

What's in a word?

Along with learning mental and written strategies for solving division calculations, your child will also develop their understanding of the language associated with division. Their knowledge of these terms will build year on year and will include by Year 6 words such as:

÷, share, share equally
one each, two each, three each...
group in pairs, threes... tens
equal groups of
divide, division, divided by,
divided into, remainder
factor, quotient, divisible by,
Halve,
Array

Pamphlet produced by Mr M Goodwin
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Ocker Hill Academy



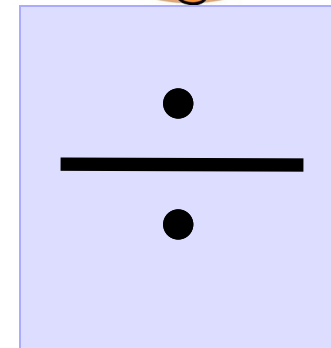
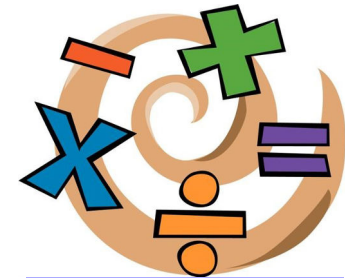
Aim High ● Aim Higher

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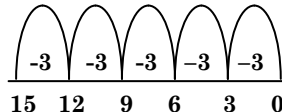
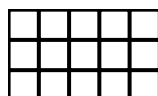


*Division and
your child-
A guide to
learning in the
academy*

Division at Ocker Hill Academy

As your child progresses through the Junior phase, our skilled teachers and support staff will provide them with exciting opportunities to develop their existing mental and written strategies that they bring from their prior learning. Your child will develop their strategies to become skilled mathematicians who have the confidence to apply their knowledge to real life problems.

The academy has an agreed method for division that your child will work with. This will help them to calculate small amounts initially, before progressing on to increasingly complex numbers and, towards the end of the key stage, decimal values in the context of money and measures.

Year 3	Year 4	Year 5	Year 6
<p>The children will develop their understanding of division as being repeated subtraction on a number line</p> <p>For example</p>  <p>They will be taught the relationship between multiplication and division</p> $4 \times 3 = 12$ $12 \div 4 = 3$ $12 \div 3 = 4$ <p>They will be practice sharing situations and link them to number sentences</p> <p>How many groups of 3 there are in 24?</p> $24 \div 3 = 8$ <p>They will work with arrays (patterns) to help reinforce the idea of equal sharing</p> $15 \div 3 =$  $15 \div 3 = 5$	<p>The children will start to use the bus stop () as a division sign.</p> <p>They will be introduced to 'Chunking division' of numbers that divide exactly and that leave remainders</p> <p>The children will record key facts for 1st 2nd 5th and 10th multiples of the divisor</p> <p style="text-align: right;">Key Facts</p> $4) 9 \ 6$ <p>So</p> $2 \ 4$ $4) 9 \ 6$ $- 4 \ 0 \ (10 \times 4)$ $5 \ 6$ $- 4 \ 0 \ (10 \times 4)$ $1 \ 6$ $- \ 8 \ (2 \times 4)$ 8 $- \ 8 \ (2 \times 4)$ 0 <p>Then add the chunks</p> $10 + 10 + 2 + 2 = 24$ <p style="text-align: center;">(Answer)</p>	<p>The children will develop and refine their chunking division HTU \div U (with and without remainders)</p> <p>The children will write key facts for 1st 2nd 5th and 10th multiples of the divisor (as in Y4) and extend to 20th 50th and 100th where needed before starting the calculation</p> <p style="text-align: right;">Key Facts</p> $6) 2 \ 4 \ 9$ <p>So</p> $1 \times 6 = 6$ $2 \times 6 = 12$ $5 \times 6 = 30$ $10 \times 6 = 60$ $20 \times 6 = 120$ $50 \times 6 = 300$ $4 \ 1 \ \text{rem } 3$ $6) 2 \ 4 \ 9$ $- 1 \ 2 \ 0 \ (20 \times 6)$ $1 \ 2 \ 9$ $- 1 \ 2 \ 0 \ (20 \times 6)$ 9 $- \ 6 \ (1 \times 6)$ 3 $20 + 20 + 1 = 41 \ \text{rem } 3$	<p>The children will extend their chunking division HTU \div TU (with and without remainders)</p> <p>The children will write key facts for the required multiples of the divisor</p> <p style="text-align: right;">27) 8 6 5 Key Facts</p> $1 \times 27 = 27$ $2 \times 27 = 54$ $5 \times 27 = 135$ $10 \times 27 = 270$ $20 \times 27 = 540$ $50 \times 27 = 1350$ <p>So</p> $27) 8 \ 6 \ 5$ $\begin{array}{r} 3 \ 2 \ \text{rem } 1 \\ - 5 \ 4 \ 0 \ (20 \times 27) \\ 2 \ 2 \ 5 \\ - 2 \ 7 \ 0 \ (10 \times 27) \\ 5 \ 5 \\ - \ 5 \ 4 \ (2 \times 27) \\ 1 \end{array}$ <p>Then add the chunks</p> $20 + 10 + 2 =$ $32 \ \text{rem } 1 \ \text{(Answer)}$