

Division: Yellow (Y2)

Mental Work
Derive and recall

- corresponding halves of all doubles of all numbers to 20, e.g. half of 34 (partition: halve the tens and ones separately, then recombine; know that halving is equivalent to dividing by 2)
- corresponding halves of doubles of multiples of 10 to 50, e.g. half of 80
- corresponding division facts for the 2, 5 and 10 times tables
- odd and even numbers to 100

Work mentally (with jottings if needed)

- halve any multiple of 10 up to 100, e.g. halve 90
- find half of even numbers to 40


Children should be encouraged to:

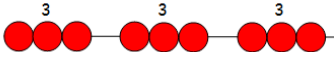
- * **approximate** their answers before calculating
- * **consider if a mental calculation** would be appropriate **before** using written methods
- * **check their answers** after calculation using an appropriate strategy

Practical work

1 Grouping

Use objects that can be grouped by physically moving


Use Numicon  Bag of 6 sweets, how many children can have 2 each?
 Bag of 6 sweets, how many children can have 3 each?



A bead bar or similar will help children with interpreting division calculations, e.g. $9 \div 3$ as 'How many 3s make 9?'


2 Sharing equally

*****ONLY WHEN SECURE WITH GROUPING*****

Share a bag of sweets between two children "One for you, one for you..." 

or by finding **half**

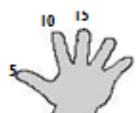
To support sharing between a given number, use pots and counters

 $6 \div 3 = 2$

To support understanding of counting in multiples

Use hands

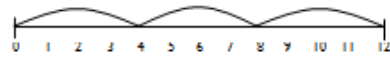
How many groups of 5 in 15?
 How many 5s have been counted?
 How many more 5s do we need to make 25?
 Multiple count on **Number grid ITP**



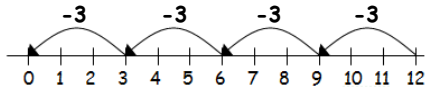
Number lines

$6 \div 2 = 3$


The postman has 12 letters and delivers 4 to each house. How many houses does the postman deliver to?



Repeated subtraction using a number line, e.g. $12 \div 3 = 4$



If you have 30 sweets, how many children could have 2 sweets each?

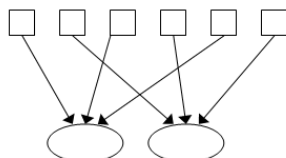


Recording
Children will develop their understanding of division and use jottings to support calculation

Introduce the division sign \div to mean 'divided into groups of'


Sharing equally

6 sweets shared between 2 people, how many do they get each?

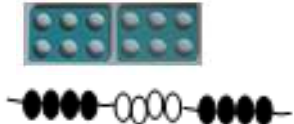


Grouping or repeated subtraction

There are 6 sweets, how many people can have 2 sweets each?



Make up **division stories** about pictures or objects



Missing number calculations
Use symbols to stand for unknown numbers to complete equations using inverse operations.

$\square \div 2 = 4$ $20 \div \triangle = 4$ $\square \div \triangle = 4$

CHILDREN SHOULD NOT MOVE ONTO THE NEXT STAGE IF:

- 1) they are not ready
- 2) they are not confident