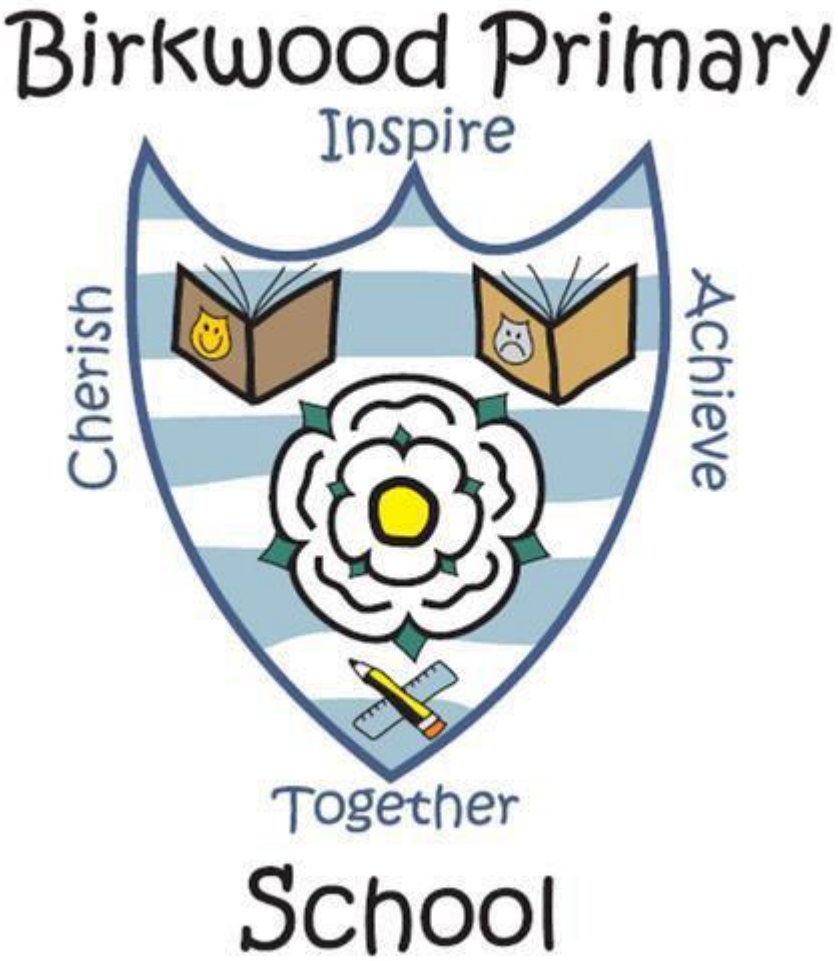
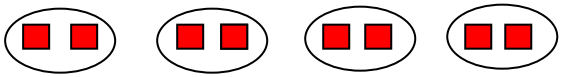
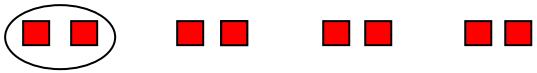
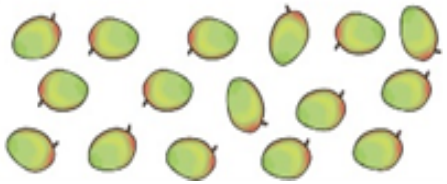
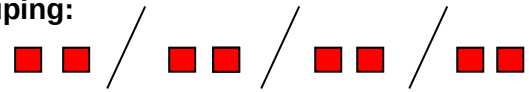
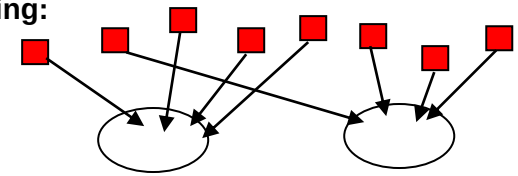


Calculation Policy (Division)
UPDATED SEPTEMBER 2017

Birkwood Primary School
Calculation Policy (Division)

Stage	Key Vocabulary	How it looks in practice	Resources	Mastery Examples
1	-Sharing -Grouping -Sorting -Set -Pairs -Even	**Practical activities with pictorial representations:** **Grouping:**  *How many groups have we created?* **Sharing:**  *How many in a group?*	Counters, Small toys, Buttons, Cubes, Pegs.	Could you sort these mangoes into groups of 2? 
2	-Share -Equally -Pairs, threes -Divide -Divided into -Left over -Group -Set -Remainder	**Pictorial representations:** **Grouping:**  *How many twos make up 8?* **Sharing:** 	Concrete objects (If still required) Hoops for sharing.	John, Paul and Petra shared a bag of sweets. How many did they get each? How many would they have if they shared between 4 people? 

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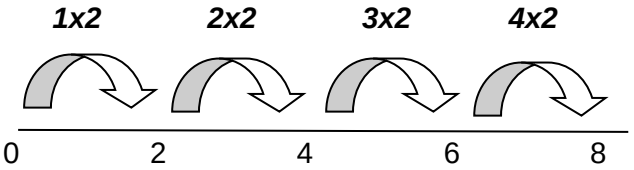
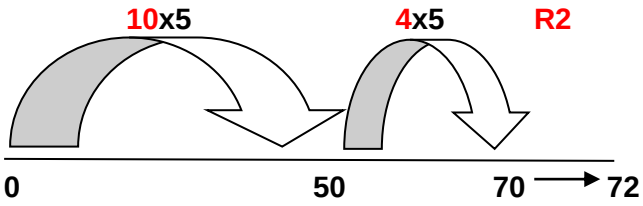
Stage	Key Vocabulary	How it looks in practice	Resources	Mastery Examples
3	-Share -Equally -Pairs, threes -Divide -Divided into -Left over -Group -Set -Remainder -How many?	**Number lines:** 8 divided by 2 = 4  **Arrays (Including remainders):** 10 divided by 4 * * * * * * * * * * 2 groups, remainder 2.	Arrays (Link to multiplication) Number lines.	Which of these calculations is the odd one out? 40 divided by 10 16 divided by 4 28 divided by 6 20 divided by 5 Explain your answer.
4	-Share -Equally -Pairs, threes -Divide -Divided into -Left over -Group -Set -Remainder -How many? -Divisble by	**Number lines:** **Counting on: 72 divided by 5= 14 r2**  *****_At this stage, the children will be asked to make estimations first. They will use their times table knowledge to work up to the total._	Arrays, Multiplication squares, Number lines, Place value mats.	There are 64 children in year 4. They have to be put into teams of 8 for their sports day. How many teams can be made out of the year group? I have 62 cakes and 7 boxes. Each box holds 8 boxes. How many boxes can I fill?

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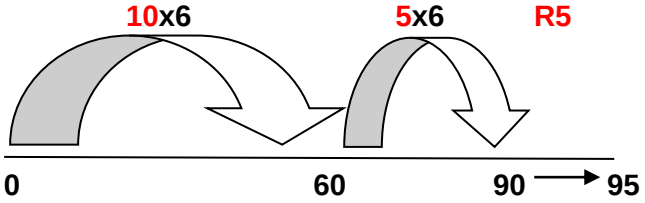
5	-Share -Equally -Pairs, threes -Divide -Divided into -Left over -Group -Set -Remainder -How many? -Quotient	**Counting on:** 95 divided by 6 = 18 r2  **Chunking method:** 1 5 r5 6 ⟌ 9 5 6 0 (10x6) 3 5 3 0 (6 x5) 5 (Remainder)	Place value resources, Whiteboards, Maths books (CM squared)	A sweet shop packs their boiled sweets into packs of 9. They have 186 sweets to pack altogether. How many packs will they make? What will they do with the remainder? 
6	-Share -Equally -Pairs, threes -Divide -Divided into -Left over -Group -Set -Remainder -How many? -Quotient -Written method - Short division -Long division	**Short division: HTU and ThHTU divided by U** 192 divided by 5= 0 3 8 r2 5 ⟌ 1 9 2 **Long division:** 1 3 r15 17 ⟌ 2 5 6 1 7 0 (10x17) 6 6 5 1 (3 x 17) 1 5 (Remainder)	Place value resources, Whiteboards, Maths books (CM squared)	It cost £165 for a group to visit the cinema. The tickets cost £15 each. How many people went to the cinema? A baker bakes 130 cakes. She puts them into boxes of 8. How many boxes will she fill?

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Stage	Key Vocabulary	How it looks in practice	Resources	Mastery Examples
7	-Share -Equally -Pairs, threes -Divide -Divided into -Left over -Group -Set -Remainder -How many? -Quotient -Written method - Short division -Long division -Decimals	**Long and short division with decimals and expressing remainders as fractions or decimals.** 13 15/17 17) 256 170 66 51 15 **Decimals:** 17.9 5) 8$_{3}$9.$_{4}$5	Place value resources, Whiteboards, Maths books (CM squared)	Choose two digits and arrange them to make 2 two-digit numbers, for example: If you choose 1 and 2, you can make 12 and 21. Now add your two-digit numbers together. Now add your single-digit numbers together. Divide your two-digit answer by your single-digit answer. Try this again using 2 different digits. What happens? Can you explain it?