

Year Three – Division

- **Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables** (continue to practise the 2, 5 and 10 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 a formal written method**

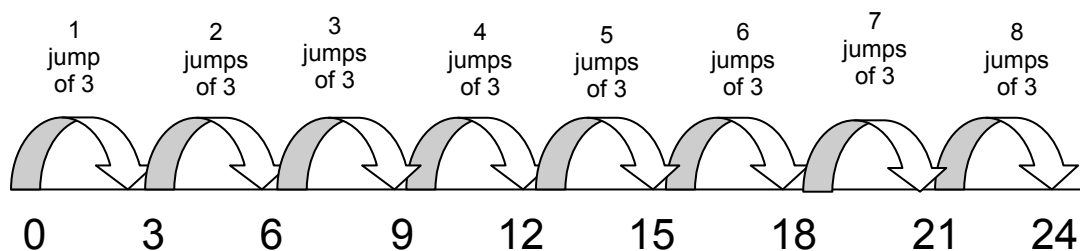
NB Ensure that children are confident with the methods outlined in the previous year's guidance before moving on.

Continue to use practical resources, pictures, diagrams, number lines, arrays and the \div sign to record, using multiples that they know, as appropriate (see Y2 guidance).

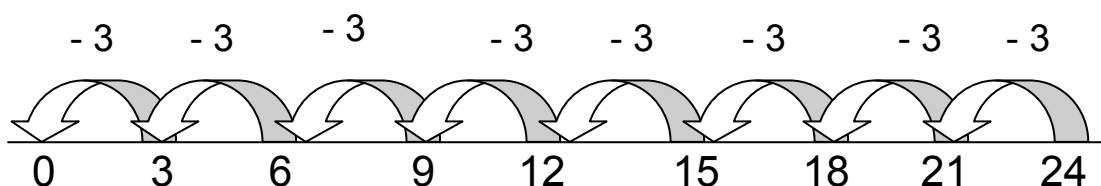
Using an empty number line to count forwards...

$$24 \div 3 = 8$$

'How many threes in 24?'



...also jump back from 24 to make the link with repeated subtraction.



'How many groups of three in 24?'

Introduce the formal layout using multiplication/division facts that the children know:

$$24 \div 3 = 8$$

This can also be recorded as...

$$\begin{array}{r} 8 \\ \hline 3 \overline{) 24} \end{array}$$

'Twenty four divided by three equals eight.'

'How many threes are there in twenty four?'

NB If, at any time, children are making significant errors, return to the previous stage in calculation.