



The Oaks CE Learning Federation  
 Calculation Policy  
**Division** Progression - Using a CPA Approach



Development Matters	National Curriculum	
EYFS	Year 1	Year 2
<p>ELG</p> <ul style="list-style-type: none"> <li>Solve problems including doubling, <b>halving and sharing</b>.</li> </ul> <p>Exceeding</p> <ul style="list-style-type: none"> <li>They solve practical problems that involve combining groups of 2, 5 or 10, or <b>sharing into equal groups</b>.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>solve one-step problems involving multiplication and <b>division</b>, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recall and use multiplication and <b>division facts</b> for the <b>2, 5 and 10</b> multiplication tables, including recognising odd and even numbers</li> <li>calculate mathematical statements for multiplication and <b>division</b> within the multiplication tables and write them using the multiplication (<math>\times</math>), <b>division</b> (<math>\div</math>) and equals (=) signs</li> <li>show that multiplication of two numbers can be done in any order (commutative) and <b>division</b> of one number by another cannot</li> <li>solve problems involving multiplication and <b>division</b>, using materials, arrays, repeated addition, mental methods, and multiplication and <b>division facts</b>, including problems in context.</li> </ul>

**Key Language:** share, group, divide, divided by, half, repeated subtraction

**Key Apparatus:** Numicon, interlocking cubes, objects, coins, number tracks, number lines

	<b>Concrete</b>	<b>Pictorial</b>	<b>Abstract</b>
	(Mostly applicable to EYFS / Y1)		
<i>Step 1- Sharing objects into groups</i>			
<i>Step 2- Division as grouping</i>			
<i>Step 3- Repeated subtraction</i>			
<i>Step 4- Division with arrays- linking to multiplication</i>			
<i>Step 5- Division with a remainder</i>			