The Discovery School Calculation Policy - **Year 3 Division**
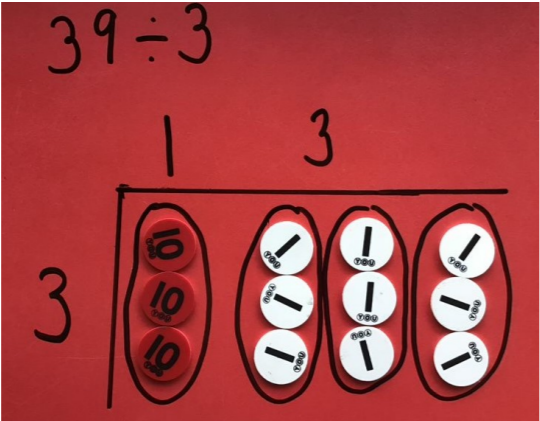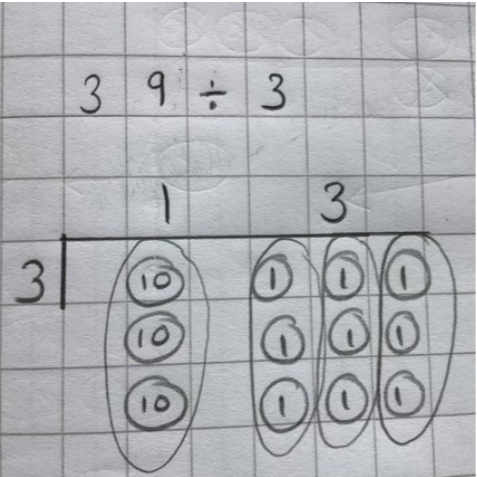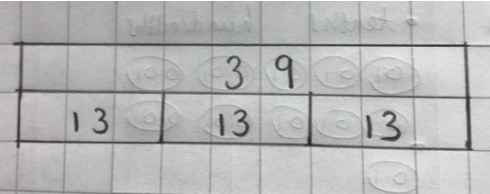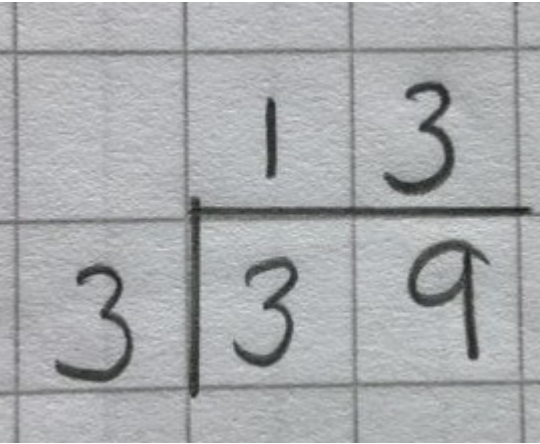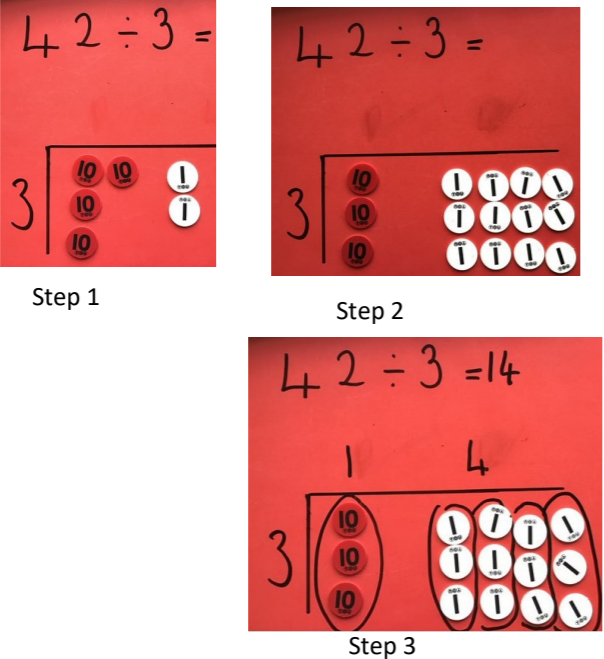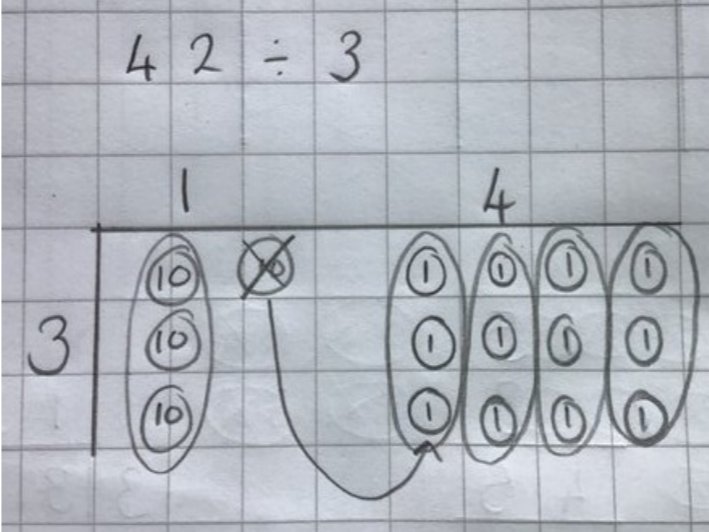
Additional Notes
FOR THIS UNIT ONLY, DO NOT USE WHITE ROSE. FOLLOW THE PROGRESSION IN THIS CALCULATION POLICY.

National Curriculum Objectives
Recall and use division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers divided by one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Objective	Concrete	Pictorial	Abstract
To divide 2 digits by 1 digit. No exchange	 When the children are laying out their place value counters, they must place them in columns matching the divisor. For example, above the divisor is 3, therefore the counters are placed in columns of 3. 'How many groups of 3 are in 30? How many groups of 3 are there in 9?' It is important that at this stage the calculation does **not** include an exchange.	 'How many groups of 3 are in 30? How many groups of 3 are there in 9?' Use the bar model so children can understand the structure of the problem when problem solving.	
To divide 2 digits by 1 digit. With exchange	Step 1 Step 2 Step 3	 Once the children have exchanged the one ten, they need to cross out the ten they have exchanged and draw an arrow to where they have exchanged it for ten ones.	