


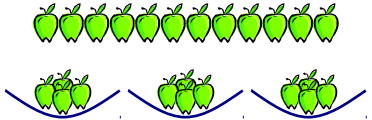

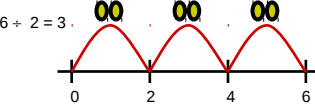
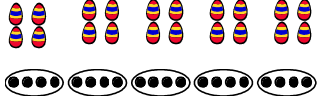
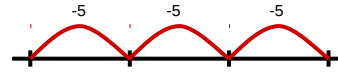
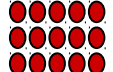
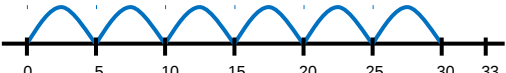
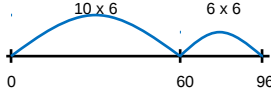


<p>YR</p>	<p>Share objects into equal groups and count how many in each group ref: Overview of learning 10</p>	<p>Practical / recorded using ICT (eg digital photos / pictures on IWB)</p>	<p>Pictures / Objects 6 cakes shared between 2  6 cakes put into groups of 2 </p>	<p>Symbols 6 cakes shared between 2 6 cakes put into groups of 2 </p>		<p>(see recording)</p>
<p>Y1</p>	<p>Solve (practical) problems that involve sharing into equal groups</p>	<p>Practical / recorded using ICT</p>	<p>Pictures / Symbols How many apples in each bowl if I share 12 apples between 3 bowls? </p>	<p>Number tracks / Number line (modelled using bead strings) $8 \div 2 = 4$  $6 \div 2 = 3$ </p>		<p>(see recording)</p>
<p>Y2</p>	<p>Division as sharing and grouping (including remainders) $TU \div U$ (where divisor is 2, 5 or 10)</p>	<p>Pictures / Symbols Four eggs fit in a box. How many boxes would you need to pack 20 eggs? </p>	<p>Number lines / Arrays $15 \div 5$   [ref Grouping ITP]</p>	<p>Derive / recall \div facts for 2, 5 and 10 tables Derive / recall halves of even numbers to 40</p>	<p>TU \div 2 Counting up in steps</p>	
<p>Y3</p>	<p>$TU \div U$ (where divisor is 2, 3, 4, 5, 6 or 10) Round remainders up / down, depending on the context</p>	<p>Number lines (start from zero) $33 \div 5 = 6 \text{ r}3$ </p>	<p>Partitioning (multiples of the divisor) $50 \div 4 = 12 \text{ r}2$ $10 \times 4 = 40$ $2 \times 4 = 8$ (48) [ref Number dials ITP]</p>	<p>Derive / recall \div facts for 2, 3, 4, 5, 6 and 10 tables</p>	<p>TU / HTU \div 2</p>	
<p>Y4</p>	<p>Record, support and explain: $TU \div U$ (eg $98 \div 6$)</p>	<p>Number lines (start from zero) $96 \div 6 = 16$ </p>	<p>Chunking (vertical layout) $96 \div 7$ $\begin{array}{r} 96 \\ -70 \\ \hline 26 \\ -21 \\ \hline 5 \end{array}$ (7 \times 10) $\begin{array}{r} 26 \\ -21 \\ \hline 5 \end{array}$ (7 \times 3) Answer: 13 R 5</p>	<p>Derive / recall \div facts up to the 10 times table</p>	<p>Numbers up to 1000 \div 10 / 100 (whole number answers and understand the effect) Halves of TU / HTU numbers and multiples of 10 / 100</p>	
<p>Y5</p>	<p>Refine and use efficient methods: HTU \div U</p>	<p>Chunking (expanded) $\begin{array}{r} 6 \overline{)196} \\ -60 \\ \hline 136 \\ -60 \\ \hline 76 \\ -60 \\ \hline 16 \\ -12 \\ \hline 4 \\ 32 \\ \hline 32 \\ \hline 0 \end{array}$ Answer: 32 R 4 'Empty' number line (start from 0) may be used to record calculation strategy</p>	<p>Chunking (efficient) $346 \div 8$ (estimate: $400 \div 8 = 50$) $\begin{array}{r} 8 \overline{)346} \\ -320 \\ \hline 26 \\ -24 \\ \hline 2 \end{array}$ Answer: 43 R 2</p>	<p>'Short' division $291 \div 3$ (estimate: $270 \div 3 = 90$) $\begin{array}{r} 97 \\ 3 \overline{)291} \end{array}$</p>	<p>Recall quickly \div facts up to 10 times table</p>	<p>Divide using factors of the divisor (eg $\div 8$ by $\div 2$ and $\div 4$) Divide numbers by 10 / 100 / 1000 (describe the effect) Halves of U.t / 0.th</p>
<p>Y6</p>	<p>Use efficient methods: Integer \div U (eg $123 \div 7$) Decimal \div U (eg $27.6 \div 8$) HTU \div TU</p>	<p>Chunking (efficient) $25.6 \div 8$ (estimate: $24 \div 8 = 3$) $\begin{array}{r} 8 \overline{)25.6} \\ -24.0 \\ \hline 1.6 \\ -1.6 \\ \hline 0 \end{array}$ Answer: $25.6 \div 8 = 3.2$ 'Empty' number line may still be used</p>	<p>'Short' division $43.4 \div 7$ (estimate: $42 \div 7 = 6$) $\begin{array}{r} 6.2 \\ 7 \overline{)43.4} \end{array}$</p>	<p>'Long' division $560 \div 24$ (estimate: $550 \div 25 = 22$) $\begin{array}{r} 23 \\ 24 \overline{)560} \\ -480 \\ \hline 80 \\ -72 \\ \hline 8 \end{array}$ Answer: 23 $\frac{8}{24}$ Or 23 $\frac{1}{3}$</p>	<p>Derive \div facts involving multiples of 10 / 100 (eg $240 \div 30$) and decimals (eg $4.8 \div 6$)</p>	<p>Divide using factors of the divisor (eg $\div 15$ by $\div 5$ and $\div 3$) TU \div U U.t \div U Integer \div 1000 / 100 / 10</p>

Estimate first



