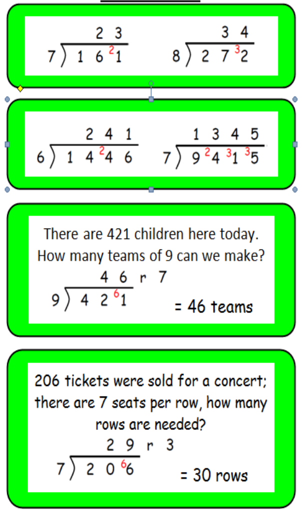
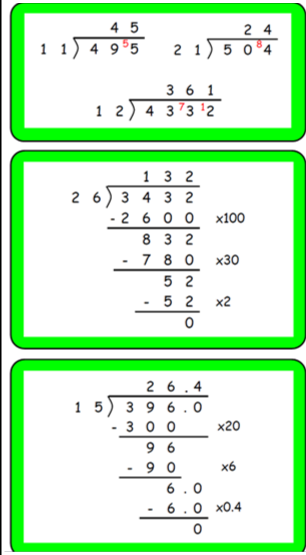
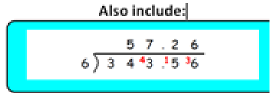
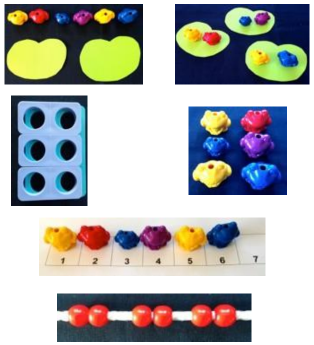
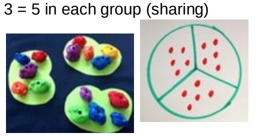
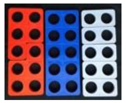
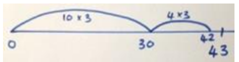
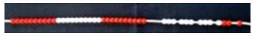
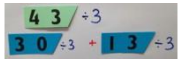
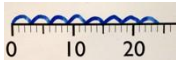
Division Routeway

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Written Methods		Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	Write and calculate mathematical statements for ÷ using the x tables they know progressing to formal written methods by the end of Year 4. Continue to use place value equipment to support understanding of division throughout Years 3 and 4.		Divide numbers up to 4 digits by a 1-digit number using short division and interpret remainders appropriately for the context **Short Division**  	**Long Division**  **Also include:**  Solve multi-step problems in contexts, deciding which operations to use including division and interpret remainders. e.g. Coaches have 56 seats for passengers. How many coaches are needed to take 275 people on a trip? Divide proper fractions by whole numbers (e.g. 1/3 ÷ 2 = 1/6) Divide numbers given to 3 decimal places by 10, 100 and 1000
Developing conceptual understanding	6 ÷2 = 3 by sharing into 2 groups and by grabbing groups of 2  How many 2s?   Making groups using concrete objects from the whole amount	15 ÷ 3 = 5 in each group (sharing)  Link to fractions  15 ÷ 3 = 5 groups of 3 (grouping)  10 ÷2 = 5  Use language of division linked to tables. How many 2s?  Other representations and structures can include bar models and arrays Resources can include; Numicon, counters, 100 squares and table squares	Grouping using partitioning 43 ÷ 3 If I know 10 x 3...    Use language of division linked to tables eg. Counting in jumps on a number line. How many 3s?  	Divide 3-digit by 1-digit numbers using partitioning and place value equipment  196 ÷ 6 If I know 3 x 6 … then 30 x 6… and so I can fit 30 lots of 6 into 180. Then I can fit a further 2 x 6 = 12 into 16, with a remainder of 4. 		
With jottings … or in your head ….	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	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	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 methods	Use place value, known and derived facts to multiply and divide mentally, including: dividing by 1. Recognise and use factor pairs and commutativity in mental calculations. Solve division calculations involving known facts with remainders (e.g. 65÷7)	Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.	
Just know it!	Count in multiples of twos, fives and tens Begin to recall and use x and ÷ facts for the 10 x tables	Recall and use x and ÷ facts for the 2, 5 and 10 x tables, including recognising odd and even numbers	Recall and use x and ÷ facts for the 3, 4 and 8 times tables	Recall and use x and ÷ facts for the 6, 7, 9, 11 and 12 times tables By the year end, recall x and ÷ facts for ALL x tables up to 12 x 12	Recall prime numbers up to 19. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers	

Year 1 **PROGRESSION** **Year 6**