DIVISION GUIDELINES

Year One

Sharing
Requires secure counting skills
-see counting and understanding number strand
Develops importance of one-to-one correspondence
See appendix for additional information on x and ÷ and aspects of number

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

Practical activities involving sharing, distributing cards when playing a game, putting objects onto plates, into cups, hoops etc.

Grouping
Sorting objects into 2s / 3s/ 4s etc
How many pairs of socks are there?

There are 12 crocus bulbs. Plant 3 in each pot. How many pots are there?
Jo has 12 Lego wheels. How many cars can she make?

Year Two

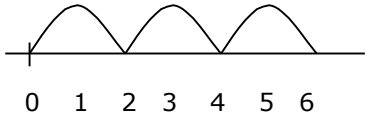
÷ = signs and missing numbers

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

Grouping
Link to counting and understanding number strand
Count up to 100 objects by grouping them and counting in tens, fives or twos;…
Find one half, one quarter and three quarters of shapes and sets of objects
6 ÷ 2 can be modelled as:
There are 6 strawberries.
How many people can have 2 each? How many 2s make 6?

6 ÷ 2 can be modelled as:

In the context of money count forwards and backwards using 2p, 5p and 10p coins



Practical grouping e.g. in PE

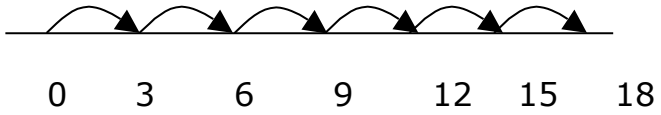
12 children get into teams of 4 to play a game. How many teams are there?

Year Three

÷ = signs and missing numbers
Continue using a range of equations as in Year 2 but with appropriate numbers.

Understand division as sharing and grouping
18 ÷ 3 can be modelled as:
Sharing – 18 shared between 3 (see Year 1 diagram)

OR
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.