## Calculation guidance to develop Division

| Progression in the Teaching of Calculations |  |  |  |
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| 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. | 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. <br> Think of the bar as the whole. Split it into the equal number of groups you are dividing by and work out how many would be within each group. | $28 / 7=4$ <br> Divide 28 into 7 groups. How many are in each group? |


|  | $96 \div 3=32$ <br> Use place value counters when working with amounts that do not link to multiplication knowledge. |  |  |
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| Division with arrays | Link facts to multiplication using arrays to show the division facts. $\begin{array}{ll} 15 \div 3=5 & 5 \times 3=15 \\ 15 \div 5=3 & 3 \times 5=15 \end{array}$ | Draw an array and use lines to split the counters into groups. | Find fact families for arrays linking division and multiplication. $\begin{aligned} & 7 \times 4=28 \\ & 4 \times 7=28 \\ & 28 \div 7=4 \\ & 28 \div 4=7 \end{aligned}$ |
| 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. <br> Draw dots in groups and show the remainder outside the group. | See below for short division with remainders. |


|  | $14 / 3=4$ remainder 2 | $\left(\begin{array}{l} 0 \\ 0 \\ 0 \\ 0 \end{array}\right)\left(\begin{array}{l} 0 \\ 0 \\ 0 \\ 0 \\ \text { remander } 2 \end{array}\right.$ |  |
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| 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. <br> Then, show remainders at the end. <br> Then, show remainders as decimals. |


|  |  |  <br> Then, show remainders as fractions. There are 4 ones remaining which we divide by $5=4 / 5$ |
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| Long division | Long division should only be followed by concrete and pictorial strategies for short division. |  <br> Then, use long division with |


|  |  |  | remainders. $\begin{array}{r} 11 r \\ 25 \begin{array}{\|c\|} 278 \\ -251 \\ \hline 028 \\ -\quad 25 \\ \hline 3 \end{array} \end{array}$ |
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| Division of fractions | Use real life objects to share fractions into smaller amounts. $1 / 2 / 3=1 / 6$ | Draw bar models showing the original fraction and then divide it into smaller equal parts below. <br> Half of the bar split into three equal parts. | 'KFC' - keep it, flip it, change it. $\begin{aligned} & 1 / 2 \div 3= \\ & 1 / 2 \div 3 / 1= \\ & 1 / 2 \times 1 / 3=1 / 6 \end{aligned}$ <br> Keep the first fraction, flip the second and change the division operation to multiplication. $\frac{3}{4} \div \frac{1}{3}$ |

