Division

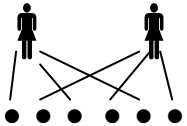
Year 1

Pictures / marks

12 children get into teams of 4 to play a game. How many teams are there?

Understand division as sharing and grouping

Sharing – 6 sweets are shared between 2 people. How many do they have each?



Grouping – There are 6 sweets. How many people can have 2 each? (How many 2's make 6?)

Number Lines (grouping using prepared number lines)

Year 2

Pictures / marks

As Year 1 representing objects with counters or other equipment.

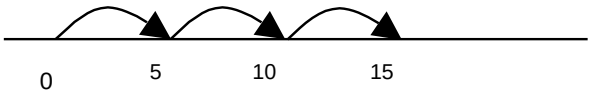
÷ = signs and missing numbers

6 ÷ 2 = □ □ = 6 ÷ 2
6 ÷ □ = 3 3 = 6 ÷ □
□ ÷ 2 = 3 3 = □ ÷ 2
□ ÷ ∇ = 3 3 = □ ÷ ∇

Understand division as sharing and grouping

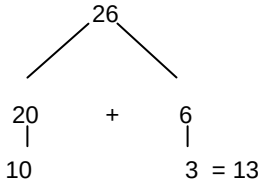
Continue as in Year 1.

Grouping using a number line – There are 15 sweets. How many people can have 5 each? (How many 5s make 15?)



Halving by partitioning

26 ÷ 2 = 13



Year 3

÷ = signs and missing numbers

Continue using a range of equations as in Year 2 but with appropriate numbers.

Understand division as sharing

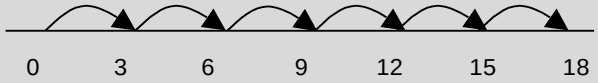
Children need to be aware of sharing in the context of word problems

Pencil and paper procedures

Understand division as grouping

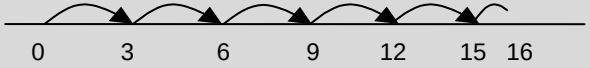
18 ÷ 3 can be modelled as:

Grouping - How many 3's make 18?



Remainders

16 ÷ 3 = 5 r1
Sharing - 16 shared between 3, how many left over?
Grouping – How many 3's make 16, how many left over?
e.g.



Begin to introduce in the summer term short division method with no remainders.

$$7\overline{)63}\quad 09$$

KMPS adapted from Leeds and Leicestershire Numeracy Team Policies
Revised January 2010