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| **Progression in the teaching of Division** | | | |
|  | **CONCRETE** | **PICTORIAL** | **ABSTRACT** |
| Sharing objects into equal groups | Children can use a variety of equipment and share them into equal groups.  When sharing, they know how many groups there are and the aim is to work out how many objects to place in each group.  They begin to understand that having equal group means they all have the same number of objects.  NSPM_UK_2A_Chapter4_HiRes_p4[1]    NSPM_UK_2A_Chapter4_HiRes_p4[1] | Children are able to draw pictures of sharing objects equally, finding out how many objects are in each group.  NSPM_UK_2A_Chapter4_HiRes_p6[1] | Children can write the number sentences that correspond to a representation of sharing into equal groups. They are able to explain each part of the number sentence and where to find it in their representation.  18 ÷ 3 = 6  18 is the total number of objects to be shared.  3 is the number of groups  6 is the number of objects in each group. |
| Division as grouping | When sharing objects children know how objects make an equal group and have the aim of working out how many groups they need.  They use a variety of equipment to represent their findings.  bar_model_division[1] | Children can draw a pictorial representation of how to divide through grouping, working out how many groups they need.  bar_model_division[1]They can use the bar model to represent grouping. | Children can represent grouping through division number sentences.  Divide 28 into 7 groups. How many are in each group?  28 ÷ 7 = 4  28 is the number of objects  7 is the number of groups  4 is the number of objects in the group. |
| Division within arrays | Children can use the equipment to create an array and discuss what number sentences they can see. They can make sure all their rows and groups are equal.  [Image result for array counters](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKEwiK8KiAm_LVAhVSUlAKHT3_ATAQjRwIBw&url=http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/continuum/Pages/identfactor375.aspx&psig=AFQjCNG-CNMH57DMmWc4iL1xhAc8fKhu-g&ust=1503744503586394) | Children can draw their own arrays and discuss the columns and groups, knowing they need to be equal. They can make a fact family of multiplication and division facts that the array shows.  NSPM_UK_2A_Chapter4_HiRes_p17[1]    NSPM_UK_3A_Chapter3_HIRES_V2_p28[1]  NSPM_UK_3A_Chapter3_HIRES_V2_p28[1]  NSPM_UK_2A_Chapter4_HiRes_p17[1] | Children understand the link between division and multiplication and can describe their understanding of inverse. They can create fact families of related facts and explain the link between them.  4 x 8 = 32  8 x 4 = 32  32 ÷ 4 = 8  32 ÷ 8 = 4 |
| Long Division | Children use the base 10 or the place value counters to represent a division fact. They begin to regroup the objects in order to create equal groups. | Children can draw a part part whole model to represent division. They understand the need to repartition the number and they need to divide each part before recombining to find the answer.  MNP%20UK%20Textbook%206A%20Chap2_p31[1]96 ÷ 8  80 ÷ 8 = 10  16 ÷ 8 = 2  10 + 2 = 12  96 ÷ 8 = 12 | Children use the equipment alongside the written method to help aid their understanding.  NSPM_UK_3A_Chapter4_HIRES_V2_p19[1]NSPM_UK_3A_Chapter4_HIRES_V2_p19[1]    They progress this to dividing by a two digit number      NSPM_UK_3A_Chapter4_HIRES_V2_p19[1] |