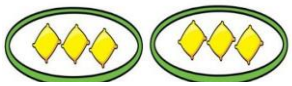
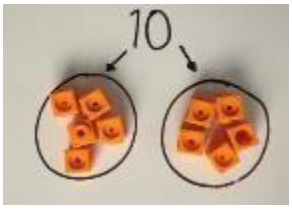
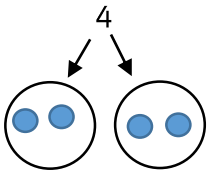
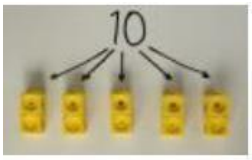
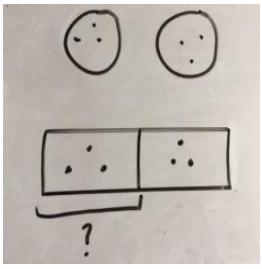
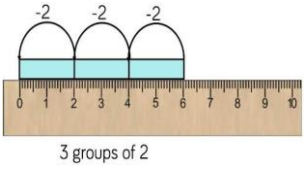
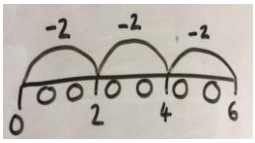
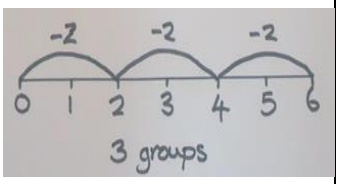
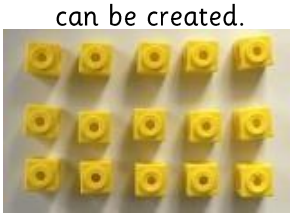
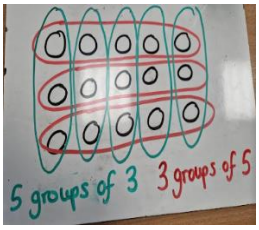
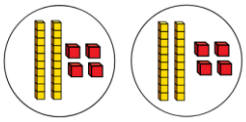
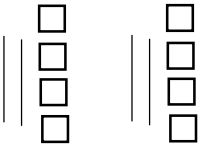
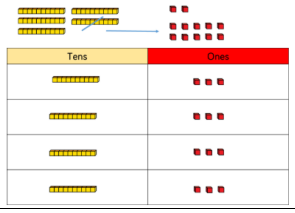
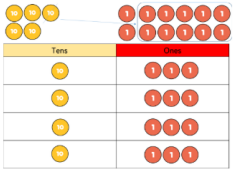
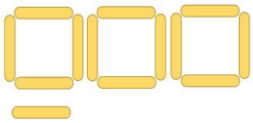
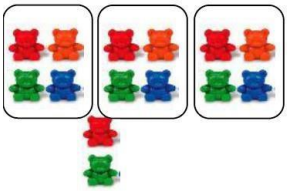
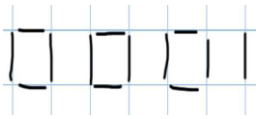
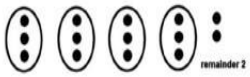
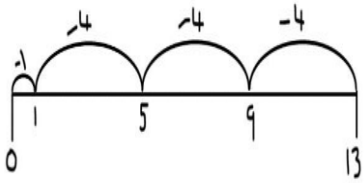
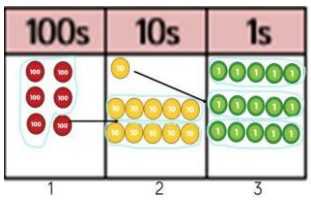
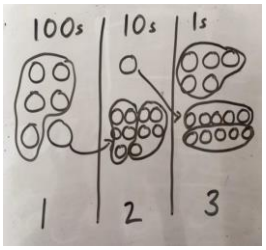
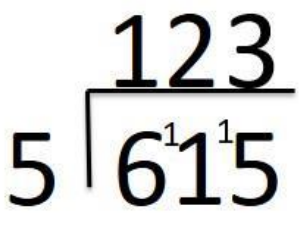
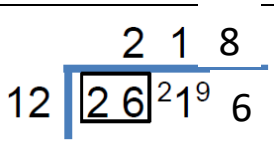
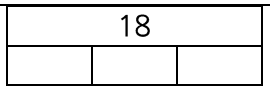
Progression in Division at Brunswick House

Stage	Objective	Concrete	Pictorial	Abstract
EYFS	Sharing objects into groups	Sharing a range of objects equally.  	Draw this on whiteboards/books 	If I share **10** into **2** groups I get **5** in each group
Year 1/Year 2	Division as grouping/sharing	Sharing a range of objects equally. 	Represent the sharing pictorially 	Children should also be encouraged to use their 2 times table facts. 6 ÷ 2 = Represent with bar model
Year 1/Year 2	Repeated subtraction	Repeated subtraction using Cuisenaire rods/cubes above a ruler 6 ÷ 2 	Children to represent repeated subtraction pictorially. 	Abstract number line to represent the equal groups that have been subtracted. 
Year 2	Division with arrays	Link division to multiplication by creating an array and thinking about the number sentences that can be created. 	Draw an array and split the array into groups using columns and rows 	Find the inverse of multiplication and division sentences by creating four linking number sentences. **15 ÷ 3 = 5** **5 x 3 = 15** **15 ÷ 5 = 3** **3 x 5 = 15**
Year 3/4	Divide a 2 digit number by ones (No exchange)	Use dienes/place value counters to share tens and ones into equal groups 	Draw equal groups to represent sharing 	Record portioning method as number sentences **48 ÷ 2 = 24** **40 ÷ 2 = 20** **8 ÷ 2 = 4**

Year 3/4	Divide a 2 digit number by ones (Exchange)	Use dienes/place value counters to share tens and ones. Where tens cannot be shared, equally, exchange for 10 ones 	Draw this into their books, representing numbers with dienes or counters 	Record number sentence 52 ÷ 4 = 13 Use times table to support 4 x 10 = 40 4 x 3 = 12 4 x 13 = 52
Year 3/4	Division with a remainder	Use of lollipop sticks to form whole squares are made because we are dividing by 4.  There are 3 whole squares, with 1 left over. Divide objects between groups and see how much is left over.  Cuisenaire rods above a ruler can also be used for this.	Children to represent the lollipop sticks pictorially:  There are 3 whole squares, with 1 left over. Draw dots and group them to divide an amount and clearly show a remainder. 	13 ÷ 4 = 3 remainder 1 Children should be encouraged to use their times table facts; they could also represent repeated addition on a number line. 3 groups of 4 with 1 left over 
Year 5/6	Short division	Short division using place value counters to group.  1. Make 615 with place value counters. 2. How many groups of 5 hundreds can you make with 6 hundred counters? 3. Exchange 1 hundred for 10 tens.	Children to represent the place value counters pictorially. 	Children to write the calculation using the short division scaffold.  Using multiplication facts within the short division method, box the first 2 digits as a starting point.

		4. How many groups of 5 tens can you make with 11 ten counters? 5. Exchange 1 ten for 10 ones. 6. How many groups of 5 ones can you make with 15 ones?		 12 x 2 = 24 12 x 1 = 12 12 x 8 = 96
All	Use bar models to represent addition calculations and problems		 18 ÷ 3 = 6	