

CARLTON JUNIOR AND INFANT SCHOOL CALCULATION POLICY - DIVISION GUIDELINES

Year Four

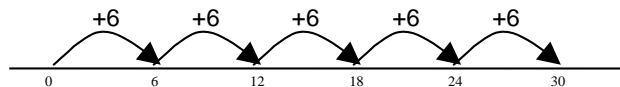
÷ = signs and missing numbers

Continue using a range of equations as in Year 2 but with appropriate numbers.

Sharing and grouping

30 ÷ 6 can be modelled as:

grouping – groups of 6 placed on no. line and the number of groups counted e.g.



sharing – sharing among 6, the number given to each person

Remainders

41 ÷ 4 = 10 r1



41 = (10 x 4) + 1

Pencil and paper procedures- Chunking.

72 divided by 5

72	5
- 50 (10 x 5)	10
—	15
22	20
- 20 (4 x 5)	25
—	30
2	35
	40
= 14 r 2	45
	50

Year Five

Sharing and grouping

Continue to understand division as both sharing and grouping (repeated subtraction).

Remainders

Quotients expressed as fractions or decimal fractions
61 ÷ 4 = 15 ¼ or 15.25



Pencil and paper procedures- Chunking

72 divided by 5

72	5
- 50 (10 x 5)	10
—	15
22	20
- 20 (4 x 5)	25
—	30
2	35
	40
= 14 r 2	45
	50

Also, Short Division for More Able Children

$$5 \overline{) 847} \begin{matrix} 16 \\ \end{matrix}$$

Considering each column starting from the left. See Year Six for full explanation.

Year Six

Sharing, grouping and remainders as Year Five

Pencil and paper procedures- Chunking

72 divided by 5

72	5
- 50 (10 x 5)	10
—	15
22	20
- 20 (4 x 5)	25
—	30
2	35
	40
= 14 r 2	45
	50

Pencil and Paper procedures- Short Division Method

$$\begin{array}{r} \text{quotient} \\ \text{divisor } 5 \overline{) 847} \text{ dividend} \end{array}$$

Write down how many times your divisor goes into the first number of the dividend. If there is a remainder, that's okay. Write down your remainder to the left of the next digit in the dividend. Continue. Repeat steps 1-3 until you are done.

$$5 \overline{) 847} \begin{matrix} 169r2 \\ \end{matrix}$$

Both methods above are necessary at this stage, to deal with the wide range of problems experienced at Year Six.

