



Calculation Policy Division – Years 1-3



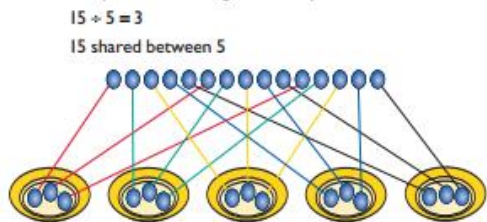
Children must have secure counting skills- being able to confidently count in 2s, 5s and 10s.

Children should be given opportunities to reason about what they notice in number patterns.

Group AND share small quantities- understanding the difference between the two concepts.

Sharing

Develops importance of one-to-one correspondence.



Children should be taught to share using concrete apparatus.

Grouping

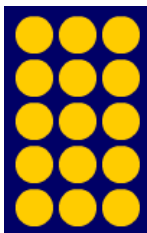
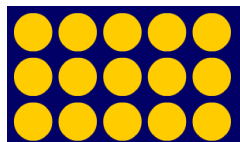
Children should apply their counting skills to develop some understanding of grouping.



Use of arrays as a pictorial representation for division.

$15 \div 3 = 5$ There are 5 groups of 3.

$15 \div 5 = 3$ There are 3 groups of 5.



Children should be able to find $\frac{1}{2}$ and $\frac{1}{4}$ and simple fractions of objects, numbers and quantities.

\div = signs and missing numbers

$6 \div 2 = \square$ $\square = 6 \div 2$
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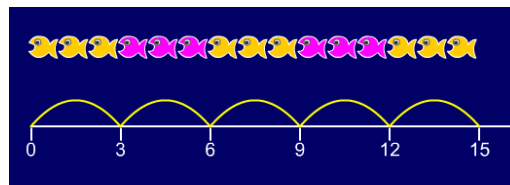
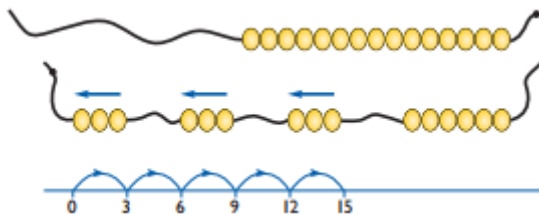
Know and understand sharing and grouping- introducing children to the \div sign.

Children should continue to use grouping and sharing for division using practical apparatus, arrays and pictorial representations.

Grouping using a numberline

Group from zero in jumps of the divisor to find our 'how many groups of 3 are there in 15?'

$15 \div 3 = 5$



Continue work on arrays. Support children to understand how multiplication and division are inverse. Look at an array – what do you see?

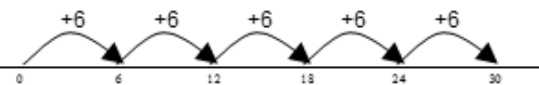
\div = signs and missing numbers

Continue using a range of equations as in year 2 but with appropriate numbers.

Grouping

How many 6's are in 30?

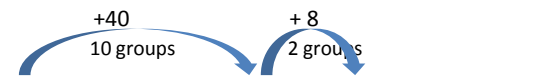
$30 \div 6$ can be modelled as:



Becoming more efficient using a numberline

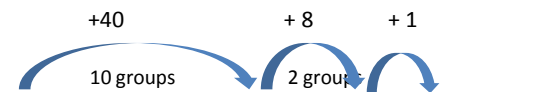
Children need to be able to partition the dividend in different ways.

$48 \div 4 = 12$



Remainders

$49 \div 4 = 12 \text{ r}1$



Sharing – 49 shared between 4. How many left over?

Grouping – How many 4s make 49. How many are left over?

Place value counters can be used to support children apply their knowledge of grouping.

For example:

$60 \div 10 =$ How many groups of 10 in 60?

$600 \div 100 =$ How many groups of 100 in 600?

Year 1 objectives

Statutory requirements

Pupils should be taught to:

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Year 1 guidance

Notes and guidance (non-statutory)

Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.

They make connections between arrays, number patterns, and counting in twos, fives and tens.



Year 2 objectives

Statutory requirements

Pupils should be taught to:

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Year 2 guidance

Notes and guidance (non-statutory)

Pupils use a variety of language to describe multiplication and division.

Pupils are introduced to the multiplication tables. They practise to become fluent in the 2, 5 and 10 multiplication tables and connect them to each other. They connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face. They begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations.

Pupils work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities, to arrays and to repeated addition. They begin to relate these to fractions and measures (for example, $40 \div 2 = 20$, 20 is a half of 40). They use commutativity and inverse relations to develop multiplicative reasoning (for example, $4 \times 5 = 20$ and $20 \div 5 = 4$).



Year 3 objectives

Statutory requirements

Pupils should be taught to:

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.



Year 3 guidance

Notes and guidance (non-statutory)

Pupils continue to practise their mental recall of multiplication tables when they are calculating mathematical statements in order to improve fluency. Through doubling, they connect the 2, 4 and 8 multiplication tables.

Pupils develop efficient mental methods, for example, using commutativity and associativity (for example, $4 \times 12 \times 5 = 4 \times 5 \times 12 = 20 \times 12 = 240$) and multiplication and division facts (for example, using $3 \times 2 = 6$, $6 \div 3 = 2$ and $2 = 6 \div 3$) to derive related facts (for example, $30 \times 2 = 60$, $60 \div 3 = 20$ and $20 = 60 \div 3$).

Pupils develop reliable written methods for multiplication and division, starting with calculations of two-digit numbers by one-digit numbers and progressing to the formal written methods of short multiplication and division.

Pupils solve simple problems in contexts, deciding which of the four operations to use and why. These include measuring and scaling contexts, (for example, four times as high, eight times as long etc.) and correspondence problems in which m objects are connected to n objects (for example, 3 hats and 4 coats, how many different outfits?; 12 sweets shared equally between 4 children; 4 cakes shared equally between 8 children).

