\ -30 \\ 64 \\ -60 \\ 4 \\ 242 \\ 15 \overline{)3640} \\ -30 \\ 64 \\ -60 \\ 40 \\ -30 \\ 10 \\ \end{array} $ Then, use	15 into 3 do 15 goes into 3 Take that 30 aw Next, o 15 goes into 6 Take 60 fro Carr 15 goes into 4 Take 30 fro Iong divi	esn't go, so i 6 two times, 15 x 2 = 36 - 30 arry the 4 dd 4 four times, 15 x 4 = 64 - 60 ry the 0 dow 0 two times, 15 x 2 = 00 two times, 40 - 30	look at th so put a = 30 36 to get = 6 own to m so put a = 4 n to mak so put a = 30 get your = 10 ith	ne next digit. 2 above the 6. your remainder. ake 64. 4 above the 4. remainder. e 40. 2 above the 0. remainder.

			remainders. $ \begin{array}{r} 11 \ r \ 3 \\ 25 \ 278 \\ - 25 \\ 028 \\ - 25 \\ 3 \\ \end{array} $
Division of fractions	Use real life objects to share fractions into smaller amounts. $\frac{1}{2}/3 = \frac{1}{2}$	Draw bar models showing the original fraction and then divide it into smaller equal parts below. Half of the bar split into three equal parts.	'KFC' - keep it, flip it, change it. $\frac{1}{2} \div 3 =$ $\frac{1}{2} \div \frac{3}{1} =$ $\frac{1}{3} \times \frac{1}{3} = \frac{1}{6}$ Keep the first fraction, flip the second and change the division operation to multiplication. $\frac{3}{4} \div \frac{1}{3}$