

## Division

Division begins with sharing in practical activities. Children need to recognise the division sign and what it means. Division needs to make links to their times tables knowledge via the use of inverse and fact families.

It can be explored via horizontal recording, including missing numbers and signs then extended to **remainders**. After that bigger numbers just beyond tables knowledge to encourage grabbing groups. e.g.  $84 \div 6$

Division as sharing leading to division as grouping as developmentally ready.

15 divided by 3 can mean 15 shared between 3 or how many groups of 3 are there in 15.

Number lines can be a very useful tool and can support children in the move to grouping.

Chunking (subtracting multiples of the divisor)

$$\begin{array}{r} 12 \\ 6 \overline{) 72} \\ \underline{60} \phantom{0} \quad 10 \times 6 \\ 12 \\ \underline{12} \phantom{0} \quad 2 \times 6 \\ 0 \end{array}$$

Short division leading to long division as appropriate.

$$\begin{array}{r} 24 \\ 16 \overline{) 384} \end{array} \qquad \begin{array}{r} 24 \\ 16 \overline{) 384} \\ 32 \\ 64 \\ 64 \\ 0 \end{array}$$