

Division - Year Two

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables
- Calculate mathematical statements for division within the multiplication tables they know and write them using the division (\div) and equals (=) signs
- Solve problems involving division, using materials, arrays, repeated subtraction, mental methods, and multiplication and division facts, including problems in contexts

NB Ensure that children are confident with the methods outlined in the previous year's guidance before moving on.

Children will use a range of vocabulary to describe division and use practical resources, pictures, diagrams and the \div -sign to record, using multiples that they know.

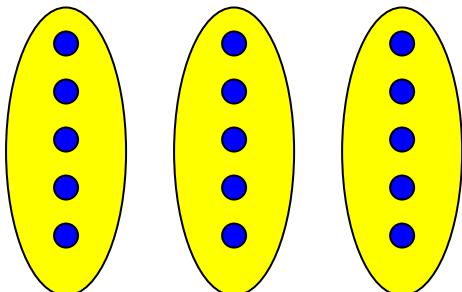
Sharing and grouping:



'30 crayons shared equally between three pots.' (Sharing)
'We have 30 crayons and put ten crayons in each pot.
How many pots do we need?' (Grouping)

'30 divided by 10 = 3'
'30 divided by 3 = 10'

$$30 \div 10 = 3$$
$$30 \div 3 = 10$$



'How many groups of 5?'
'15 shared equally between 3 people
is...?'

'15 divided by 3 equals 5'
'15 divided by 5 equals 3'

$$15 \div 5 = 3$$
$$15 \div 3 = 5$$

Using arrays to support division

$$15 \div 5 = 3$$

$$15 \div 3 = 5$$



How many groups of 3?

How many groups of 5?

15 shared between 3 people is...?

15 shared between 5 people is...?

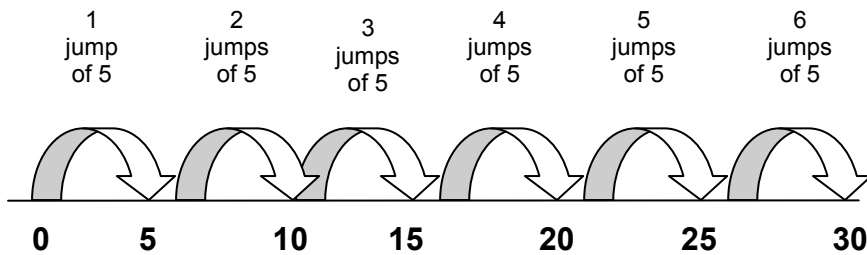
15 divided by 5 = 3

15 divided by 3 = 5

When children are ready, use an empty number line to count forwards:

$$30 \div 5 = 6$$

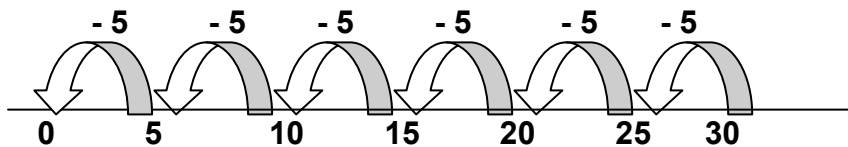
'How many jumps of five make thirty?'



Also jump back to make the link with repeated subtraction:

$$30 \div 5 = 6$$

'How many groups of five?'



NB If, at any time, children are making significant errors, return to the previous stage in calculation.