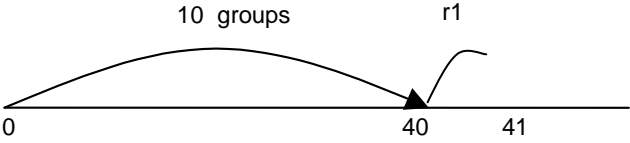
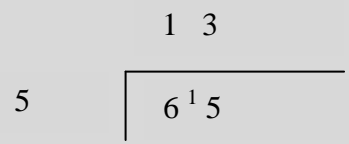
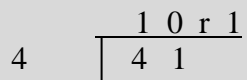
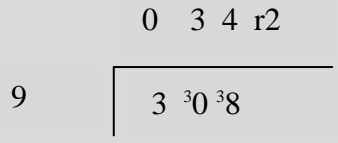
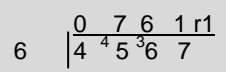
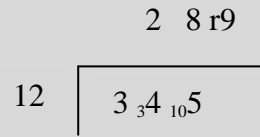
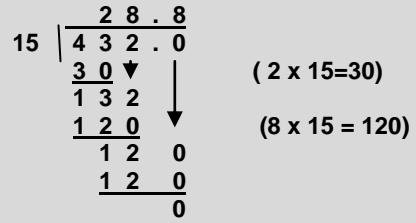


Division		
Year 4	Year 5	Year 6
<p><b>Grouping</b> 30 ÷ 6 can be modelled as:</p> <p><b>Remainders</b> 41 ÷ 4 = 10 r1</p> 	<p><b>Grouping</b> Continue to understand division as grouping</p> <p><b>Remainders</b> Quotients expressed as fractions or decimal fractions 61 ÷ 4 = 15 ¼ or 15.25</p>	<p><b>Grouping</b> Continue to understand division as grouping</p> <p><b>Remainders</b> Quotients expressed as fractions or decimal fractions 676 ÷ 8 = 84 ½ or 84.5</p>
<p><b>Pencil and paper procedures</b> Introduce short division method of bus stop method up to HTU ÷ U</p>  <p>Introduce the children to remainders.</p> 	<p><b>Pencil and paper procedures</b> 308 ÷ 9 = 34 r2</p>  <p>THHTU ÷ U</p>  <p>Interpret remainders appropriately for the context. e.g. rounding up/down, decimals.</p>	<p><b>Pencil and paper procedures</b> Introduce long division using formal written method. 345 ÷ 12 = 28 r9 or 28 9/12 or 28 3/4 or 28.75</p>  <p>432 ÷ 15 = 28.8</p> 

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