

Division: Blue (Y4)

Mental Work

Derive and recall

- corresponding division facts for multiplication facts to 12×12
- corresponding halves of doubles of numbers 1 to 100, e.g. halve 116 (partition: halve the hundreds or tens and ones separately then recombine)
- corresponding halves of doubles of multiples of 10 and 100
- fraction and decimal equivalents of one-half, quarters, tenths and hundredths, e.g. $3/10$ is 0.3 and $3/100$ is 0.03

Work mentally (with jottings if needed)

- halve multiples of 10 and 100 to 1000
- halve any even number to 200 (partition)
- find unit fractions and simple non-unit fractions of numbers and quantities, e.g. $3/8$ of 24
- divide numbers to 1000 by 10 and then 100 (whole number answers), e.g. $120 \div 10$, $600 \div 100$, $850 \div 10$ (know that when a number is divided by 10 or 100, its digits move one or two places to the right)
- identify the remainder when dividing by 2, 5 or 10

Children should be encouraged to:

*** approximate** their answers before calculating

***consider if a mental calculation** would be appropriate **before** using written methods

***check their answers** after calculation using an appropriate strategy

Practical work

Use **Moving Digits ITP** to support dividing by 10 and 100



To support **dividing by 10 and 100** use **place value slider**

Recording

Children should be able to use place value and known division facts upto 12×12 to divide mentally including dividing by 0 and 1

Missing number calculations

Remind the children to use their knowledge of inverse operations (division to work out multiplication missing number sentences)

$$17 = 5 \times 3 + \square$$

$$\square = 2 \times 8 + 1$$

$$29 = 5 \times \square + 4$$

CHILDREN SHOULD NOT MOVE ONTO THE NEXT STAGE IF:

- 1) they are not ready
- 2) they are not confident