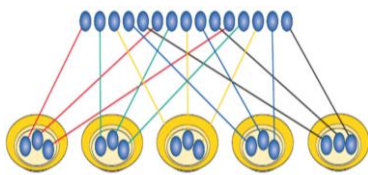


Pre-Thomas Harding Junior School & Year 3

SHARING

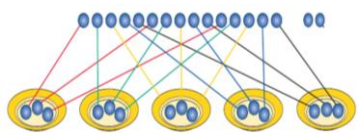
15 marbles are shared out equally among 5 children.



Cut the pizza in half. How many pieces are there?

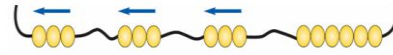
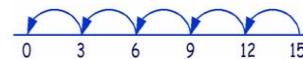
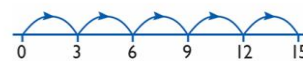


$$17 \div 5 =$$

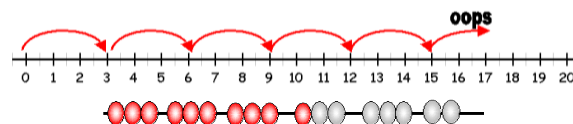


GROUPING

15 marbles put into groups of 3.



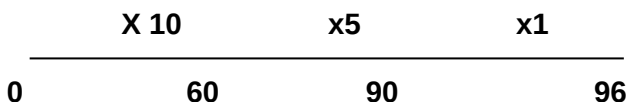
$$17 \div 3 =$$



Years 3 and 4

Dividing on a number line

$$96 \div 6 = 16$$



(As an introduction to 'chunking')

Short Division

98 ÷ 7 becomes

$$\begin{array}{r} 14 \\ 7 \overline{) 98} \\ \underline{7} \\ 28 \\ \underline{28} \\ 0 \end{array}$$

Answer: 14

432 ÷ 5 becomes

$$\begin{array}{r} 86 \text{ r } 2 \\ 5 \overline{) 432} \\ \underline{40} \\ 32 \\ \underline{30} \\ 2 \end{array}$$

Continues into Years 5 and 6

Years 5 & 6

Short Division

496 ÷ 11 becomes

$$\begin{array}{r} 45 \text{ r } 1 \\ 11 \overline{) 496} \\ \underline{44} \\ 56 \\ \underline{55} \\ 1 \end{array}$$

Answer: $45 \frac{1}{11}$

Long division

(By the end of Year 6, children should be increasingly confident dividing larger numbers e.g. HTO ÷ TO)

432 ÷ 15 becomes

432 ÷ 15 becomes

$$\begin{array}{r} 28 \text{ r } 12 \\ 15 \overline{) 432} \\ \underline{30} \\ 132 \\ \underline{120} \\ 12 \end{array}$$

$$\begin{array}{r} 28 \text{ r } 8 \\ 15 \overline{) 432} \\ \underline{30} \\ 132 \\ \underline{120} \\ 12 \end{array}$$

The context of a remainder should be taught from Year 5 onwards but may be introduced earlier for more able mathematicians. By the end of Year 6, children should be able to express remainders as a fraction or a decimal, or rounded up or down as appropriate.

Division Vocabulary

equal groups of, shared equally, group, halve, half, divide, division, divided into, divided by, remainder, factor, quotient, divisible by, inverse, square root