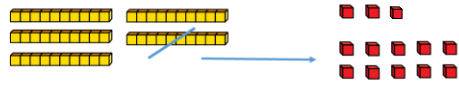
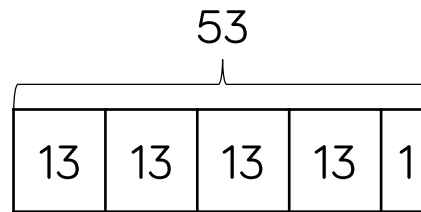


Skill: Divide 2-digits by 1-digit (sharing with remainders)

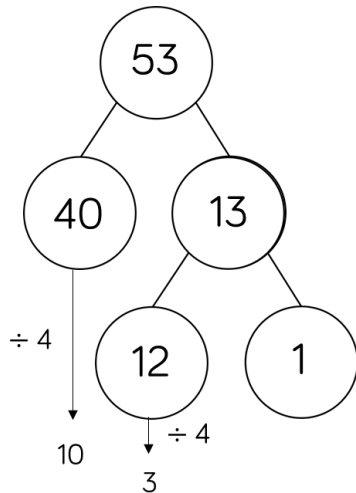
Year: 3/4



Tens	Ones



$$53 \div 4 = 13 \text{ r}1$$

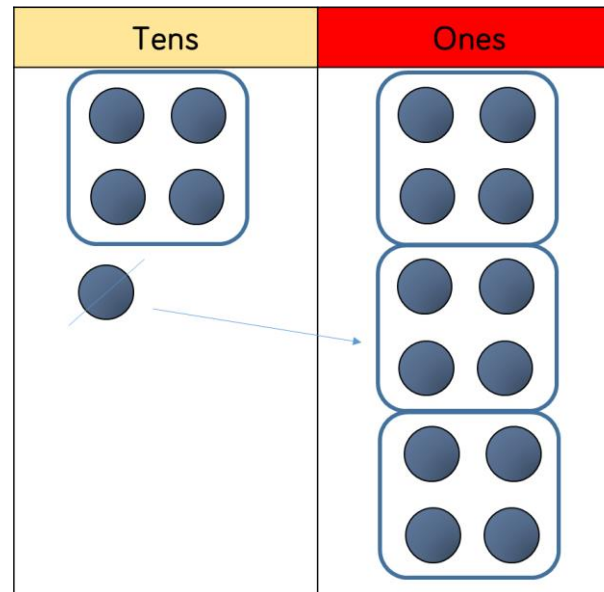
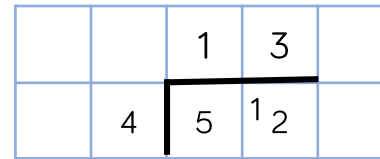
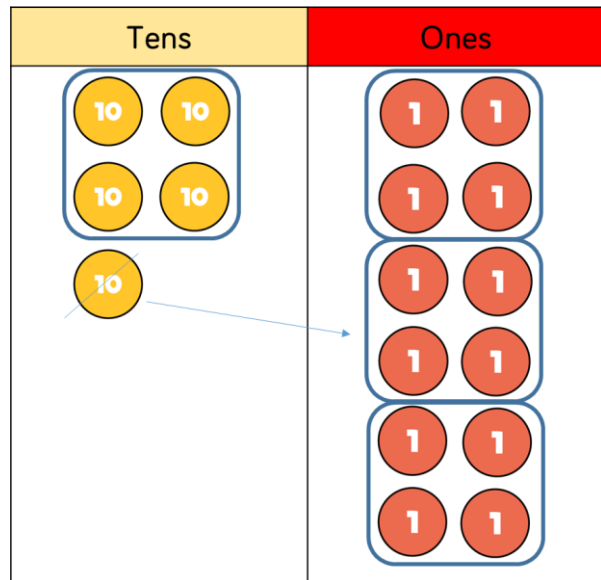


Tens	Ones

When dividing numbers with remainders, children can use Base 10 and place value counters to exchange one ten for ten ones. Starting with the equipment outside the place value grid will highlight remainders, as they will be left outside the grid once the equal groups have been made. Flexible partitioning in a part-whole model supports this method.

Skill: Divide 2-digits by 1-digit (grouping)

Year: 4/5



$$52 \div 4 = 13$$

When using the short division method, children use grouping. Starting with the largest place value, they group by the divisor.

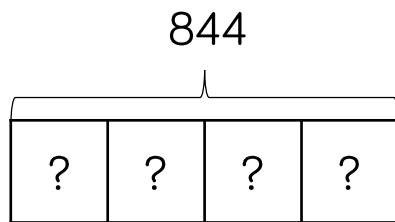
Language is important here. Children should consider 'How many groups of 4 tens can we make?' and 'How many groups of 4 ones can we make?'

















Remainders can also be seen as they are left ungrouped.

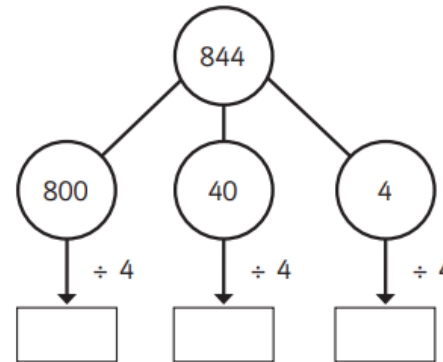
Skill: Divide 3-digits by 1-digit (sharing)

Year: 4

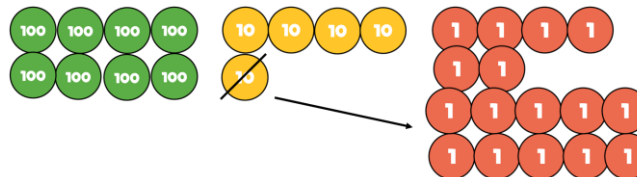
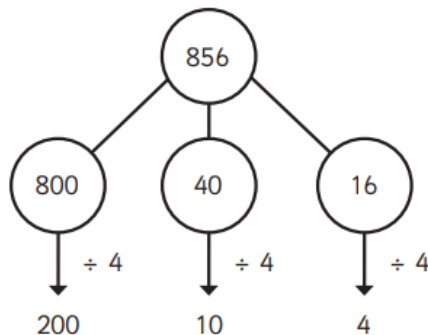
$$844 \div 4 = 211$$






























H	T	O
 		
 		
 		
 		



$$844 \div 4 = 211$$

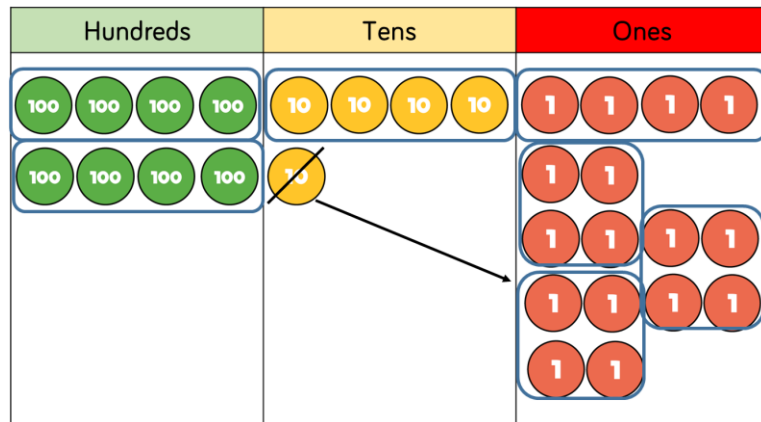


Hundreds	Tens	Ones
 		   
 		   
 		   
 		   

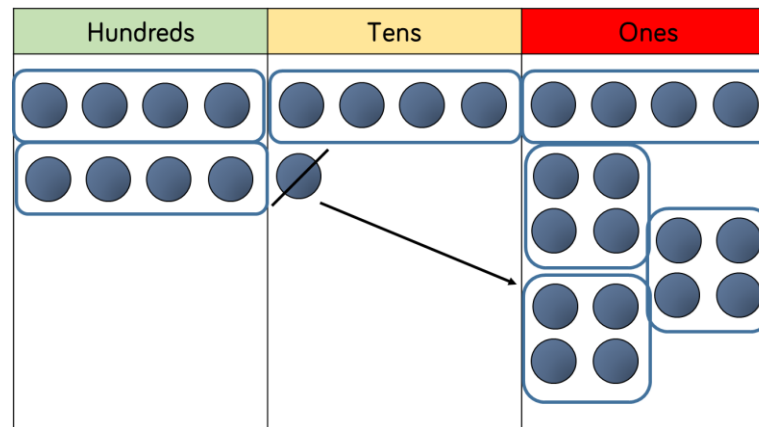
Children can continue to use place value counters to share 3-digit numbers into equal groups. Children should start with the equipment outside the place value grid before sharing the hundreds, tens and ones equally between the rows. This method can also help to highlight remainders. Flexible partitioning in a part-whole model supports this method.

Skill: Divide 3-digits by 1-digit (grouping)

Year: 5



		2	1	4
	4	8	5	16



$$856 \div 4 = 214$$

Children can continue to use grouping to support their understanding of short division when dividing a 3-digit number by a 1-digit number.

Place value counters or plain counters can be used on a place value grid to support this understanding. Children can also draw their own counters and group them through a more pictorial method.