

DRAYTON COMMUNITY INFANT SCHOOL



Calculation Policy - Division

Division

This policy should be followed in conjunction with the multiplication policy so that children understand the relationship between the two calculations.

Pupils are taught to count in twos, fives and tens from 0, and then threes.

Children recall and use division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

They calculate mathematical statements for division within the multiplication tables and write them using the division (\div) and equals (=) signs

Children show that while multiplication of two numbers can be done in any order (commutative), division of one number by another cannot.

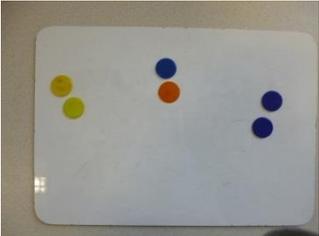
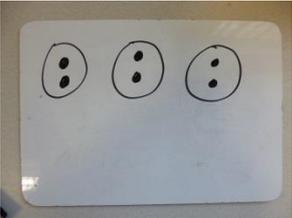
Children are given regular opportunities to solve problems involving division, using materials, mental methods, and division facts, including problems in contexts.

Children are taught that division can be grouping or sharing.

- **Division by grouping**

Eg $6 \div 2$ (6 divided into groups of 2)

Children put 6 objects or pictures into groups of 2, then count the number of groups

concrete	pictorial	abstract
		$6 \div 2 = 3$

- **Repeated subtraction on a number line**

Eg $6 \div 2$

Children start at 6. They keep taking away groups of 2 until they reach 0.

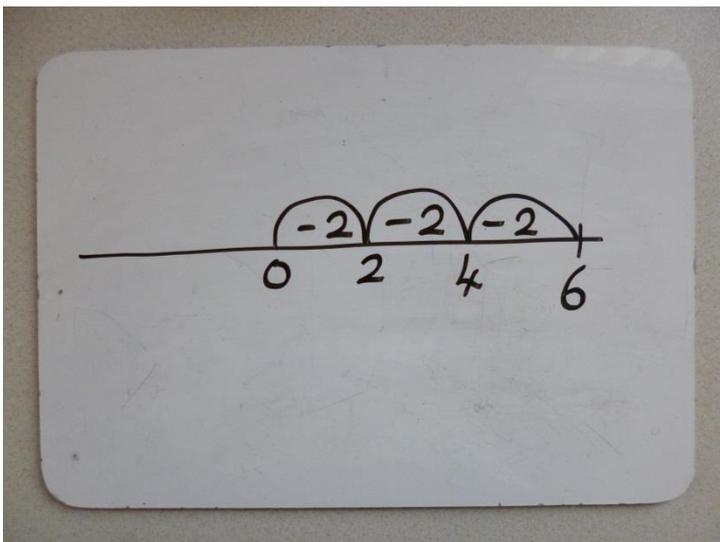
Then count the number of jumps



- Repeated subtraction on an empty number line

Eg $6 \div 2$

Start at 6. Keep taking away groups of 2 until 0 is reached. Then count the number of jumps

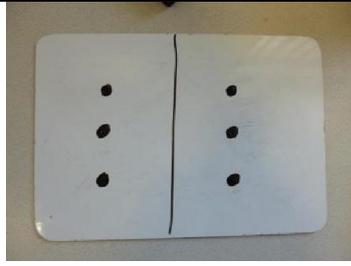
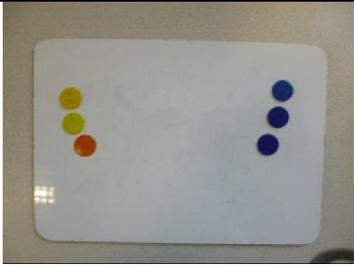


- Sharing

Eg $6 \div 2$ (6 shared equally between 2 groups)

Children share 6 objects between 2 groups.

concrete	pictorial	abstract



$$6 \div 2 = 3$$

