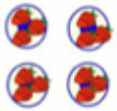
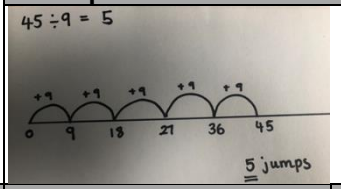
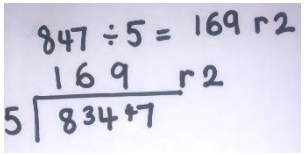
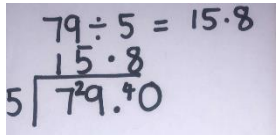
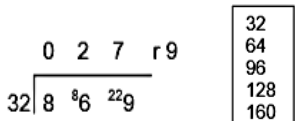
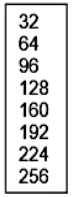
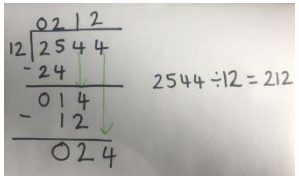
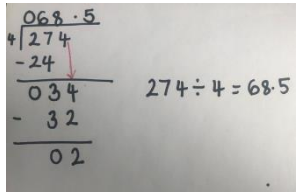
Division

Step 1	Examples	Step 2	Examples	Step 3
Concrete Sharing The first step requires the children to use objects or images to share. Language should be extended to: ____ shared by _____ Remainders are expressed as 1 left, 2 left etc.	**6÷2= 3** 	**Concrete Grouping** The children should recognise division as grouping as well as sharing. This can be done with objects or images. Language should be extended to: How many groups of _____ can we get out of _____? Remainders are expressed as 1 left, 2 left etc	**How many groups of 3 can you make with 12 strawberries?**  **12 ÷ 3= 4**	**Grouping on a number line** This step requires the children to count on using a number line in relevant groups. Step should be extended to not using the number line and using tables knowledge or counting strategies. The division number sentence should be shown with the calculations. Remainders are referred to as remainders. Remainders should be rounded up or down if appropriate.
	21÷3=7 		**12 ÷3 = 4** 	
	15÷5=3 		**16÷4=4** 	**Example** 

Step 4	Examples	Step 5	Examples	Step 6	Examples
Short method for ÷ O This step requires the children to carry remainders within the calculation to make it more efficient. It should be used to divide TO, HTO, ThHTO as well as decimals. Children should be taught how to express remainders as fractions. Decimal places should also be added to show remainders as decimals remainders should be rounded up or down if appropriate.	**847÷5 =169 r2**  **79÷5 = 15.8** 	**Short method for ÷ TO** This step requires the children to divide by TO. It requires the same method as step 5 although the children should be encouraged to write the tables of the divisor.	**859 ÷ 32 = 27r9**  	**Formal written method of long division:** **Divide:** how many times does the divisor fit into the number without remainder **Multiply:** multiply the answer by the divisor to reach the multiple needed to calculate the remainder **Subtract:** subtract the multiple from the original number to calculate the remainder **Bring the next digit down**: this replaces the 'write the remainder just before the next number' step in short division. Repeat until all parts of the number are divided.	 

Division