Essex Primary School Division calculation Policy

By the end of year 6, children will have a range of calculation methods, mental and written. Selection will depend upon the numbers involved.

Children should not be made to go onto the next stage if:

- 1) they are not ready.
- 2) they are not confident.

Children should be encouraged to approximate their answers before calculating.

Children should be encouraged to check their answers after calculation using an appropriate strategy.

Children should be encouraged to consider if a mental calculation would be appropriate before using written methods.

Yr	Strategy	Exemplar	Resource
R/1	Sharing	Children will understand equal groups and share items out in play and problem solving. They will count in 2s and 10s and later in 5s.	counters
2	Sharing	Children will develop their understanding of division and use jottings to support calculation	Counters
		✓ Sharing equally	
		6 sweets shared between 2 people, how many do they each get?	
	Grouping	 ✓ Grouping 	Counters
		There are 6 sweets, how many people can have 2 sweets each?	
		00/00/00	
	Repeated subtraction (related to	12 ÷ 3 = 4	Empty Number line
	grouping)	0 1 2 3 4 5 6 7 8 9 10 11 12	
			Beads
		The bead bar will help children with interpreting division calculations such as 10 ÷ 5 as 'how many 5s make 10?'	Deuds
		\checkmark Using symbols to stand for unknown numbers to complete equations using inverse operations	
		$\Box \div 2 = 4 \qquad 20 \div \bigtriangleup = 4 \qquad \Box \div \bigtriangleup = 4$	

3	Grouping As repeated subtrion	Ensure that the emphasis in Y3 is on grouping rather than sharing, and that children have a clear understanding of the difference between the two strategies	Empty number lien
		Children will continue to use:	
		✓ Repeated subtraction using a number line	
		Children will use an empty number line to support their calculation.	
		24 ÷ 4 = 6	
		0 4 8 12 16 20 24	
		Children should also move onto calculations involving remainders.	
		13 ÷ 4 = 3 r 1	
		0 1 5 9 13	
		\checkmark Using symbols to stand for unknown numbers to complete equations using inverse operations	
		26 ÷ 2 = □ 24 ÷ △ = 12 □ ÷ 10 = 8	
4	Repeated	Children will develop their use of repeated subtraction to be able to subtract multiples of the divisor.	Empty number
	subtraction.	Initially, these should be multiples of numbers with which the children are more familiar. 72 ÷ 5	line
		0 2 7 12 17 22 27 32 37 42 47 52 57 62 67 72	-
		Moving onto: -50	
		r^{-5} r^{-5} r^{-5} r^{-5}	
			-
		Then onto the vertical method: 72 ÷ 3	
	Short division	3)72	
	TU ÷ U	$-\frac{30}{42}$ /10x	
		$-\frac{30}{12}$ 10x	
		12 - 6 $2x$	
		$\frac{-6}{6}$	
		$\frac{-6}{0}$ 2x	
		- 6 $2x$	



