|  |  |  |  |
| --- | --- | --- | --- |
| **Progression in Written Division** | **Stage 1 - EYFS**  Children are encouraged to develop a mental image of the number system in their heads to use for calculation. They should experience practical calculation opportunities involving **equal** groups and **equal** sharing.  They may develop ways of recording calculations using pictures.  A child’s jotting showing halving six spots between two sides of a ladybird.  A child’s jotting showing how they shared the apples at snack time between two groups. | **Stage 2 – Year 1**  Children explore practical contexts where they share equally and group equally. 6 ÷ 2 = ?  **Equal sharing (6 shared equally between 2)**  6 football stickers are shared equally between 2 people, how many do they each get? Children may solve this by using a ‘one for you, one for me’ strategy until all of the stickers have been given out.  **Equal grouping (How many groups of 2 are there in 6?)**  There are 6 football stickers, how many people can have 2 stickers each? | **Stage 3 – Year 2**  Children continue to use practical equipment to represent division calculations as grouping (repeated subtraction) and use jottings to support their calculation.  12 ÷ 3 = ? Children begin to read this calculation as, ‘How many groups of 3 are there in 12?’  At this stage, children will also be introduced to division calculations that result in remainders.  13 ÷ 4 = 3 remainder 1 |
| **Stage 4 – Year 3**  43 ÷ 8    43 ÷ 8 = 5 remainder 3  At this stage, children also learn if the remainder should be rounded up or down e.g. 62 ÷ 8 = 7 remainder 6  I have 62p. Sweets are 8p each. How many can I buy?  Answer: 7 (the remaining 6p is not enough for another sweet)  Apples are packed into boxes of 8. There are 62 apples. How many boxes do I need?  Answer: 8 (the remaining 6 apples still need to be placed into a box) | **Stage 5 – Year 3**  The previous method of repeated subtraction on a number line is continued, but using a vertical number line alongside practical equipment.  The repeated subtraction is made more efficient by subtracting ‘chunks’ of the divisor. | **Stage 6 – Year 4**  This is the ‘chunking’ method of division in which children use key facts of the multiplication tables of the divisor. |

|  |  |  |
| --- | --- | --- |
| **Progression in Written Division** | **Stage 7 - Year 5 & 6**  During this stage children should become more efficient when using the chunking method by not having any subtraction steps that repeat a previous step. For example, when performing 196 ÷ 6 an initial subtraction of 60 (10 x 6) and two further subtractions of 60 (10 x 6 each) should be changed to a single subtraction of 180 (30 x 6). | **Stage 7 continued** |
| **Children should not be made to go onto the next stage if:**     1. **they are not ready.** 2. **they are not confident.**   **Children should be encouraged to consider if a mental calculation would be appropriate before using written methods.** | |