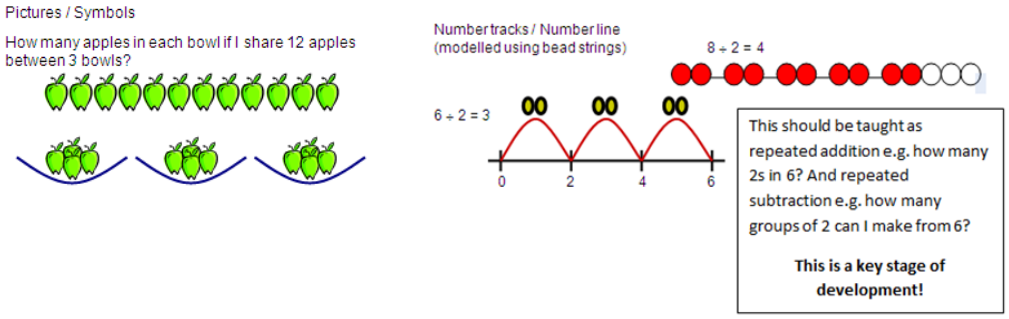
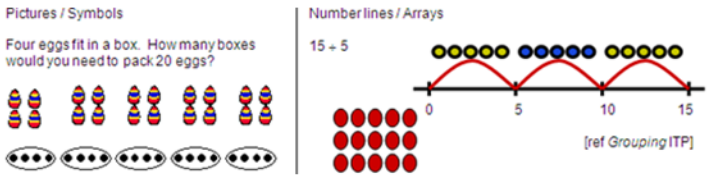
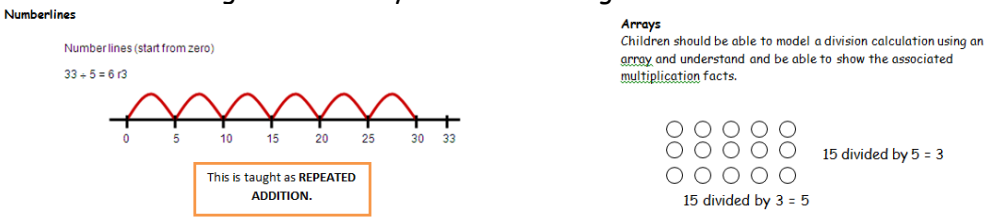
Progression in Teaching Division

Year Group	Progress ion of skills and methods	Link to Bare Necessities Games
Foundation Stage	• Children are taught early division as both 'sharing' and 'grouping'. • You can help your child with early division by encouraging them to draw pictures and use objects to represent simple division calculations. 	**2s and 5s**
Year 1	• Children continue to learn division as both sharing and grouping. • You can support your child by encouraging them to draw pictures and use practical objects to support early division calculations. • Children will also learn to use a numberline to support their calculations, learning to group and share and represent this on the numberline. 	**Fishy, fishy fingers (2)** **Beat the clock** **2s and 5s** **How many?**
Year 2	• Children learn division by looking solely at 'grouping', recording this on a numberline as repeated jumps (ie. How many groups of 2 can we make?). They will also be introduced to arrays to represent division calculations. This is a pictorial representation of a division calculation which helps them to understand the relationship with multiplication. • You can support your child with division calculations by encouraging them to continue to use objects and pictures/arrays but also by using a numberline and counting/grouping. • Children will also have experience of learning the division facts for the 2, 5 and 10 x tables. 	**Fishy, fishy fingers (2)** **Beat the clock** **2s and 5s** **How many?**
Year 3	• At this stage, children will continue to understand division as grouping, repeatedly adding on the numberline or as an array. They will learn to divide 2 digit numbers by both 1 and 2 digit numbers. 	**Multiplication choice** **Noughty, noughty** **Chunky** **Remainder choice** **Round and divide** **Flip and role** **Beat the clock**

<table>
<tr>
<td>Year 4</td>
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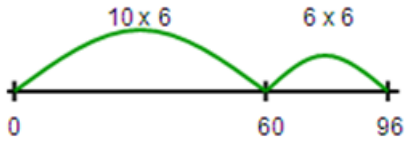
At this stage, children will continue to use a numberline for division but the focus will be on efficiency. Children will be taught to 'chunk' the numbers when they repeatedly add.
When children are ready, they will be introduced to a more compact method of recording which is known as the Bus Stop Method (see year 5).

Number lines (start from zero)
96 ÷ 6 = 16


1 X 6= 6
2 X 6= 12
5 X6 =30
10 X6 = 60
20 x 6 = 120

By encouraging children to record key facts from the multiplication table, it will help them to add in chunks.

Encourage children to add in CHUNKS.
</td>
<td>Multiplication choice

Noughty, noughty

Chunky

Remainder choice

Round and divide

Flip and role

Beat the clock</td>
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<td>Year 5</td>
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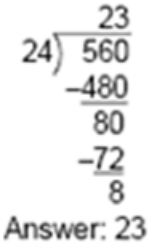
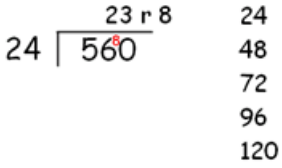
Children will have experience of working with increasingly larger numbers, dividing numbers up to 4 digits by U or TU efficiently.
The focus is on being able to use an efficient written method to divide so children will revise the chunking method for division but will move onto the more formal Bus Stop Method.


Answer: 23 R 8

or

or



</td>
<td>Multiplication choice

Noughty, noughty

Chunky

Remainder choice

Round and divide

Flip and role

Beat the clock</td>
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<td>Year 6</td>
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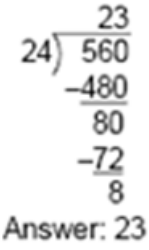
Children will continue to have experience of working with increasingly larger numbers.
They will be encouraged to use the most efficient written method that they are confident with. Namely the bus stop method.


Answer: 23 R 8
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