




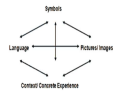
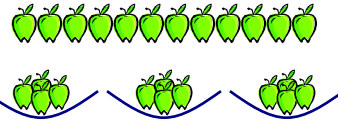
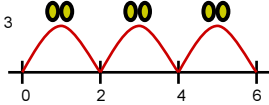
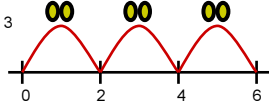
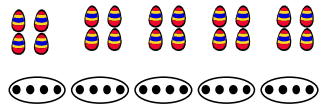
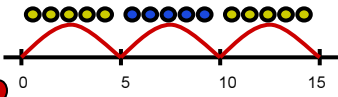
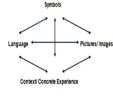
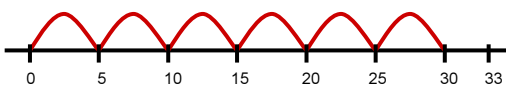
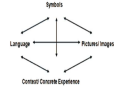
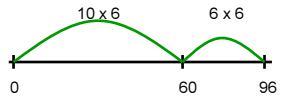
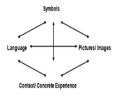
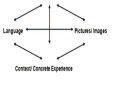


<p>YR</p>	<p>Share objects into equal groups and count how many in each group <i>ref: Overview of learning 10</i></p>	<p>MAKING CONNECTIONS AND THE CONNECTIVE MODEL</p> 	<p>REAL LIFE EXPERIENCES Pictures / Objects 6 cakes shared between 2 </p> <p>6 cakes put into groups of 2 </p>	<p>Symbols 6 cakes shared between 2 </p> <p>6 cakes put into groups of 2 </p>		<p>(see recording)</p>	
<p>Y1</p>	<p>Solve (practical) problems that involve sharing into equal groups</p>	<p>MAKING CONNECTIONS AND THE CONNECTIVE MODEL</p> 	<p>REAL LIFE EXPERIENCES Pictures / Symbols How many apples in each bowl if I share 12 apples between 3 bowls? </p>	<p>Number tracks / Number line (modelled using bead strings) <math>8 \div 2 = 4</math> </p> <p><math>6 \div 2 = 3</math> </p>	<p>Halves of even numbers to 10</p>	<p>(see recording)</p>	
<p>Y2</p>	<p>Division as sharing and grouping (including remainders) <math>TU \div U</math> (where divisor is 2, 5 or 10)</p>	<p>REAL LIFE EXPERIENCES Pictures / Symbols Four eggs fit in a box. How many boxes would you need to pack 20 eggs? </p>	<p>Number lines / Arrays <math>15 \div 5</math>  [ref Grouping ITP]</p>	<p>Partitioning <math>28 \div 2</math> <math>20 \div 2 = 10</math> <math>8 \div 2 = 4</math></p>	<p>MAKING CONNECTIONS AND THE CONNECTIVE MODEL</p> 	<p>Derive / recall <math>\div</math> facts for 2, 5 and 10 tables Derive / recall halves of even numbers to 20</p>	<p><math>TU \div 2</math></p>
<p>Y3</p>	<p><math>TU \div U</math> (where divisor is 2, 3, 4, 5, 6 or 10) Round remainders up / down, depending on the context</p>	<p>Number lines (start from zero) <math>33 \div 5 = 6 \text{ r}3</math> </p>	<p>CHUNKING (vertical layout) <math>96 \div 7</math> <math>\begin{array}{r} 96 \\ -70 \\ \hline 26 \\ -21 \\ \hline 5 \end{array}</math> (<math>7 \times 10</math>) <math>\begin{array}{r} 26 \\ -21 \\ \hline 5 \end{array}</math> (<math>7 \times 3</math>) Answer: 13 R 5</p>	<p>MAKING CONNECTIONS AND THE CONNECTIVE MODEL</p> 	<p>Derive / recall <math>\div</math> facts for 2, 3, 4, 5, 6 and 10 tables Derive / recall halves of even numbers to 40</p>	<p><math>TU / HTU \div 2</math></p>	
<p>Y4</p>	<p><b>Record, support and explain:</b> <math>TU \div U</math> (eg <math>98 \div 6</math>)</p>	<p>Number lines (start from zero) <math>96 \div 6 = 16</math> </p>	<p>MAKING CONNECTIONS AND THE CONNECTIVE MODEL</p> 	<p>CHUNKING (vertical layout) <math>96 \div 7</math> <math>\begin{array}{r} 96 \\ -70 \\ \hline 26 \\ -21 \\ \hline 5 \end{array}</math> (<math>7 \times 10</math>) <math>\begin{array}{r} 26 \\ -21 \\ \hline 5 \end{array}</math> (<math>7 \times 3</math>) Answer: 13 R 5</p>	<p>Derive / recall <math>\div</math> facts up to the 10 times table</p>	<p>Numbers up to 1000 <math>\div</math> 10 / 100 (whole number answers and understand the effect) Halves of <math>TU / HTU</math> numbers and multiples of 10 / 100</p>	
<p>Y5</p>	<p><b>Refine and use efficient methods:</b> <math>HTU \div U</math></p>	<p>CHUNKING (expanded) <math>\begin{array}{r} 6 \overline{)196} \\ -60 \\ \hline 136 \\ -120 \\ \hline 16 \\ -12 \\ \hline 4 \end{array}</math> Answer: 32R4 <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">'Empty' number line (start from 0) may be used to record calculation strategy</div></p>	<p>MAKING CONNECTIONS AND THE CONNECTIVE MODEL</p> 	<p>FORMAL 'Short' division <math>291 \div 3</math> (estimate: <math>270 \div 3 = 90</math>) <math>\begin{array}{r} 90 + 7 \\ 3 \overline{)290 + 1} = 3 \overline{)270 + 21} \\ \hline 97 \\ 3 \overline{)292} \end{array}</math> This is then shortened to: <math>\begin{array}{r} 97 \\ 3 \overline{)292} \end{array}</math></p>	<p>Recall quickly <math>\div</math> facts up to 10 times table</p>	<p>Divide using factors of the divisor (eg <math>\div 8</math> by <math>\div 2</math> and then <math>\div 4</math>) Divide numbers by 10 / 100 / 1000 (describe the effect) Halves of <math>U.t / 0.th</math></p>	

Estimate first