

| Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Year 6                                |
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| <p><u>÷ = signs and missing numbers</u></p> <p>Continue using a range of equations as in year 3 but with appropriate numbers.</p> <p><u>Sharing, Grouping and using a number line</u></p> <p>Children will continue to explore division as sharing and grouping, and to represent calculations on a number line until they have a secure understanding. Children should progress in their use of written division calculations:</p> <ul style="list-style-type: none"><li>Using tables facts with which they are fluent</li><li>Experiencing a logical progression in the numbers they use, for example:</li></ul> <ol style="list-style-type: none"><li>Dividend just over 10x the divisor, e.g. <math>84 \div 7</math></li><li>Dividend just over 10x the divisor when the divisor is a teen number, e.g. <math>173 \div 15</math> (learning sensible strategies for calculations such as <math>102 \div 17</math>)</li><li>Dividend over 100x the divisor, e.g. <math>840 \div 7</math></li><li>Dividend over 20x the divisor, e.g. <math>168 \div 7</math></li></ol> <p>All of the above stages should include calculations with remainders as well as without.</p> <p>Remainders should be interpreted according to the context. (i.e. rounded up or down to relate to the answer to the problem)</p> <div><p>e.g. <math>840 \div 7 = 120</math></p><p><i>Jottings</i></p><p><math>7 \times 100 = 700</math><br/><math>7 \times 10 = 70</math><br/><math>7 \times 20 = 140</math></p></div> | <p><u>÷ = signs and missing numbers</u></p> <p>Continue using a range of equations but with appropriate numbers</p> <p><u>Sharing and Grouping and using a number line</u></p> <p>Children will continue to explore division as sharing and grouping, and to represent calculations on a number line as appropriate.</p> <p>Quotients should be expressed as decimals and fractions</p> <p><u>Formal Written Methods – long and short division</u></p> <p>E.g. <math>1504 \div 8</math></p>                                |                                       |
| <p><u>Formal Written Methods</u></p> <p>Formal short division should only be introduced once children have a good understanding of division, its links with multiplication and the idea of ‘chunking up’ to find a target number (see use of number lines above)</p> <p>Short division to be modelled for understanding using place value counters as shown below. Calculations with 2 and 3-digit dividends. E.g. fig 1</p> <div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><u>Formal Written Methods</u></p> <p>Continued as shown in Year 4, leading to the efficient use of a formal method. The language of grouping to be used (see link from fig. 1 in Year 4)</p> <p>E.g. <math>1435 \div 6</math></p> <p>Children begin to practically develop their understanding of how express the remainder as a decimal or a fraction. Ensure practical understanding allows children to work through this (e.g. what could I do with this remaining 1? How could I share this between 6 as well?)</p> |                                       |
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