

Division Curriculum



Brookside Primary School

Championing Children's Potential

DIVISION: Y1

Understanding the operation and related vocabulary.

Understanding the operation

Begin to understand division as both sharing and grouping using concrete objects, pictorial representations and arrays to solve problems.

Children should begin to explore finding simple fractions of objects, numbers and quantities.

Vocabulary

Begin to use the vocabulary involved in dividing:

share, share equally, one each, two each..., group, groups of, lots of, array, row, column, equal groups of

Generalisations

- True or false? I can only halve even numbers.
- Grouping and sharing are different types of problems. Some problems need solving by grouping and some by sharing. Encourage children to practically work out which they are doing.

Some Key Questions

How many groups of...?

How many in each group?

Share... equally into...

What can do you notice?

Mental Calculations

Number facts

Experience regular counting on and back from different numbers in 1s and in multiples of 2, 5 and 10.

Count a set of objects by grouping in 2s, 5s or 10s
Count these pennies (2 at a time)

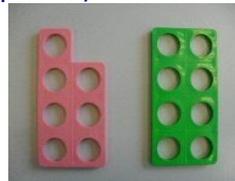
Know corresponding halves of doubles of all numbers to 10:

Half of 6 is

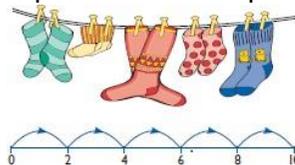
Half of 10 is

Begin to recognise odd and even numbers.

Use cubes to make 9 and recognise it is odd (as the cubes cannot be paired)



They should begin to recognise the number of groups counted to support understanding of relationship between multiplication and division.



$2 + 2 + 2 + 2 + 2 = 10$
 $2 \times 5 = 10$
 2 multiplied by 5
 5 pairs
 5 hops of 2

Mental methods and jottings

Solve problems involving sharing, grouping and halving; make equal groups

Counting on

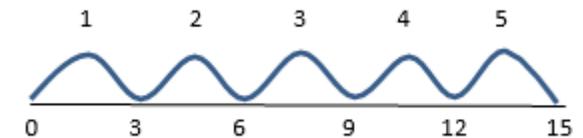
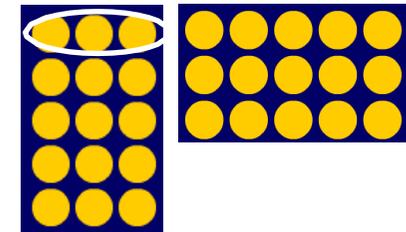
Written Calculations

No formal written layout. Children record their maths using pictorial representations, arrays, number lines and mathematical statements.

$$10 \div 5 = 2$$



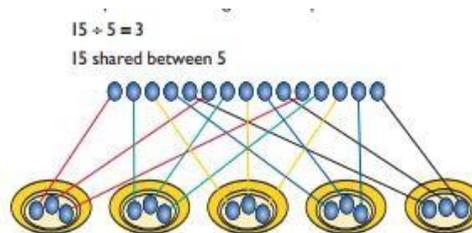
Use of arrays as a pictorial representation for division. $15 \div 3 = 5$ There are 5 groups of 3.
 $15 \div 5 = 3$ There are 3 groups of 5.



There are 10 seeds and some flower pots. Each pot needs 2 seeds in it. How many pots can be planted?

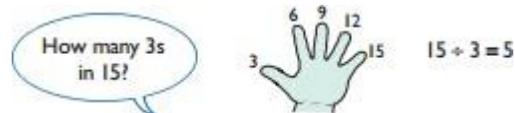
Sharing

Develops importance of one-to-one correspondence.



Grouping

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



How many groups of 2 are in 6?



Jo has 12 Lego wheels. How many cars can she make?

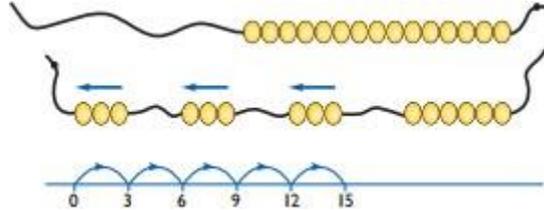
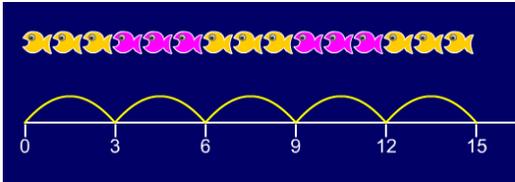
Using doubling and halving

Know corresponding halves of doubles to 10.

Half of 10 is 5.

A ladybird has 12 spots altogether. How many spots on each side of its body?

DIVISION: Y2

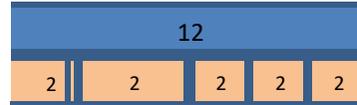
Understanding the operation and related vocabulary.	Mental Calculations	Written Calculations
<p><u>Understanding the operation</u></p> <p>Continue to understand division as both sharing and grouping using concrete objects, pictorial representations and arrays to solve problems.</p> <p>Begin to relate division to fractions.</p> <p>Continue to work on arrays and begin to understand the inverse relationship between \times and \div.</p> <p>$15 \div 3 = 5$ There are 5 groups of 3. $5 \times 3 = 15$ $15 \div 5 = 3$ There are 3 groups of 5. $3 \times 5 = 15$</p> <p>Show that division of one number by another cannot be done in any order.</p> <p>$15 \div 5 = 3$ $5 \div 15 = 3$</p> <p>Write mathematical statements using the division and equals sign.</p> <p>$6 \div 2 = \square$ $\square = 6 \div 2$ $6 \div \square = 3$ $3 = 6 \div \square$ $\square \div 2 = 3$ $3 = \square \div 2$ $\square \div \square = 3$ $3 = \square \div \square$</p> <p><u>Vocabulary</u></p> <p>Understand and use the vocabulary related to division:</p> <p>Group in pairs, 3s ... 10s etc equal groups of, divide, \div, divided by, divided into,</p>	<p>Number facts</p> <p>Count regularly, on and back, in steps of 2, 3, 5 and 10 from 0.</p> <p style="text-align: center;">0 3 6 9 12 15 1830 50 45 40 35 30 0</p> <p>Recall and use division facts for the 2, 5 and 10 times table:</p> <p>How many groups of 10 in 30? Divide 14 by 2. 25 divided by 5.</p> <p>Recall corresponding half of doubles of all numbers to 15 and doubles of multiples of 5 to 50.</p> <p>Half of 14 is <input type="checkbox"/> Half of 30 is <input type="checkbox"/></p> <p>Recall and use division facts for the 2, 5 and 10 times table.</p> <p>How many groups of ten in 30 divide 14 by 25 divided by 5</p> <p>Recognize odd and even numbers. Explain why 15 is an odd number</p> <p><u>Mental methods and jottings</u></p> <p><u>Counting on</u> $70 \div 7 = 10$ (by counting on in tens using fingers to keep track).</p> <p><u>With jottings:</u> $24 \div 3 = 8$ (counting on in threes using a number line to keep track).</p> <p><u>Sharing</u></p>	<p>No formal written layout. Children record their maths using pictorial representations, arrays, number lines and mathematical statements.</p> <p><u>Grouping using a number line</u></p> <p>Group from zero in jumps of the divisor to find out 'how many groups of 3 are there in 15?' $15 \div 3 = 5$</p>   <p>See Year 1 for other images.</p>

remainder, left over.

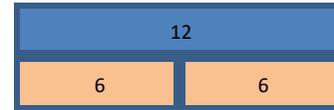
Generalisations

Noticing how counting in multiples of 2, 5 and 10 relates to the number of groups you have counted (introducing times tables)

Share 12 pencils equally between 6 pots (using objects/pictures)



12 pencils shared between 2 pots, how many in each pot?



Using doubling and halving

Know corresponding halves of doubles of all numbers to 15 and doubles of all numbers of multiples of 5 to 50.

$14 \div 2 = 7$ (by recalling the doubles first)

With Jottings

$24 \div 2$ (by halving 20, halving 4 and recombining)

Using known facts and place value

If $4 \div 2 = 2$ then $40 \div 2 = 20$

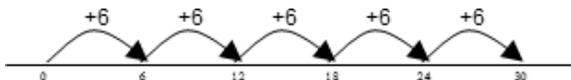
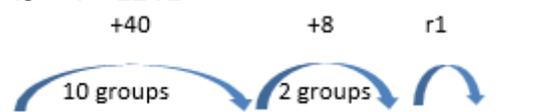
Fractions

Find a half, a quarter and a third of shapes, objects, numbers and quantities. Finding a fraction of a number of objects to be related to sharing. Explore visually and understand how some fractions are equivalent – e.g. two quarters is the same as one half.

3 apples shared between 4 people =



DIVISION: Y3

Understanding the operation and related vocabulary.	Mental Calculations	Written Calculations
<p>Understanding the operation Understand the operation of division as sharing and grouping.</p> <p>Understand the principles of commutative and associative laws do not apply to division. Recognise that $24 \div 4$ is not equal to $4 \div 24$</p> <p>Understand the inverse relationship between multiplication and division. $6 \times 3 = 18$ $3 \times 6 = 18$ $18 = 3 \times 6$ $18 = 6 \times 3$ $18 \div 3 = 6$ $18 \div 6 = 3$ $6 = 18 \div 3$ $3 = 18 \div 6$</p> <p>Continue using a range of missing number equations as in year 2 but with appropriate numbers. $15 \div \square = 5$ $\square = 14 \div 2$ $20 = \square \times \square$ $5 + 10 = 35 \div \square$ $7 < \square \div 2$ $\square \div \square > 8$</p> <p>Continue to relate fractions to division. $\frac{1}{4}$ of 16 = $16 \div 4$</p> <p>Vocabulary Understand, read and spell vocabulary related to division correctly:</p> <p>See Y1 and Y2 Inverse, in every</p> <p>Generalisations Inverses and related facts – develop fluency in finding related multiplication and division facts. Develop the knowledge that the inverse relationship can be used as a checking method.</p> <p>Some Key Questions</p>	<p>Number facts Count regularly, on and back, in steps of 3, 4 and 8.</p> <p>Count from 0 in multiples of 4, 8, 50 and 100. 0 8 16 24 32 500 450 400 350</p> <p>Recall and use division facts for the 3, 4 and 8 times table. How many threes in 27? Divide 24 by 4 48 divided by 8 Divide 80 in to fours</p> <p>Recall corresponding halves and doubles of all numbers to 20, doubles of multiples of 5 to 100 and doubles of multiples of 100 to 500. Half of 16 is \square $18 \div 2 = \square$ Half of 70 is \square</p> <p>Mental methods and jottings Calculate mathematical statements for division using the multiplication tables that they know, beginning to divide two-digit numbers by one-digit numbers (for known multiplication tables).</p> <p>Counting on $70 \div 5$ (by counting on in fives from 50) With jottings: $52 \div 4$ (by counting on in fours from 4×10 using a number line to keep track). With remainders: $54 \div 4$</p> <p>Partitioning Without crossing the tens boundary: $69 \div 3 = 23$</p>	<p>No formal written layout. Begin to divide 2 digit numbers by one digit numbers (for known multiplication tables).</p> <p>Grouping How many 6's are in 30? $30 \div 6$ can be modelled as:</p>  <p>Becoming more efficient using a number line Children need to be able to partition the dividend in different ways. $48 \div 4 = 12$</p>  <p>Remainders $49 \div 4 = 12 \text{ r}1$</p>  <p>Make sensible decisions about rounding up or down after division in the context of a problem. 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. $60 \div 10 =$ How many groups of 10 in 60? $600 \div 100 =$ How many groups of 100 in 600?</p>

Questions in the context of money and measures that involve remainders (e.g. How many lengths of 10cm can I cut from 81cm of string? You have £54. How many £10 teddies can you buy?)
What is the missing number?

$$17 = 5 \times 3 +$$

$$\underline{\quad} = 2 \times 8 + 1$$

$$(60 \div 3 = 20 ; 9 \div 3 = 3)$$

$$20 + 3 = 23$$

Partition number in different ways:

$$52 = 50 + 2; 40 + 12; 30 + 12 \text{ etc}$$

With jottings

Partitioning crossing the tens boundary.

$$65 \div 5 = 13$$

$$(12 \times 5) \quad (1 \times 5)$$



With remainders: $67 \div 5 = 13r2$

Doubling and halving

$$84 \div 2 = 42 \quad (80 \div 2 = 40) \quad (4 \div 2 = 2)$$

With jottings

$$100 \div 4 = 25 \text{ (halve and halve again)}$$

Half of 100 is 50, half of 50 is 25.

Known facts and place value

Use multiplication and division facts they know to make links with other facts.

$$\text{If: } 3 \times 2 = 6, 6 \div 3 = 2, 2 = 6 \div 3$$

$$\text{Then: } 30 \times 2 = 60, 60 \div 3 = 20, 2 = 60 \div 30$$

Estimating

Estimate the answer to a calculation:

$52 \div 4$ is between 10 fours and 20 fours.

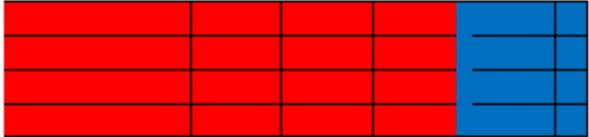
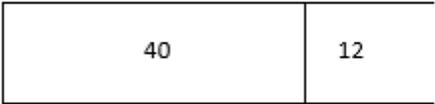
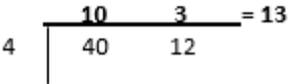
Use inverse operations and equivalent calculations to check answers:

$$\text{Check } 65 \div 5 = 13 \text{ with } 5 \times 13 = 65.$$

Remainders

Understand the idea of a remainder and make sensible decisions about rounding up or down after division in the context of a problem

DIVISION: Y4

Understanding the operation and related vocabulary.	Mental Calculations	Written Calculations
<p><u>Understanding the operation</u> Continue to understand the operation of division as sharing and grouping.</p> <p>Relate division and fractions. $1/3 = 1 \div 3$ $2/3 = 2 \div 3$</p> <p>Understand links to ratio problems (2 quantities in a fixed ratio.</p> <p>Continue to understand the principles of commutative and associative laws do not apply to division.</p> <p>Understand the distributive law and recognise that $65 \div 5$ is the same as $(50 \div 5) + (15 \div 5)$</p> <p>Continue to understand the inverse relationship between multiplication and division. $6 \times 7 = 42$ $7 \times 6 = 42$ $42 = 7 \times 6$ $42 = 6 \times 7$ $42 \div 7 = 6$ $42 \div 6 = 7$ $7 = 42 \div 6$ $6 = 42 \div 7$</p> <p>Continue using a range of equations as in year 3 but with appropriate numbers. $54 \div \square = 6$ $\square = 80 \times 8$ $48 = \square \times \square$ $36 \div 4 = 18 \div \square$ $5 < \square \div 9$ $\square \div \square > 11$</p> <p><u>Vocabulary</u></p> <p>Understand, read and spell vocabulary related to division correctly. see years 1-3 divide, divided by, divisible by, divided into</p>	<p>Number facts Count on and back in multiples of 6, 7, 9, 25 and 1000. $0\ 7\ 14\ 21\ 28\ \dots$ $300\ 275\ 250\ 225\ 200\ \dots$</p> <p>Learn the multiplication facts to 12×12 and use place value to derive related facts. $6 \times 7 = 42$ $70 \times 6 = 420$ $42 \div 6 = 7$ $420 \div 6 = 70$ How many sixes in 54? Divide 63 by 7 350 divided by 5 $108 \div 12$, what is the quotient?</p> <p>Recognise and use factor pairs List the factor pairs of 32</p> <p>Derive corresponding halves of doubles of multiples of 50 to 1000 and multiples of 1000. Half of 150 is \square $700 \div 2 = \square$ $6000 \div 2 = \square$</p> <p><u>Mental methods and jottings</u> Divide mentally using place value, known and derived facts including dividing by 1.</p> <p><u>Counting on</u> $126 \div 6$ (by counting on in sixes from 120). <u>With Jottings</u> $161 \div 7$ (by counting on in sevens from 7×20 using a number line to keep track) <u>With remainders:</u> $163 \div 7$</p> <p><u>Partitioning</u> Without crossing the tens boundary:</p>	<p>Begin to divide 2-digit and 3-digit numbers by a 1-digit number using a formal written layout. e.g. $98 \div 7$ $138 \div 3$</p> <p><u>Towards a formal written method</u> Alongside pictorial representations and the use of models and images, children should progress onto short division using a bus stop method. $52 \div 4$</p>    <p>Short division can also be modelled for understanding using place value counters as shown below. Calculations with 2 and 3-digit dividends. E.g. $98 \div 7$; $336 \div 3$</p>

share between, groups of, factor, factor pair, multiple times as (big, long, wide ...etc), for every, quotient equals, remainder, quotient, divisor inverse

Generalisations

True or false? Dividing by 10 is the same as dividing by 2 and then dividing by 5. Can you find any more rules like this?

Is it sometimes, always or never true that $\square \div \Delta = \Delta \div \square$?

Inverses and deriving facts. 'Know one, get lots free!'
e.g.: $2 \times 3 = 6$, so $3 \times 2 = 6$, $6 \div 2 = 3$, $60 \div 20 = 3$,
 $600 \div 3 = 200$ etc.

Sometimes, always, never true questions about multiples and divisibility. (When looking at the examples on this page, remember that they may not be 'always true'!) E.g.:

- Multiples of 5 end in 0 or 5.
- The digital root of a multiple of 3 will be 3, 6 or 9.

The sum of 4 even numbers is divisible by 4.

$78 \div 6 = 13$ Partition in to multiples of the divisor
 $60 \div 6 = 10$; $18 \div 6 = 3$
 $10 + 3 = 13$

Using Numicon, diennes or place value counters as support.

With jottings

Partitioning crossing the tens boundary. $185 \div 5 = 37$
($150 \div 5 = 30$; $35 \div 5 = 7$)

$$30 + 7 = 37$$

With remainders: $187 \div 5$

Continue to partition number in different ways: $762 = 700 + 60 + 2$; $600 + 120 + 42$

Doubling and halving

$600 \div 4$ (halve & halve again)

Half of 600 is 300, half of 300 is 150

With jottings

$112 \div 8$ (halve, halve and halve again)

Half of 112 = 56, half of 56 = 28, half of 28 = 14

Factors

$500 \div 20$ (Divide 500 by 10 then divide by 2)

With jottings

$90 \div 6$ (Divide 90 by 3 then divide by 2)

Estimating

Estimate the answer to a calculation:

$138 \div 3$ is between 40 threes and 50 threes.

Use inverse operations and equivalent calculations to check answers:

Check $98 \div 7 = 14$ with $7 \times 14 = 98$

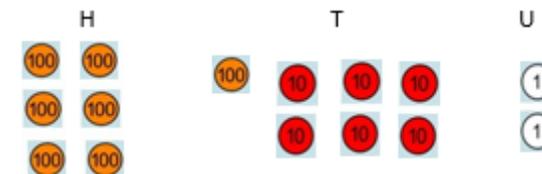
$$\begin{array}{r} 112 \\ 3 \overline{) 336} \end{array}$$



How many groups of 3 can you make with the hundreds?

Extending to:

$$762 \div 6$$



How many groups of 6 can you make with the hundreds? (1 group) – move the other hundred to the tens column.

How many groups of 6 can you make with the tens? (the hundred is worth 10 tens) – (2 groups) – move the remaining 4 tens to the units.

How many groups of 6 can you make with the 42 units? (7 groups)

$$\begin{array}{r} 127 \\ 6 \overline{) 762} \end{array}$$

Remainders

Continue to make sensible decisions about rounding up or down after division in the context of a problem.

(See NCETM video – Division with exchange)

DIVISION: Y5

Understanding the operation and related vocabulary.	Mental Calculations	Written Calculations
<p><u>Understanding the operation</u> Continue to understand the distributive law and recognise that $65 \div 5$ is the same as $(50 \div 5) + (15 \div 5)$</p> <p>Continue to relate fractions and division.</p> <p>Understand:</p> <ul style="list-style-type: none"> - Scaling by simple fractions - Simple rates - Begin to understand links to ratio problems. <p>Continue using a range of equations as in year 4 but with appropriate numbers. $\square = 540 \div 6$ $\square = 3.2 \div 8$ $48 = \square \div \square$ $90 \div 30 = 6 \times \square$ $\square \times \square > 600 \div 8$</p> <p>Continue to solve missing number problems $\square = 540 \div 6$ $\square = 3.2 \div 8$ $48 = \square \div \square$ $90 \div 30 = 6 \times \square$ $\square \times \square > 600 \div 8$</p> <p>Begin to use brackets. $(60+3) \div 7 = \square$ $\square = 10 + (1.4 \div 2)$</p> <p><u>Vocabulary</u> Read, spell and pronounce mathematical vocabulary related to division correctly.</p> <p>see year 4 common factors prime number, prime factors composite numbers short division square number cube number</p>	<p><u>Number facts</u> Count regularly using a range of multiples, and powers of 10, 100 and 1000, building fluency.</p> <p>Practice and apply the multiplication facts to 12×12. Use knowledge of counting in multiples to counting in decimal steps (one decimal place). 0.6 1.2 1.8 2.4</p> <p>Derive corresponding halves of doubles of decimals (to 1 place) using knowledge of place value. Half of $0.4 = 0.2$ $3.6 \div 2 = 1.8$</p> <p>Continue to recall division facts for multiplication tables to 12×12 fluently and derive and use related facts: 560 divided by 7 divide 2.1 by 7 $4500 \div 5$, what is the quotient? 3.2 divided by 4</p> <p>Identify multiples and factors and common factors of two numbers and primes. list the multiples of 9 between 150 and 180 (using tests of divisibility)</p> <p><u>Mental methods and jottings</u> Divide mentally drawing upon known number facts. Use factors to construct equivalence statements. Begin to divide tenths and 1-digit whole numbers and tenths by 1-digit whole numbers.</p> <p><u>Partitioning</u></p>	<p>Divide numbers up to 4 -digits by a 1-digit number using a formal written method (short division) and interpret remainders appropriately for the context e.g. $3075 \div 5$; $6831 \div 9$</p> <p><u>Short division:</u> As year 4 but with larger numbers and as children become more confident they can move away from using practical resources as support.</p> <p><u>Remainders</u> Interpret non-integer answers to division by expressing results in different ways according to the context, including with remainders, as fractions, as decimals or by rounding.</p> <p>(See NCETM video – Division with exchange)</p>

inverse
power of

Generalisations

The = sign means equality. Take it in turn to change one side of this equation, using multiplication and division, e.g.

Start: $24 = 24$

Player 1: $4 \times 6 = 24$

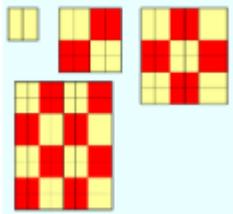
Player 2: $4 \times 6 = 12 \times 2$

Player 1: $48 \div 2 = 12 \times 2$

Sometimes, always, never true questions

about multiples and divisibility. E.g.:

- If the last two digits of a number are divisible by 4, the number will be divisible by 4.
- If the digital root of a number is 9, the number will be divisible by 9.
- When you square an even number the result will be divisible by 4 (one example of 'proof' shown left)



Using distributive law:

$$546 \div 6 \text{ (} 540 \div 6 = 90; 6 \div 6 = 1 \text{ so } 90 + 1 = 91)$$

With Jottings

$$24.5 \div 7 \text{ (} 21 \div 7 = 3; 3.5 \div 7 = 0.5 \text{ so } 3 + 0.5 = 3.5)$$

$$\text{Continue to partition number in different ways: } 762 = 700 + 60 + 2; 600 + 120 + 42$$

Doubling and halving

$$14.8 \div 4 \text{ (halve and halve again)}$$

$$\text{Half of } 14.8 = 7.4; \text{ half of } 7.4 = 3.7$$

With jottings:

$$3800 \div 50 \text{ (divide by 100 then double)}$$

$$3800 \div 100 = 38; \text{ double } 38 = 76.$$

Factors

$$84 \div 20 \text{ (halve and divide by 10)}$$

$$84 \div 2 = 42 \quad 42 \div 10 = 4.2$$

With jottings

$$150 \div 6 \text{ (} 150 \div 3 = 50, \text{ then } 50 \div 2 = 25).$$

Using known facts and place value

$$8.4 \div 7 \text{ (multiply dividend by 10, then divide quotient by 10)}$$

$$84 \div 7 = 12, 12 \div 10 = 1.2$$

Estimating

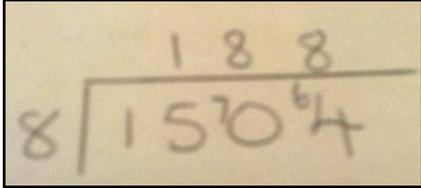
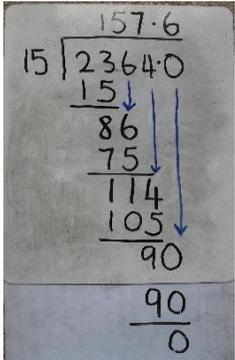
Use rounding to check answers to calculation and determine, in the context of a problem, levels of accuracy:

$$256 \div 12 \text{ is approximately } 2560 \div 10.$$

Continue to use appropriate strategies to check answers:

Check $860 \div 9$ by using the inverse.

DIVISION: Y6

Understanding the operation and related vocabulary.	Mental Calculations	Written Calculations
<p>Understanding the operation Continue to relate fractions and division.</p> <p>Understand:</p> <ul style="list-style-type: none"> - Scaling by simple fractions - Simple rates - Begin to understand links to ratio problems. <p>Use their knowledge of order of operations.</p> <p>Understand that when there are no brackets, do multiplication or division before addition or subtraction.</p> <p>Understand that if the examples are at the same level of priority then work out the examples from left to right.</p> <p>Continue using a range of equations as in year 5 but with appropriate numbers.</p> <p>$\square = 540 \div 0.6$ $\square = 0.48 \div 8$ $4.8 = \square \div \square$ $9 \div 0.3 = 6 \times \square$ $\square \times \square > 0.56 \div 8$</p> <p>Explore the order of operations using brackets. compare $14 \div (2 \times 5)$ with $(14 \div 2) \times 5$</p> <p>Vocabulary Read, spell and pronounce mathematical vocabulary related to division correctly.</p> <p>see years 4 and 5 Common multiple</p>	<p>Number facts Children should count regularly, building on previous work in previous years.</p> <p>Use knowledge of counting in multiples to counting in decimal steps (two decimal places). 0.09 0.18 0.27 0.36 ...</p> <p>Continue to recall division facts for multiplication tables to 12 x 12 fluently and derive and use related facts: 3000 divided by 60 divide 0.12 by 6 5800 \div 6, what is the quotient? 0.64 divided by 8</p> <p>Derive corresponding halves of decimals (to 2 places) using knowledge of place value. Half of 0.48 is \square $0.74 \div 2 = \square$</p> <p>Using known facts and place value: $0.99 \div 11$ (multiply dividend by 100, then divide quotient by 100) $99 \div 11 = 9$, $9 \div 100 = 0.09$</p> <p>Identify common factors, common multiples and prime numbers. $15 \div 6$ (divide by 3 then 2) $15 \div 3 = 5$ $5 \div 2 = 2.5$</p> <p>Mental methods and jottings Perform mental calculations, including with mixed operations, large numbers and decimals.</p> <p>Partitioning</p>	<p>Divide numbers up to 4 digits by a 2-digit whole number using a formal written method (short division and long division).</p> <p>Divide numbers (up to two decimal places) by 1-digit and 2-digit whole numbers. Give answers up to 2 decimal places. Calculate decimal fractions e.g.</p> <p>Short division: $56.4 \div 4$; $5246 \div 22$; $19.88 \div 7$; $1504 \div 8$</p> <div style="text-align: center;">  </div> <p>Long division: $2360 \div 15$; $187.5 \div 15$</p> <div style="text-align: center;">  </div> <p>Remainders</p>

Generalisations

Order of operations: brackets first, then multiplication and division (left to right) before addition and subtraction (left to right). Children could learn an acrostic such as PEMDAS, or could be encouraged to design their own ways of remembering.

Sometimes, always, never true questions about multiples and divisibility. E.g.: If a number is divisible by 3 and 4, it will also be divisible by 12. (also see year 4 and 5, and the hyperlink from the Y5 column)

Using what you know about [rules of divisibility](#), do you think 7919 is a prime number? Explain your answer.

Using distributive law:

$$18.12 \div 3 \text{ (} 18 \div 3 = 6; 0.12 \div 3 = 0.4 \text{ so } 6 + 0.4 = 6.4)$$

With Jottings

$$2.58 \div 6 \text{ (} 2.4 \div 6 = 0.4; 0.18 \div 6 = 0.03 \text{ so } 0.4 + 0.03 = 0.43)$$

Doubling and halving

$$9.6 \div 40 \text{ (halve and halve again and divide by 10)}$$

$$\textit{Half of } 9.6 = 4.8; \textit{ half of } 4.8 = 2.4; 2.4 \div 10 = 0.24$$

With jottings:

$$1700 \div 25 \text{ (divide by 100 then double and double)}$$

$$\textit{1700} \div 100 = 17; \textit{ double } 17 = 34; \textit{ double } 34 \textit{ is } 68$$

Using known facts and place value

$$0.99 \div 11 \text{ (multiply dividend by 100, then divide quotient by 100)}$$

$$99 \div 11 = 9, 9 \div 100 = 0.09$$

Factors

$$15 \div 6 \text{ (divide by 3 then 2)}$$

$$15 \div 3 = 5 \quad 5 \div 2 = 2.5$$

With jottings

$$900 \div 12 \text{ (} 900 \div 3 = 300, \text{ then } 300 \div 2 = 150 \text{ then } 150 \div 2 = 75)$$

Estimating

Use estimation to check answers to calculation and determine, in the context of a problem, levels of accuracy:

$$5872 \div 54 \text{ is approximately } 6000 \div 50.$$

Continue to use appropriate strategies to check answers:

$$\text{Check } 4581 \div 27 \text{ by using the inverse.}$$

Interpret remainders as whole number remainders, fractions, decimals or by rounding, as appropriate for the context.

Round answers to a specified degree of accuracy. (See NCETM video – Division with exchange)