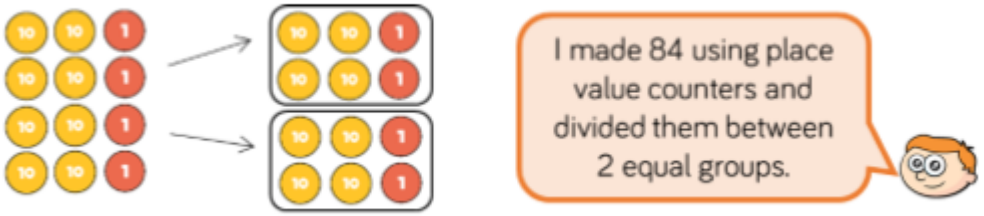
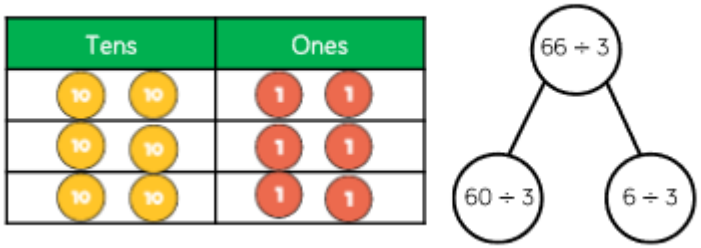
Progression in Calculations. Y3

Division.

Year 3	
Divide 2-digits by 1-digit (1) Children divide 2-digit numbers by a 1-digit number by partitioning into tens and ones and sharing into equal groups. They divide numbers that do not involve exchange or remainders. It is important that children divide the tens first and then the ones.	Ron uses place value counters to solve 84 ÷ 2 
	Eva uses a place value grid and part-whole model to solve 66÷ 3 

Progression in Calculations. Y3

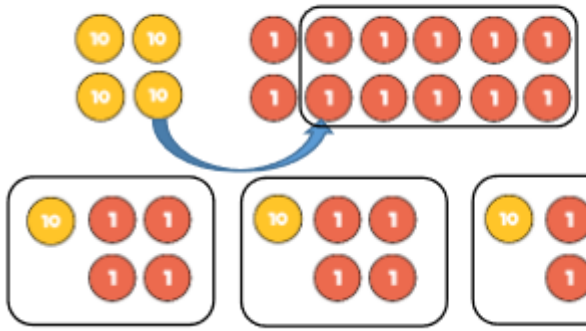
Division.

Divide 2-digits by 1-digit (2)

Children divide 2-digit numbers by a 1-digit number by partitioning into tens and ones and sharing into equal groups. They divide numbers that involve exchanging between the tens and ones. The answers do not have remainders.

Children use their times-tables to partition the number into multiples of the divisor.

Ron uses place value counters to divide 42 into three equal groups.



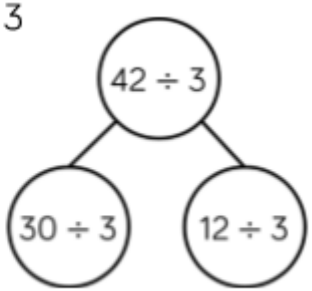
He shares the tens first and exchanges the remaining ten for ones.

Then he shares the ones.

$42 \div 3 = 14$

Annie uses a similar method to divide 42 by 3

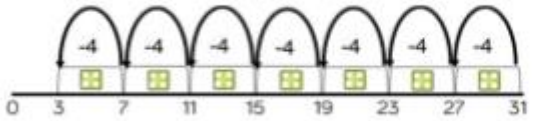
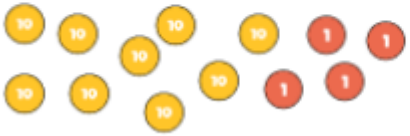
Tens	Ones
10	1 1 1 1
10	1 1 1 1
10	1 1 1 1



Use Annie's method to calculate:

Progression in Calculations. Y3

Division.

Divide 2-digits by 1-digit (3) Children move onto solving division problems with a remainder. Links are made between division and repeated subtraction, which builds on learning in Year 2.	Tommy uses repeated subtraction to solve 31 ÷ 4  31 ÷ 4 = 7 r 3
	Use place value counters to work out 94 ÷ 4 Did you need to exchange any tens for ones? Is there a remainder?  Tens | Ones