

Skil	Year: 6								
12	0	3 4 ₃	6 7 ₂		432	÷ 12	2 = 3	6	When children begin to divide up to 4- digits by 2-digits, written methods become the most accurate as concrete and pictorial
					0	4	8	9	larger remainders.
7,335	÷ 15	= 4	89	15	7	73	13 ₃	¹³ 5	Children will also solve problems with remainders where the
15 30	45	60) 75	90	105	120	135	150	quotient can be rounded as

Skill: Divide multi-digits by 2-digits (long division)													Year: 6	
1	2	0 4 3	3 3 6 7	6 2 0	(×30	$12 \times 4 = 40$ $12 \times 5 = 60$			43	52	••	12 =	= 36	Children can also divide by 2-digit numbers using long division.
	_	(x6) 12 x 7 = 84						_		Children can write o multiples to support their calculations wit larger remainders.				
								0	4	8	9		$1 \times 15 = 15$	
							15	7	3	3	5		$2 \times 15 = 30$	Children will also
					_				0	0	0	(×400	$3 \times 15 = 45$	solve problems with remainders where th
	7,3	53	5 -	÷ 1	5 =	- 489		1	3	3	5	($4 \times 15 = 60$	quotient can be
_							-	1	2	0	0 5	(×80)	$5 \times 15 = 75$	rounded as
							-		1	3	5 5	(×9)	$10 \times 15 = 150$	appropriate.
							_		1	5	0	(×9)		

Skill: Divide multi di	Year: 6									
372 ÷ 15 = 24 r12	1	5	3	2 7 0 7 6 1	4 2 0 2 0 2	r	1	2	$1 \times 15 = 15$ $2 \times 15 = 30$ $3 \times 15 = 45$ $4 \times 15 = 60$ $5 \times 15 = 75$ $10 \times 15 = 150$	When a remainder is left at the end of a calculation, children can either leave it as a remainder or convert it to a fraction. This will depend on the context of the question.
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$		3	572	2 ÷	- 1	5	_	24	$4\frac{4}{5}$	Children can also answer questions where the quotient needs to be rounded according to the context.