





Leading to subtraction of other multiples.

$$96 \div 6$$

$$\begin{array}{r} 16 \\ \hline 6 \ ) \ 96 \\ \underline{- 60} \\ 36 \\ \underline{- 36} \\ 0 \end{array}$$

10x  
6x

Answer : 16

Any remainders should be shown as integers, i.e. 14 remainder 2 or 14 r 2.

Children need to be able to decide what to do after division and **round up or down** accordingly. They should make sensible decisions about rounding up or down after division. For example  $62 \div 8$  is 7 remainder 6, but whether the answer should be rounded up to 8 or rounded down to 7 depends on the context.

e.g. I have 62p. Sweets are 8p each. How many can I buy?

Answer: 7 (the remaining 6p is not enough to buy another sweet)

Apples are packed into boxes of 8. There are 62 apples. How many boxes are needed?

Answer: 8 (the remaining 6 apples still need to be placed into a box)

5

Short  
division  
HTU  $\div$  U

Children will continue to use written methods to solve short division TU  $\div$  U.

Children can start to subtract larger multiples of the divisor, e.g. 30x

$$196 \div 6$$

$$\begin{array}{r} 32 \text{ r } 4 \\ \hline 6 \ ) \ 196 \\ \underline{- 180} \\ 16 \\ \underline{- 12} \\ 4 \end{array}$$

30x  
2x

Answer : 32 remainder 4 or 32 r 4

Any remainders should be shown as integers, i.e. 14 remainder 2 or 14 r 2.

Children need to be able to decide what to do after division and round up or down accordingly. They should make sensible decisions about rounding up or down after division. For example  $240 \div 52$  is 4 remainder 32, but whether the answer should be rounded up to 5 or rounded down to 4 depends on the context.

Any remainders should be shown as fractions, i.e. if the children were dividing 32 by 10, the answer should be shown as  $3 \frac{2}{10}$  which could then be written as  $3 \frac{1}{5}$  in it's lowest terms.

Extend to decimals with up to two decimal places. Children should know that decimal points line up under each other.

$$87.5 \div 7$$

$$\begin{array}{r}
 12.5 \\
 7 \overline{) 87.5} \\
 \underline{- 70.0} \\
 17.5 \\
 \underline{- 14.0} \\
 3.5 \\
 \underline{- 3.5} \\
 0
 \end{array}$$

10x  
 2x  
 0.5x  
 ↓

Answer : 12.5

6 Long division  
HTU ÷ TU

Children will continue to use written methods to solve short division TU ÷ U and HTU ÷ U, as well as understand when it's necessary to round up and down, become confident in using these strategies when working with decimals.

$$972 \div 36$$

$$\begin{array}{r}
 27 \\
 36 \overline{) 972} \\
 \underline{- 720} \\
 252 \\
 \underline{- 252} \\
 0
 \end{array}$$

20x  
 7x  
 ↓

Answer : 27

Any remainders should be shown as fractions, i.e. if the children were dividing 32 by 10, the answer should be shown as  $3 \frac{2}{10}$  which could then be written as  $3 \frac{1}{5}$  in its lowest terms.

Extend to decimals with up to two decimal places. Children should know that decimal points line up under each other.

$$87.5 \div 7$$

$$\begin{array}{r}
 12.5 \\
 7 \overline{) 87.5} \\
 \underline{- 70.0} \\
 17.5 \\
 \underline{- 14.0} \\
 3.5 \\
 \underline{- 3.5} \\
 0
 \end{array}$$

10x  
 2x  
 0.5x  
 ↓

Answer : 12.5