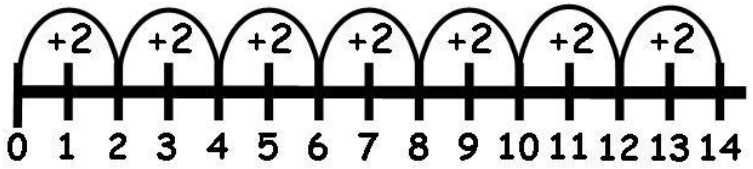
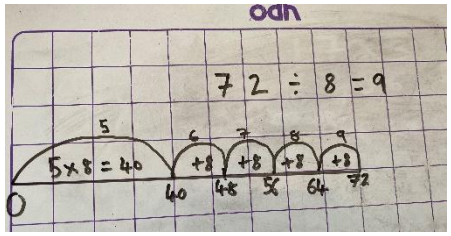
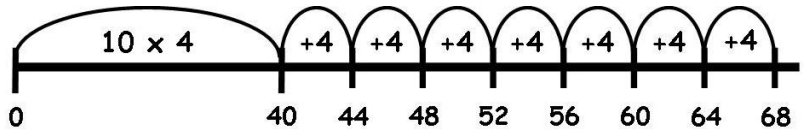
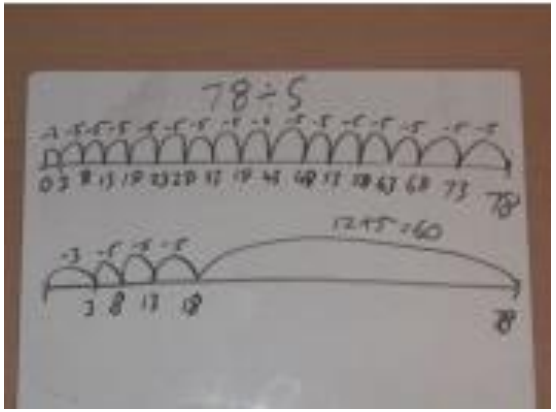
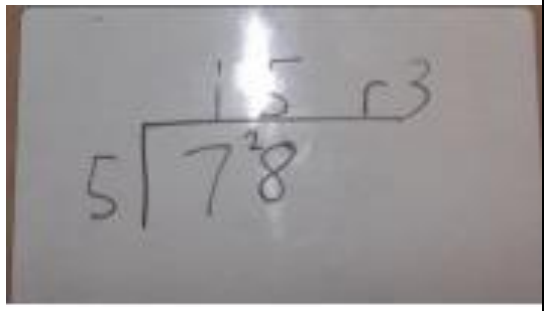
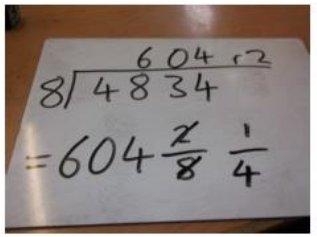
Statements taken from the NC	Division	
Year 3 write and calculate mathematical statements for multiplication and **division** using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	**Mental methods for year 3 Multiplication & Division** Children are fluent with the recall of 2x, 10x and 5x table and related **division facts** from KS1 Year 3 children recall and use multiplication and **division facts** for the 3, 4 and 8 multiplication tables Children understand the power of multiplying any number by 10 (10 x bigger) and **dividing by 10** (10x smaller). Children see the commutative link and associativity with calculations and use this to work out mentally some 2-digit x 1 digit numbers (e.g. 3 x 3 = 9 so 30 x 3 =90/9÷3 =3 90 ÷3 = 30 and 4 x 5 = 20 so 50 x 4 = 200/ 20 ÷ 4 = 5 200 ÷ 4 = 50)	**Written methods for Year 3** **Use of arrays to investigate commutativity of multiplication and division – finding related facts** **Progression onto using number line to count in divisor starting from 0.**  **Progression measured by efficient number of jumps. Children encouraged to use known facts to support reaching answer more efficiently**  **Progression to 2 digit** ÷ 1 digit using chunking on a number line. Partitioned jumps to support reaching an answer efficiently.  **Progression measured by number of jumps to reach answer.**

Year 4 write and calculate mathematical statements for division using the multiplication tables that they know including using mental strategies and progressing to formal written methods	**Mental methods for year 4** **Multiplication** Build on fluency of 2,3,4,5, 8 and 10 x table fluency and **related division facts** from Year 3 **daily** Children understand the power of multiplying any number by 10 and 100 (10 x/ 100x bigger) and **dividing any number by 10 and 100 (10x/100x smaller)** Use known **factor pairs and commutativity** to support efficient recall and mental calculations for multiplication and **division calculations** **Fluent** with multiplication and **division facts up to 12 x 12**	Written Methods for Year 4 Progression from number lines to short division. Progression onto working with remainders $7\overline{)98}$ = 14  
Year 5 Divide numbers up to 4 digits by a one digit number using a formal written method	**Mental methods for Year 5** **Multiplication** **Mentally use place value understanding to scale up or down by a factor of 10 to enable to accurately multiply and divide by 10, 100 and 1000.**	Written Methods for Year 5 Use of short multiplication to solve up to 4 digit calculations.

of short division and interpret remainders appropriately for the context	**Mentally** multiply and **divide** whole numbers and those involving decimals by 10, 100 and 1000 Pupils can use known facts and mental strategies to work out percentages such as 1%, 10%, 25% of an amount. (e.g. 20% of 3000 = 600 10% = 300 = 10% x 2 or 51% of 900 = 459 50% = ½ = 450. 1% = 900 ÷100 = 9) Know percentage equivalents of 1/2 , 1/4 ,2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25	98 ÷ 7 becomes 14 7 | 98 (2) Answer: 14 432 ÷ 5 becomes 86 r2 5 | 432 (3) Answer: 86 remainder 2 86 r2 5 | 432 =86 r2 Progression onto using long division for large numbers and decimals. Children to be encouraged to write known facts to support efficiency in long division. 432 ÷ 15 becomes 28 15 | 432 300 (15×20) 132 120 (15×8) 12 12/15 = 4/5 Answer: 28 4/5  72 | 983 - 720 (10×72) 263 - 216 (3×72) 47 10 × 72 = 720 5 × 72 = 360 2 × 72 = 144 1 × 72 = 72
Year 6 Divide numbers up to 4 digits by a two-digit whole number using the formal written method of division, and	**Mental methods for Year 6 Division** Divide proper fractions by whole numbers (e.g. 1/3 ÷2 = 1/6) Multiply and **divide numbers** by 10, 100 and 1000 giving answers up to 3 decimals places	Written Methods for Year 6 Use of Long division to divide large numbers by two-digit numbers, even when there is a remainder.

interpret remainders, as a whole number remainders, fractions, or by rounding, as appropriate for the context Divide numbers up to 4 digits by a two-digit whole number using the formal written method of division, and interpret remainders appropriately for the context Use written division methods in cases where the answer has up to two decimal places		