

Division

Children's recordings are the expectations for the end of Year 3

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| Year Group: 3 | |
| Signs and Symbols | |
| <u>Know 2, 5, 10 times tables</u> | <u>Recognise that x is INVERSE of \div</u> |
| $30 \div 5 = \square$ $30 \div \square = 6$ $\square \div 5 = 6$ $\square \div \square = 6$ | $\square = 30 \div 5$ $6 = \square \div 5$ $6 = 30 \div \square$ $6 = \square \div \square$ $4 \times 3 = 12$ $3 \times 4 = 12$ $12 \div 3 = 4$ $12 \div 4 = 3$ |
| Paper and pencil procedures | |
| $150 \div 3 =$ $240 \div 8 =$ | |
| Other Jottings (to be used alongside practical equipment, when children are finding number lines and more formal calculation methods difficult to understand) | |
| As Year 2 | |
| Explaining in writing | |
| $46 \div 2$ <i>I know double 23 is 46, so half of 46 is 23.</i> | |