

**Division  
Stage 1a**

**Understand division as sharing.**

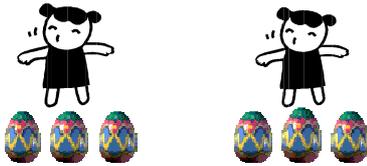
**Vocab/Key  
Questions**

Share objects into equal groups and count how many in each group e.g. fruit for a snack, cup for every person.

Record simple calculations using  $\div$  and  $=$  signs.

$$6 \div 2 =$$

6 Easter eggs are shared between 2 children. How many eggs do they get each?



Share, divide, split, equally

*Are there any left over?*

*What picture can you draw?*

**Division  
Stage 1b**

**Understand division as grouping and  
as an array.**

**Vocab/Key  
Questions**

Group using concrete apparatus or by saying "How many \_\_\_'s make \_\_\_"  
Record simple calculations using  $\div$  and  $=$  signs

$$6 \div 2 =$$

There are 6 Easter eggs. How many children can have two each?



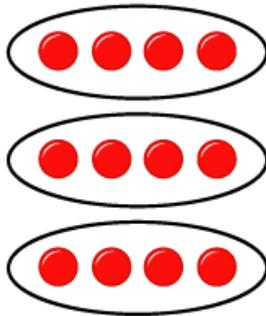
Multiply groups,  
lots, sets, times,  
"lots" of adding,  
repeat "and"  
total.

*How many in each  
group?*

*How many in each  
set?*

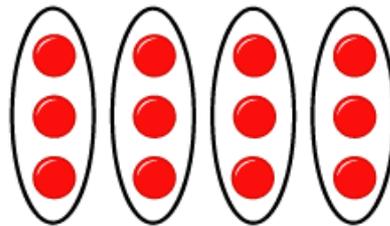
*How many groups  
can we subtract?*

Arrays can also show groups. Remember, division is the opposite of  
multiplication!



$$12 \div 4 = 3$$

**3 groups of 4**



$$12 \div 3 = 4$$

**4 groups of 3**

**Division  
Stage 2**

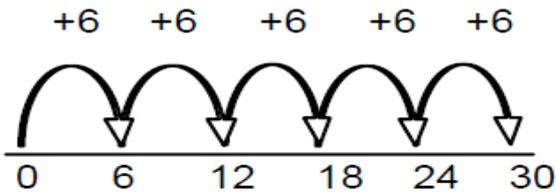
**Repeated addition or subtraction on  
a number line**

**Vocab/Key  
Questions**

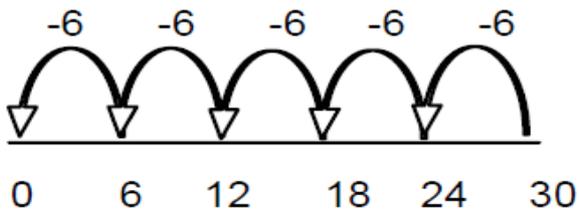
*30 children go on a school trip. Each vehicle can take 6 children.  
How many vehicles are needed?*

$$30 \div 6 = 5$$

(Start at 0)

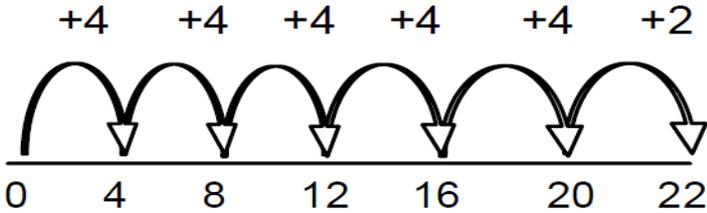
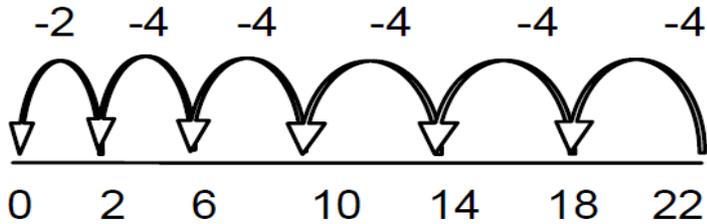


(or start at 30)



Groups of/lots of  
of

*Where should we  
count from?  
Is it better to  
count on or back?  
Why?  
How many jumps  
of ... do we need  
to count?*

Division Stage 3	Repeated addition or subtraction showing remainders on a number line.	Vocab/Key Questions
<p><i>22 children are put in groups of four. How many in each group?</i></p> <p><math>22 \div 4 = 5 \text{ r } 2</math></p> <p>(Start at 0)</p>  <p>(or start at 22)</p>  <p>There are <b>5 lots of 4</b> and <b>2 remaining</b> (left over).</p> <p><u>You need to be able to decide whether you need to round the remainder up or down depending on the question you are answering. In this question it is useful to know that 2 remain but what if the question asked: <i>22 children travel in cars in groups of four. How many cars are needed?</i></u></p>		<p>Groups of/lots of of</p> <p><i>How many left over?</i></p> <p><i>Do we need to round the remainder up or down? Why?</i></p>

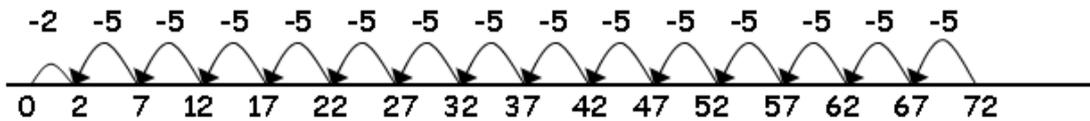
**Division  
Stage 4**

**Partition into chunks of the  
divisor on a number line.**

**Vocab/Key  
Questions**

The first example would take a long time to do. Why not shorten it using your multiplication knowledge and 'chunk' your divisor (the number you are dividing by) by grouping multiples of it as shown in the second example.

$$72 \div 5$$



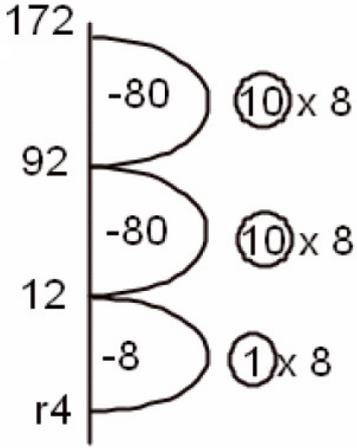
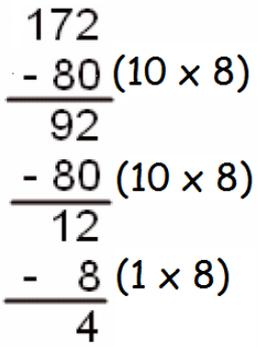
Moving onto:



You need to be able to decide whether you need to round the remainder up or down depending on the question you are answering. In this question it is useful to know that 2 remain but what if the question asked: 72 cookies are put in bags of 5. How many bags are needed?

Estimate, too much, too little

*How many lots of/groups...  
Can we take off ... lots of?*

Division Stage 5	Standard written method of division (chunking).	Vocab/Key Questions
<p>Chunking on a vertical number line:</p> $172 \div 8 = 21 \text{ r}4$  <p>Use your knowledge of multiplication (or a multiplication grid) to 'chunk' the divisor by finding larger multiples of it. Remember to total the 'lots of' the divisor!</p>	<p>Chunking in a column:</p> $172 \div 8 = 21 \text{ r}4$ 	<p>Multiple, lots of, groups of, divisor, remainder, inverse</p> <p><i>What is a sensible 'chunk' that we could subtract? How much still needs to be divided out? How many are left?</i></p>

Division Stage 6	Standard written method of division (chunking), including decimals	Vocab/Key Questions
<p>Remember that decimal points line up under each other!</p> <p><math>87.5 \div 7</math></p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: right; margin-right: 20px;"> <math display="block">\begin{array}{r} 87.5 \\ - 70.0 \\ \hline 17.5 \\ - 14.0 \\ \hline 3.5 \\ - 3.5 \\ \hline 0 \end{array}</math> </div> <div style="text-align: center;">  <p>12.5</p> </div> </div> <p>Extend to decimals with up to two decimal places.</p>		<p>Multiple, lots of, groups of, divisor, remainder, inverse</p> <p><i>What is a sensible 'chunk' that we could subtract?</i></p> <p><i>How much still needs to be divided out?</i></p> <p><i>How many are left?</i></p>