

Year 1	Division Year 2	Year 3
	<p>Division Objectives (excluding rapid recall)</p> <p><u>Calculations</u> <u>46–51 Understanding multiplication and division</u> 49 Begin to understand division as grouping (repeated subtraction) or sharing. Use and begin to read the related vocabulary. Use the \times, \div and $=$ signs to record mental calculations in a number sentence, and recognise the use of a symbol such as \square or \triangle to stand for an unknown number. 47, 49 Know and use halving as the inverse of doubling.</p> <p><u>54–57 Mental calculation strategies (x and \div)</u> 57 Use known number facts and place value to carry out mentally simple divisions.</p>	<p>Division Objectives (excluding rapid recall)</p> <p><u>Calculations</u> <u>46–51 Understanding multiplication and division</u> 49 Understand division as grouping (repeated subtraction) or sharing. Read and begin to write the related vocabulary. Recognise that division is the inverse of multiplication, and that halving is the inverse of doubling. 51 Begin to find remainders after simple division. 51 Round up or down after division, depending on the context.</p> <p><u>54–57 Mental calculation strategies (x and \div)</u> 55 Use doubling or halving, starting from known facts (e.g. 8×4 is double 4×4). 55 Say or write a division statement corresponding to a given multiplication statement. 57 Use known number facts and place value to carry out mentally simple divisions.</p>

Year 1

Division
Year 2

Year 3

÷ = signs and missing numbers

$$\begin{array}{ll} 6 \div 2 = \square & \square = 6 \div 2 \\ 6 \div \square = 3 & 3 = 6 \div \square \\ \square \div 2 = 3 & 3 = \square \div 2 \\ \square \div \nabla = 3 & 3 = \square \div \nabla \end{array}$$

Understand division as sharing and grouping

$6 \div 2$ can be modelled as:

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?)



OR



÷ = signs and missing numbers

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

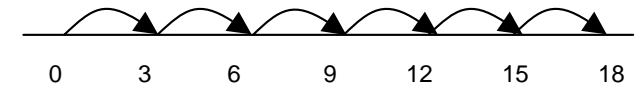
Understand division as sharing and grouping

$18 \div 3$ can be modelled as:

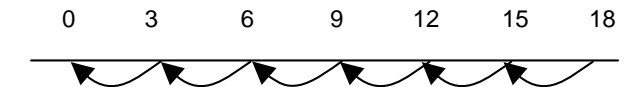
Sharing – 18 shared between 3 (see Year 2 diagram)

OR

Grouping - How many 3's make 18?



OR



Remainders

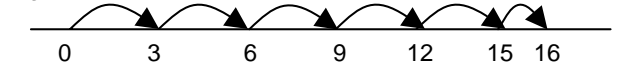
$$16 \div 3 = 5 \text{ r}1$$

Sharing - 16 shared between 3, how many left over?

Grouping – How many 3's make 16, how many left over?

Leave an incomplete jump for a remainder.

e.g.



OR

