

We carry out a range of activities to reinforce and ensure that the concept of Division is understood.

Use a variety of resources—cubes, sweets, biscuits etc. Think about the concept of a

Division Year 3 and 4

All children need to know their times tables—

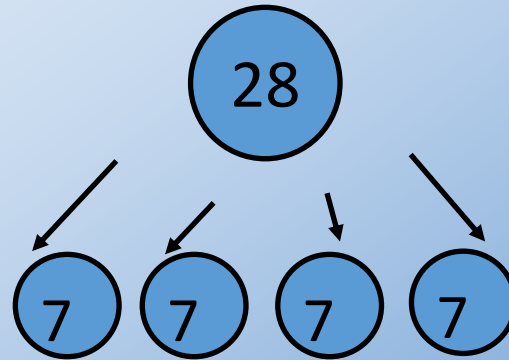
X2, x3, x4, x5, x6, x7, x8, x9 x10

by rote.

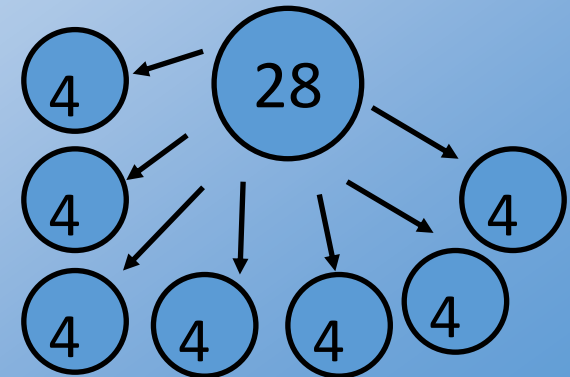
- Use tablet/ipad games
- Practice every week
- Look for patterns in each times table and the links between them.

By starting with one large set and sharing equally between a given number or grouping into sets of a given size.

There are 28 sweets to share equally between 4 children. How many will they have each ?

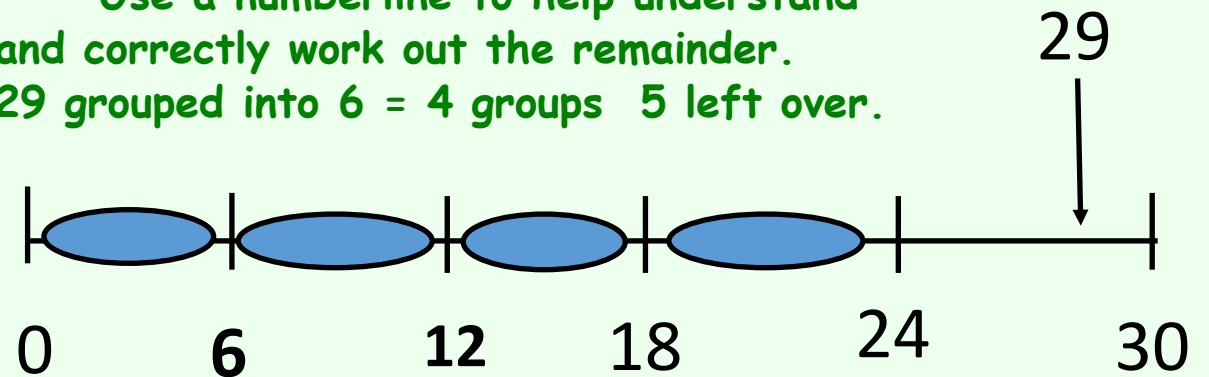


There are 28 sweets to be put into bags. There can only be 4 sweets in each bag. How many bags will there be ?



Use a numberline to help understand and correctly work out the remainder.

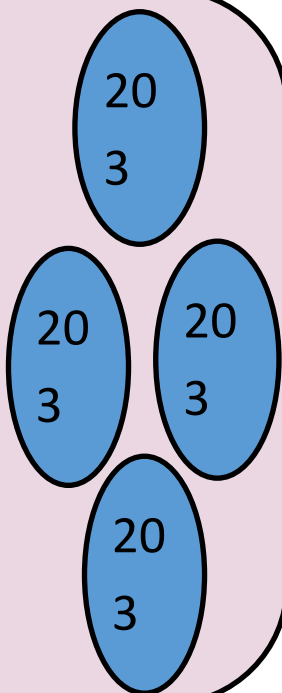
29 grouped into 6 = 4 groups 5 left over.



Division Year 5 and 6

94 divided by 4

$$\begin{array}{r}
 94 \\
 4 \times 20 = 80 \\
 \hline
 14 \\
 4 \times 3 = 12 \\
 \hline
 2
 \end{array}$$



Dividing any number by 10 or 100 and looking for the pattern and thinking about place value.

	H	T	U	.	1/10	1/100
50 divided by 10 =			5			
170 divided by 10 =		1	7			
300 divided by 100 =			3			
23 divided by 10 =		2	.	3		
245 divided by 100 =		2	.	4		5

967 divided by 6 = 161 r 7

$$\begin{array}{r}
 967 \\
 6 \times 100 = 600 \\
 \hline
 367 \\
 6 \times 50 = 300 \\
 \hline
 67 \\
 6 \times 11 = 66 \\
 \hline
 1
 \end{array}$$