

Year 1

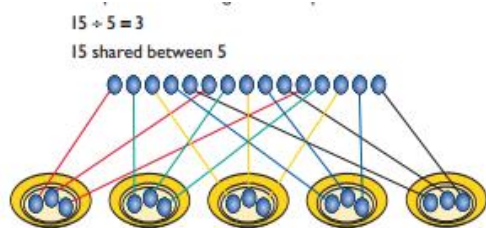
Children must have secure counting skills- being able to confidently count in 2s, 5s and 10s.

Children should be given opportunities to reason about what they notice in number patterns.

Group AND share small quantities- understanding the difference between the two concepts.

Sharing

Develops importance of one-to-one correspondence.



Children should be taught to share using concrete apparatus.

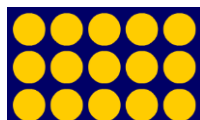
Grouping

Children should apply their counting skills to develop some understanding of grouping.



Use of arrays as a pictorial representation for division. $15 \div 3 = 5$ There are 5 groups of 3.

$15 \div 5 = 3$ There are 3 groups of 5.



Children should be able to find $\frac{1}{2}$ and $\frac{1}{4}$ and simple fractions of objects, numbers and quantities.

Year 2

$\div$ = signs and missing numbers

$$6 \div 2 = \square \quad \square = 6 \div 2$$

$$6 \div \square = 3 \quad 3 = 6 \div \square$$

$$\square \div 2 = 3 \quad 3 = \square \div 2$$

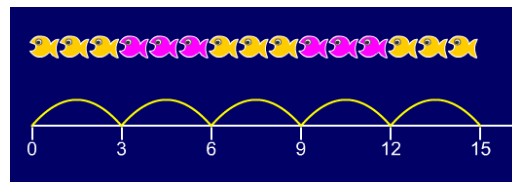
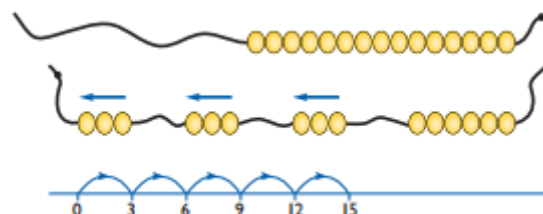
$$\square \div \nabla = 3 \quad 3 = \square \div \nabla$$

Know and understand sharing and grouping- introducing children to the $\div$ sign.

Children should continue to use grouping and sharing for division using practical apparatus, arrays and pictorial representations.

Grouping using a numberline

Group from zero in jumps of the divisor to find out 'how many groups of 3 are there in 15?'.
 $15 \div 3 = 5$



Continue work on arrays. Support children to understand how multiplication and division are inverse. Look at an array – what do you see?

Year 3

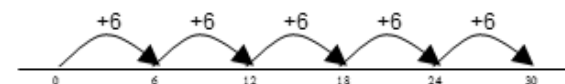
$\div$ = signs and missing numbers

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

Grouping

How many 6's are in 30?

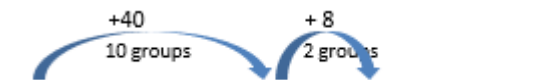
$30 \div 6$ can be modelled as:



Becoming more efficient using a numberline

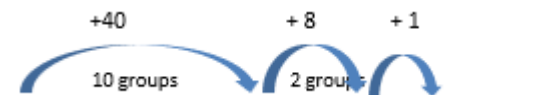
Children need to be able to partition the dividend in different ways.

$$48 \div 4 = 12$$



Remainders

$$49 \div 4 = 12 \text{ r}1$$



Sharing – 49 shared between 4. How many left over?

Grouping – How many 4s make 49. How many are left over?

Place value counters can be used to support children apply their knowledge of grouping.

For example:

$$60 \div 10 = \text{How many groups of 10 in 60?}$$

$$600 \div 100 = \text{How many groups of 100 in 600?}$$

