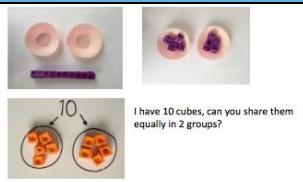
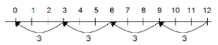
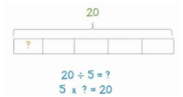
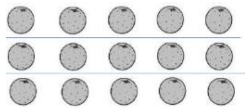
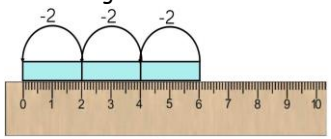
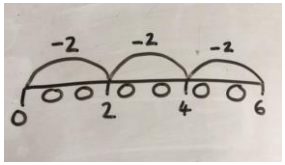
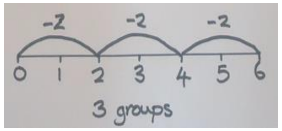
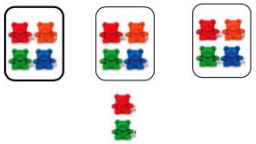
Springfield Infant School — Space to Grow and Wings to Fly

Calculation Policy: Division

Key language: share, group, divide, divided by, half			
	Concrete	**Pictorial**	**Abstract**
Year 1 Sharing objects into groups		Children use pictures of shapes to share quantities. 8 ÷ 2 = 4	**Share 9 buns between three people.** **9 ÷ 3 = 3**
Year 1 Division as grouping, e.g. I have 12 sweets and pit them in groups of 3, how many groups	Divide quantities into equal groups. Use cubes, counters, objects or place value counters to aid understanding. 	Use a number line to show jumps in groups. The number of jumps equals the number of groups.  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. 	Divide 28 into 7 groups. How many are in each group? **28 ÷ 7 = 4**
Year 1 / Year 2 Division with arrays - linking to multiplication	Link division to multiplication by creating an array and thinking about the number sentences that can be created. E.g. 15 ÷ 3 = 5 5 x 3 = 15 15 ÷ 5 = 3 	Draw an array and use lines to split the array into groups to make multiplication and division sentences. 	**7 x 4 = 28** **4 x 7 = 28** **28 ÷ 7 = 4** **28 ÷ 4 = 7**
Year 2 Repeated subtractions	**Repeated subtraction** using Cuisenaire rods above a ruler. 6 ÷ 2 	Children to represent repeated subtraction pictorially. 	Abstract number line to represent the equal groups that have been subtracted. 
Year 2 Division with remainders	Divide objects between groups and see how much is left over 14 ÷ 3 = 	Jump forward in equal jumps on a number line then see how many more you need to jump to find a remainder. Draw dots and group them to divide an amount and clearly show a remainder. 	Complete written divisions and show the remainder using r.