

Bullion Lane Primary School

Division Methods for Key Stage 2

Once children have revised what division is and actually 'shared' objects practically, they move onto using table facts to help them solve calculations.

E.g. $15 \div 5 =$

Children are asked to use their tables' knowledge (5 times tables are taught in Key stage 1), by saying, 'How many lots of 5 go into 15?'

The 2, 3, 4 and 5 times tables will be used first as children should hopefully know these better than larger numbers.

To begin with, children use a single tables fact (like $15 \div 5$), before moving onto using a single tables fact but leaving a remainder (e.g. $17 \div 5$). Once children can do this, they then try to use two or more tables facts combined,

$$\begin{aligned} \text{e.g. } 65 \div 5 = & \quad 5 \times \underline{10} = 50 \\ & \quad 5 \times \underline{3} = 15 \end{aligned}$$

At this point, children begin to set out the question in a more standard way:

$$\begin{array}{r} 5 \ 65 \\ \underline{50} \quad (10) \\ 15 \quad (3) \\ \underline{0} \end{array}$$

$$65 \div 5 = 13$$

Children are given a set of 'Remember to's' to help them remember what to do:

1. Write down the biggest multiple you can see in the starting pile.

2. Write how many lots of that number there are.
3. Write how many are left in the starting pile.
4. Repeat the first 3 steps.
5. Find how many lots of go into the big number altogether by adding.

This then develops into questions with a remainder, e.g. $68 \div 5 = 13 \text{ r}3$.

Once children are ready, division by 6, 7, 8 and 9 will be introduced.

This method is used until much larger numbers are used at the top end of school (Year 5/6). Children continue to set out the question in the same way, but are asked to use the knowledge of their tables and 'Smile' multiplication to help ...

E.g. $286 \div 14 = 20 \text{ r. } 6$

$$\begin{array}{r}
 14 \ 286 \\
 \underline{280} \quad (20) \\
 6
 \end{array}$$

Then ...

$322 \div 14 = 23$

$$\begin{array}{r}
 14 \ 322 \\
 \underline{280} \quad (20) \\
 42 \\
 \underline{28} \quad (2) \\
 14 \quad (1) \\
 0
 \end{array}$$

ONLY when children completely understand steps 3 and 4 will they be introduced to the more standard methods set out below.

13
565

18r8
15278
15
128