Winford
Church of England
Primary School

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
LION	**LEOPARD**	**PANTHER**	**TIGER**	**JAGUAR**	**LYNX**	**PUMA**

Reception — LION
Statutory Guidance
Solve problems, including <u>doubling</u>, halving and sharing

Half of 6

Year 1 — LEOPARD
Statutory Guidance
Solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
<u>Possible representations</u>
Sharing
How many apples are in each bowl if I share 6 apples between three bowls?

Grouping
Put these counters into groups of two. How many groups are there?

<u>Non- statutory guidance</u>
They make connections between arrays, number patterns, and counting in twos, fives and tens.

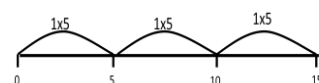(with the support of the teacher)

Year 2 — PANTHER
Statutory Guidance
Solve problems involving division, using materials, arrays, repeated addition, mental methods, and division facts, including problems in contexts.
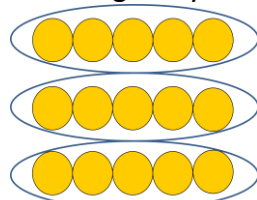
<u>Possible representations</u>
e.g. $15 \div 5 =$
Counting up on a number line.

Using arrays

Division facts: 2,3,5 & 10
<u>Non- statutory guidance</u>
They connect unit fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantities, sets of objects or shapes.

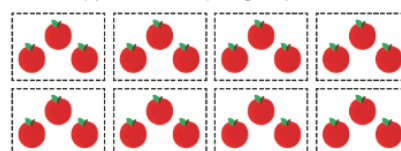### Year 3 — TIGER
Statutory Guidance
Write and calculate mathematical statements for division using the multiplication tables that they know.

Division facts include: 2,3,4,5,8 and 10.

e.g. $24 \div 8 =$

<u>Possible representations</u>

Put 24 apples into 8 equal groups.

$46 \div 2 =$

<u>Non-statutory guidance</u>

Use known division facts to derive related facts. e.g.
If I know that $24 \div 8 = 3$, then…
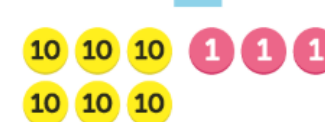$240 \div 8 = 30$

Year 4 — JAGUAR
Statutory Guidance
No reference to written division calculations.

Children continue to relate division to known multiplication facts (up to 12 x 12)

<u>Possible representations</u>

$63 \div 3 =$

Year 5 — LYNX
Statutory Guidance
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.

What's the same, what's different?

Place value counters are useful representations when regrouping is required e.g.
$3642 \div 3$

Year 6 — PUMA
Statutory Guidance
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.
Long division e.g. $432 \div 15$

$432 \div 15$ becomes

And short division are statutory requiremnts
$496 \div 11$ becomes

Answer: $45\frac{1}{11}$