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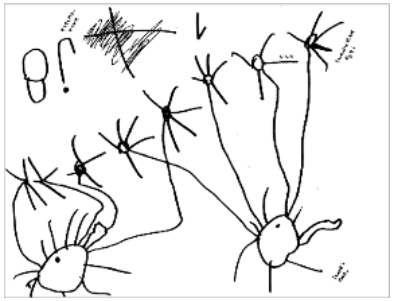
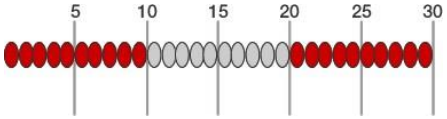
Year group	Objective	Method	Practical methods	Pictorial/written methods	Vocabulary	Mental recall
EYFS	Division as sharing – one for me, one for you… Division as grouping – how many groups of 3 can we make? Halving	Practical / recorded using ICT (eg digital photos / pictures on IWB)	Concrete materials – counters, teddies etc… Real life situations - sharing out the milk, fruit, pencils. 	Drawings of problems  Begin to record using marks they can explain 	Group, pairs, left over, share, equal, half/halve, same, count out, share out, left, left over	Chanting of counting in 2s and 10s
Y1	Consolidation of EYFS Solve one-step problems involving division in practical contexts Concept of division as both grouping and sharing Find simple fractions of objects, numbers and quantities in practical contexts.	Practical / recorded using ICT Informal written methods Horizontal recording	Objects, Multilink, Lego, beads, bead strings, whiteboards, role play. Sharing objects  Grouping objects  	Pictorial representations 20÷2=10 	As previous.	Consolidation of EYFS Chanting of counting in 2s, 5s and 10s

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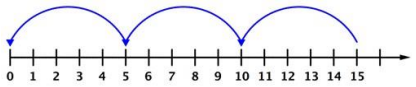
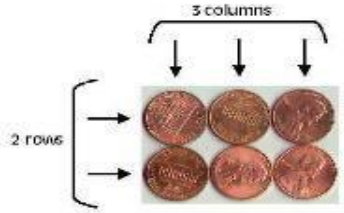
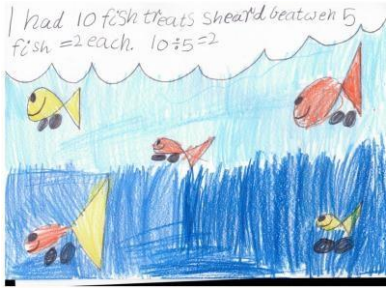
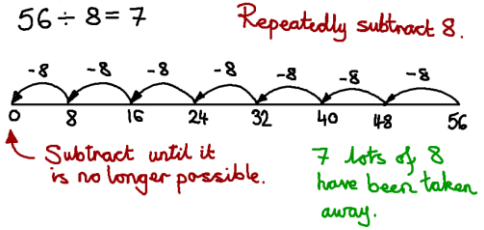
Y2	Consolidation of Y1 Recall and use division facts for the 2, 5 and 10 tables, including recognising odd and even numbers Calculate mathematical statements for division within the multiplication tables and write them using the division (÷) and equals (=) signs Know that division is not commutative i.e. cannot be done in any order. Solve problems involving division, using materials, arrays, mental methods, and division facts, including problems in contexts Recognise, find, name and write fractions 1/4, 1/3, 1/2 and 3/4 of a set of objects or quantity	Practical Informal written methods Horizontal recording	Number lines, hundred squares, multilink, counters, bead strings 15 ÷ 3 = 5  6 ÷ 3 = 2  Find half and quarter of a quantity 	Pictorial representations  Repeated subtraction on a number line  Horizontal recording 16 ÷ 4 = 4	As previous. Groups of, times smaller, shorter etc, repeated subtraction, array, row, column, halve share, share equally, one each, two each, three each… group in pairs, threes… tens, equal groups of, divide, divided by, divided into, left, left over	Know division facts for 2, 5 and 10 times tables

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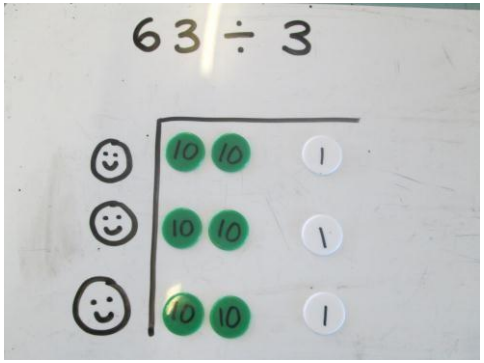
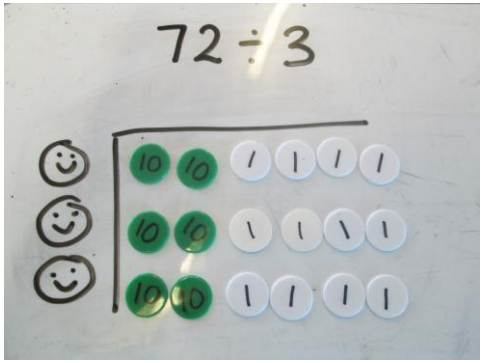
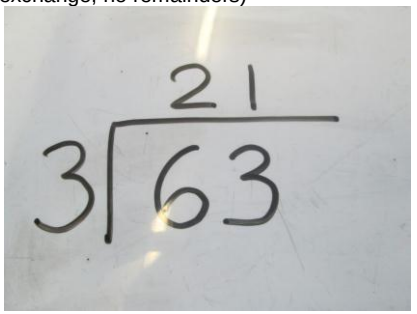
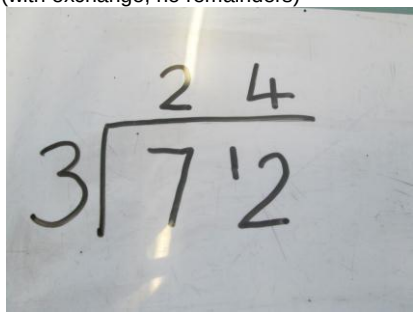
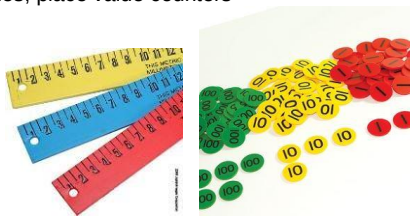
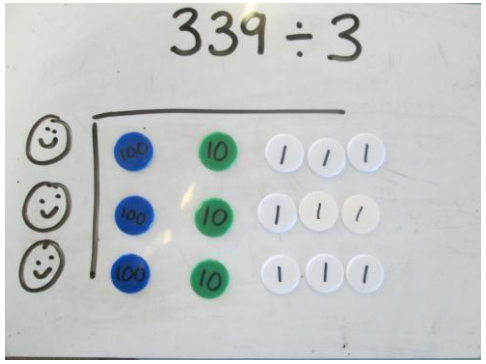
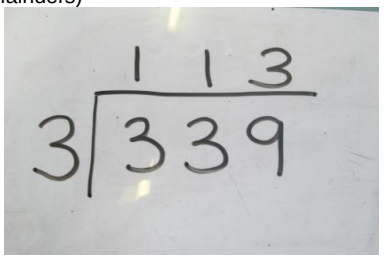
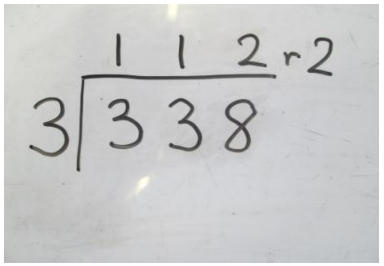
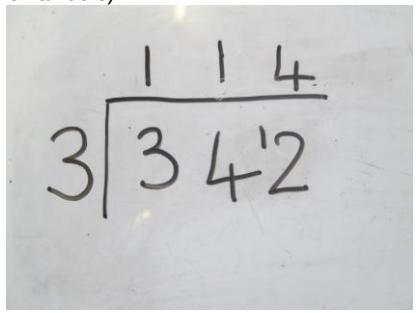
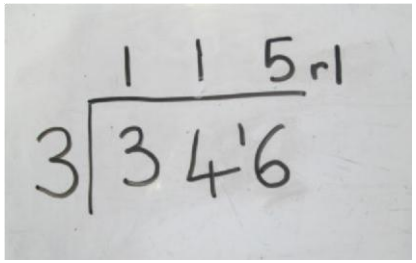
Y3	Consolidation of Y2 Recall and use division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for division using the multiplication tables that they know using mental and progressing to formal written methods Solve problems, including missing number problems, involving division, including positive integer scaling problems Recognise that tenths arise from dividing one-digit numbers or quantities by 10	Practical Informal written methods Horizontal recording Formal written method	Number line, hundred square, tape measures, dienes, place value counters  Practical division using place value counters or dienes 63 ÷ 3 = 21  	TU ÷ U Horizontal recording 63 ÷ 3 = 21 Formal written method – short division (no, exchange, no remainders)  Formal written method – short division (with exchange, no remainders) 	As previous. Division, remainder, divisor, dividend, quotient	As previous with increasing fluency Know division facts for 3, 4 and 8 multiplication tables

Y4	Consolidation of Y3 Recall division facts for multiplication tables up to 12 × 12 Use place value and known and derived facts to divide mentally for example 600 ÷ 3 = 200 can be derived from 2 x 3 = 6 Practise to become fluent in the formal written method of short division with exact answers Recognise that hundredths arise when dividing a one- or two-digit number by 100 and dividing by dividing tenths by 10 Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number eg 4/5 of 25 = 20	Practical Formal written method	Number line, hundred square, tape measures, dienes, place value counters  Practical division using place value counters or dienes 339 ÷ 3 = 113 	TU ÷ U, then HTU ÷ U Formal written method – short division (no exchange, first without, then with remainders)   Formal written method – short division (with exchange, first without, then with remainders)  	As previous. Exchange, factor, inverse, divisible by	As previous with increasing fluency Use know division facts to derive linked facts eg 600 ÷ 3 = 200

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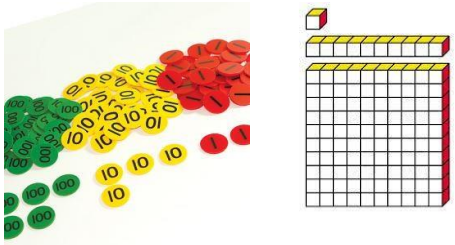
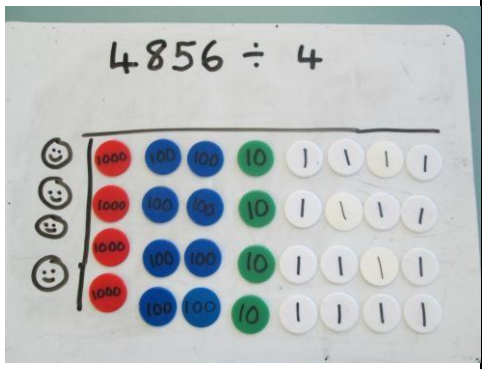
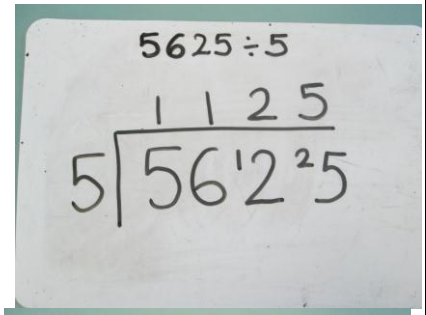
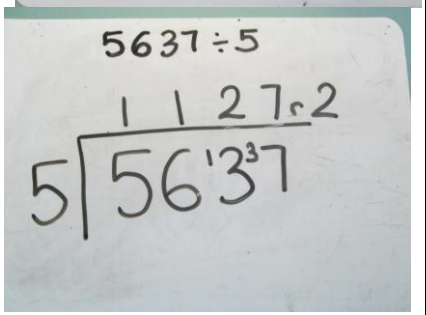
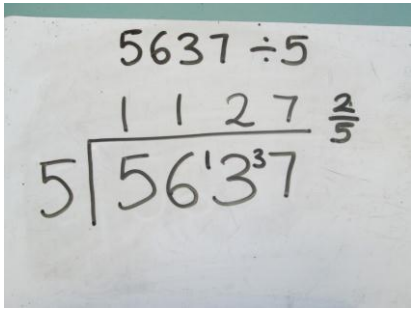
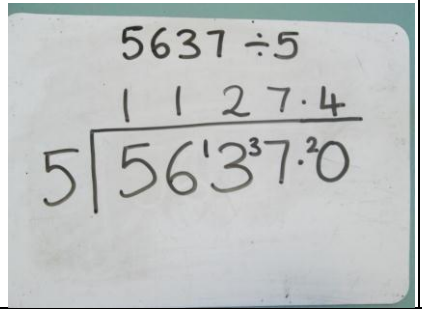
Y5	Consolidation of Y4 Multiply and divide numbers mentally, drawing upon known facts Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context Divide whole numbers and those involving decimals by 10, 100 and 1,000 Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers Establish whether a number up to 100 is prime and recall prime numbers up to 19 Solve problems involving division, and a combination of all 4 operations, including understanding the meaning of the equals sign Solve problems involving division, including scaling by simple fractions and problems involving simple rates 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 (for example, 98 ÷ 4 = 98/4 = 24 r 2 = 24 ½ = 24.5 ≈ 25).	Practical Formal written method	Dienes, place value counters  Practical division using place value counters or dienes 	ThHTU ÷ U with and without remainders expressed as fractions and decimals    	As previous. Divisibility	As previous with increasing fluency Divide whole numbers by 10, 100 and 1000

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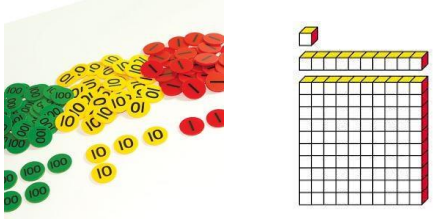
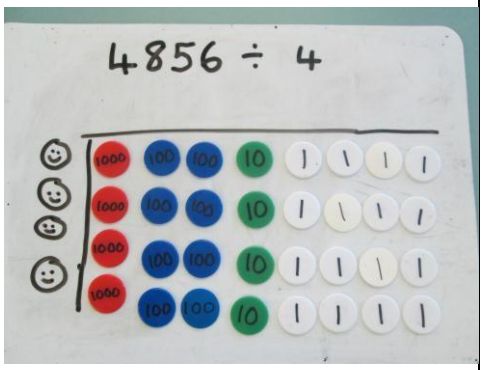
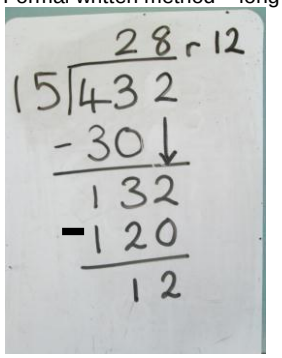
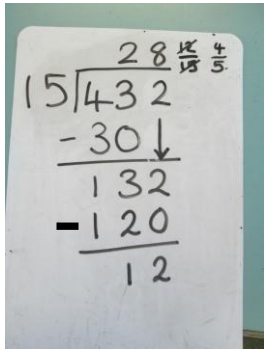
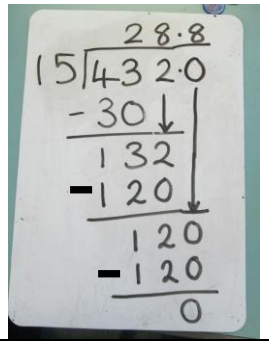
Y6	Consolidation of Y5 Application of all prior skills learnt to increase fluency Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context Use written division methods in cases where the answer has up to 2 decimal places Divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6] Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375 = 3/8]	Practical Informal written methods Formal written method	Dienes, place value counters  Practical division using place value counters or dienes 	ThHTU ÷ TU with remainders expressed as fractions and decimals Formal written method – long division   	As previous.	As previous with increasing fluency