Additional Notes

National Curriculum Objectives
Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
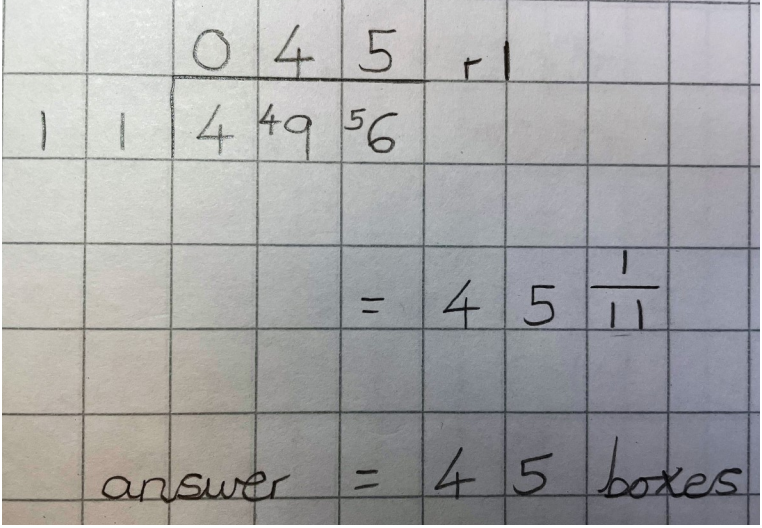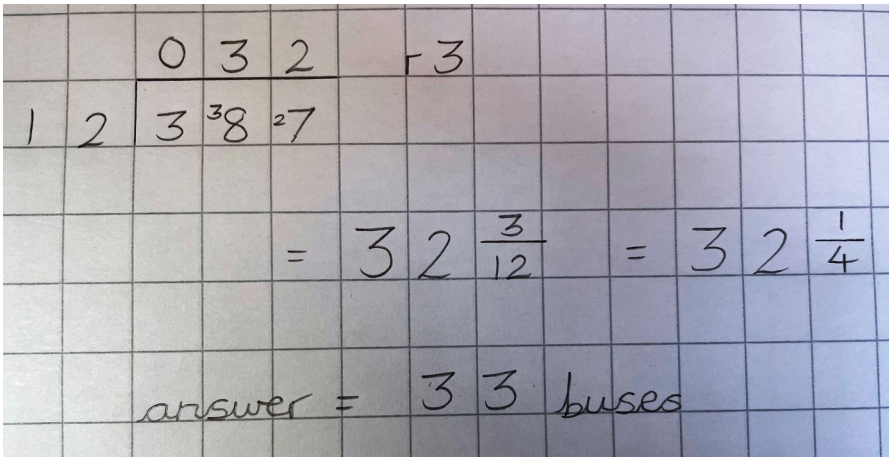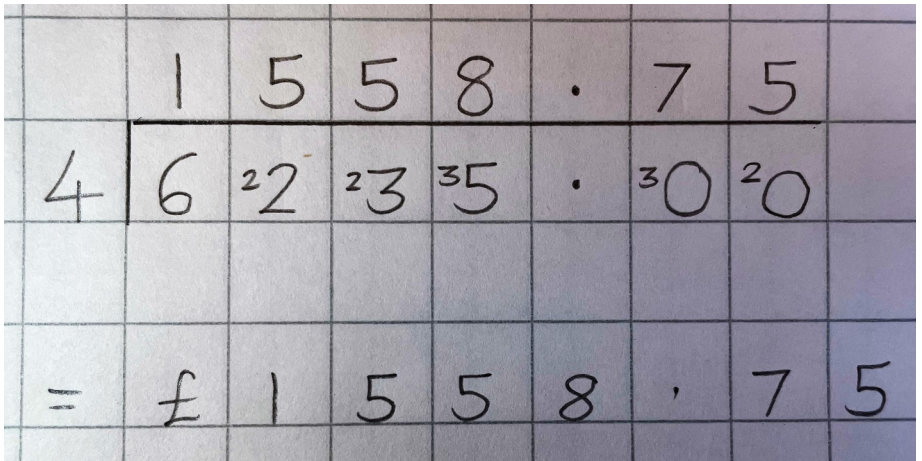
Objective	Concrete	Pictorial	Abstract
Divide 4 digits by 1 digit without remainders.	8,532 ÷ 2 = 4,266	8,532 ÷ 2 = 4,266	8,532 ÷ 2 = 4,266
Divide 4 digits by 1 digit with remainders. Provide children with division questions involving rounding remainders up/down according to the context.	The children should have gained a conceptual understanding of division calculations already. Therefore, the concrete method shouldn't be needed for most children.	The children should have gained a conceptual understanding of division calculations already. Therefore, the pictorial method shouldn't be needed for most children.	There are 3,599 people attending a concert. Tickets are in rolls of 7. How many rolls of tickets would be needed? 515 rolls of tickets would be needed.

Additional Notes

National Curriculum Objectives
Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.
Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
Solve problems involving addition, subtraction, multiplication and division.
Use written division methods in cases where the answer has up to two decimal places. THIS IS PART OF THE DECIMALS UNIT.
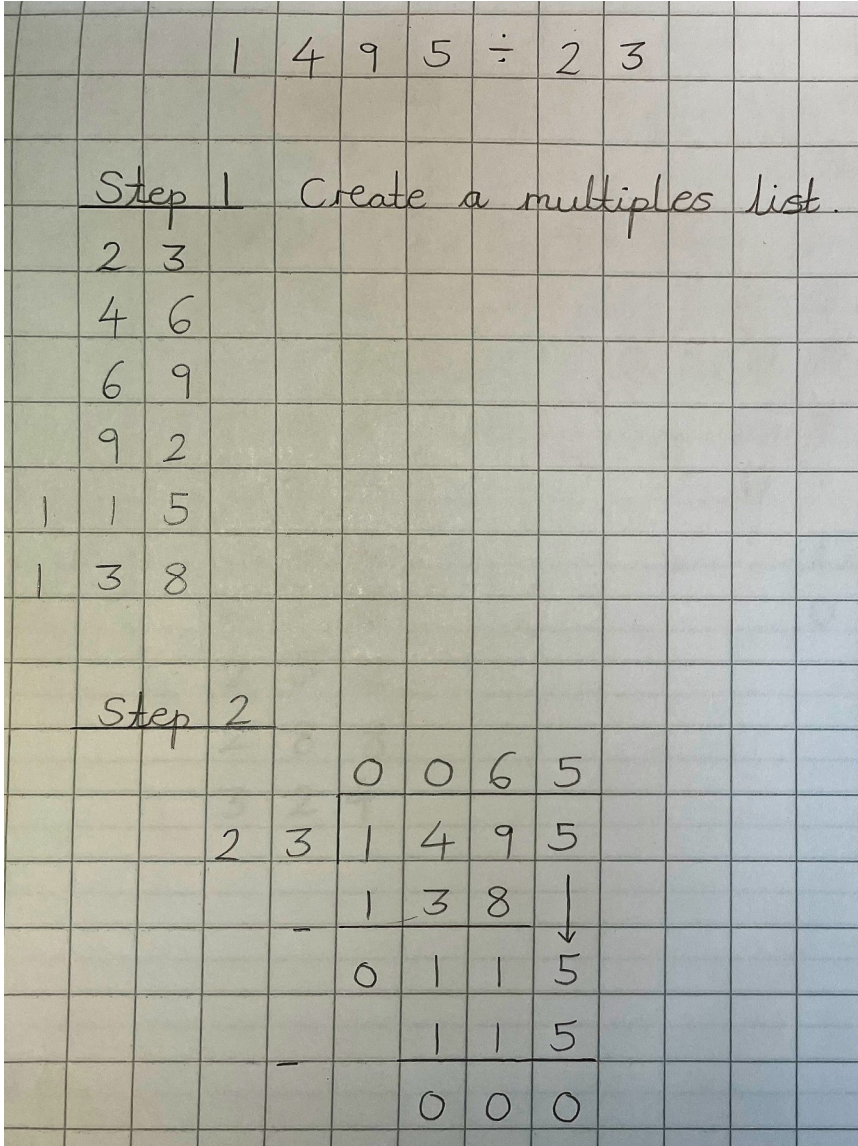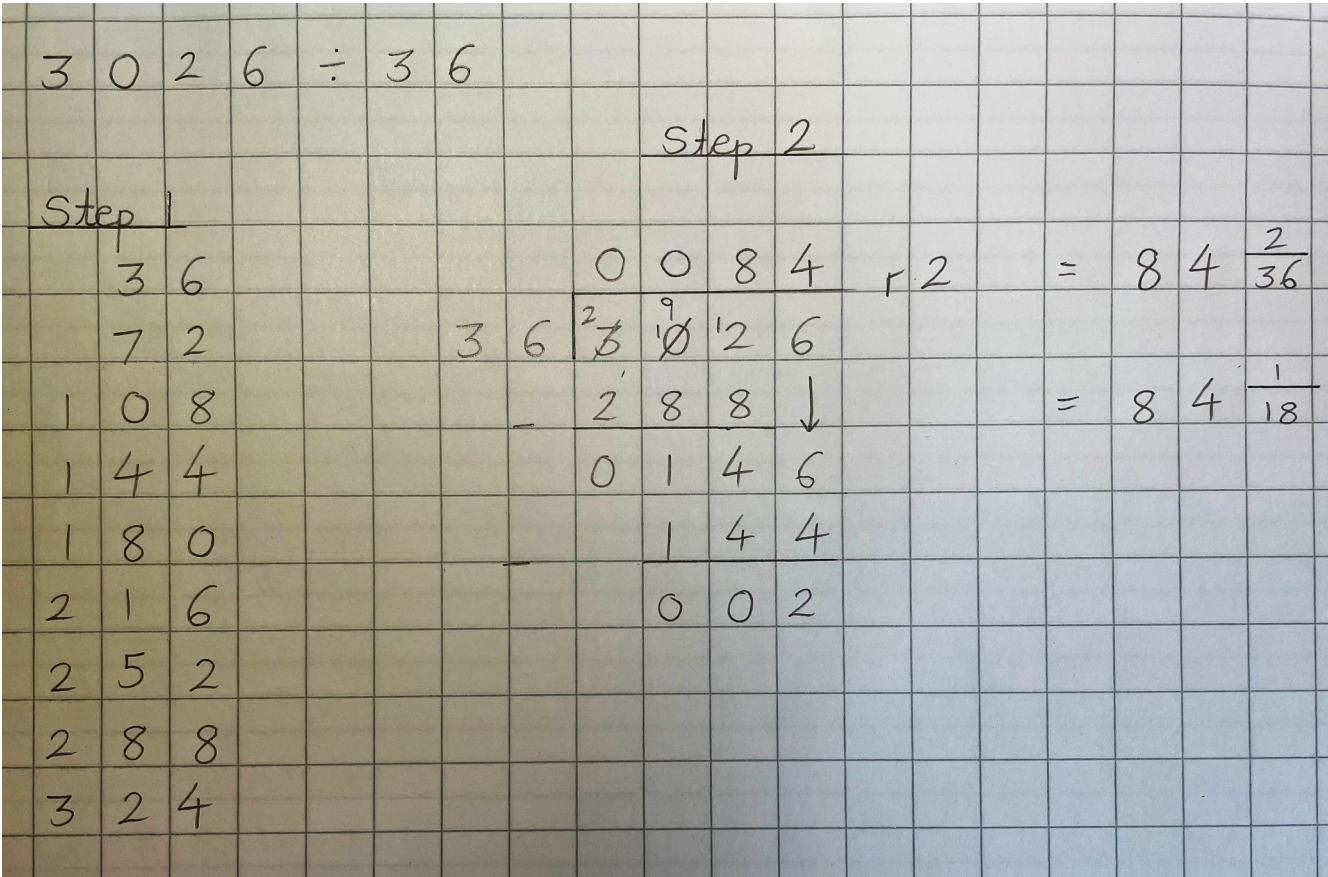
Objective	Concrete	Pictorial	Abstract
Divide numbers up to 4-digits by a 2-digit number using short division where appropriate, interpreting remainders accurately according to the context. THIS IS PART OF THE DECIMALS UNIT Use written division methods in cases where the answer has up to two decimal places.	The children should have gained a conceptual understanding of division calculations already. Therefore, the concrete method shouldn't be needed for most children.	The children should have gained a conceptual understanding of division calculations already. Therefore, the pictorial method shouldn't be needed for most children.	There are 11 muffins to each box. The baker bakes 496 muffins. How many boxes can she fill? $0\ 4\ 5\ r\ 1$ $11\ \overline{)4\ {}^{4}9\ {}^{5}6}$ $=\ 4\ 5\ \frac{1}{11}$ answer $=\ 4\ 5$ boxes There are 12 seats on a minibus. 387 people are going on a trip. How many minibuses would they need? $0\ 3\ 2\ r\ 3$ $12\ \overline{)3\ {}^{3}8\ {}^{2}7}$ $=\ 3\ 2\ \frac{3}{12}\ =\ 3\ 2\ \frac{1}{4}$ answer $=\ 3\ 3$ buses Also interpret remainders as decimals, particularly in the context of money. A company makes £6,235 profit. The 4 owners share the profit equally, how much money do they each receive? $1\ 5\ 5\ 8\ .\ 7\ 5$ $4\ \overline{)6\ {}^{2}2\ {}^{2}3\ {}^{3}5\ .\ {}^{3}0\ {}^{2}0}$ $=\ £\ 1\ 5\ 5\ 8\ .\ 7\ 5$

Additional Notes

National Curriculum Objectives
Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.
Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
Solve problems involving addition, subtraction, multiplication and division.
Use written division methods in cases where the answer has up to two decimal places. THIS IS PART OF THE DECIMALS UNIT.

Objective	Concrete	Pictorial	Abstract
Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.			Without remainders = 65 With remainders Provide children with division questions involving rounding remainders up/down according to the context.