**Division**

The expectation for year one and two is children will share concrete objects equally between groups. They will then be introduced to the division symbol (÷)

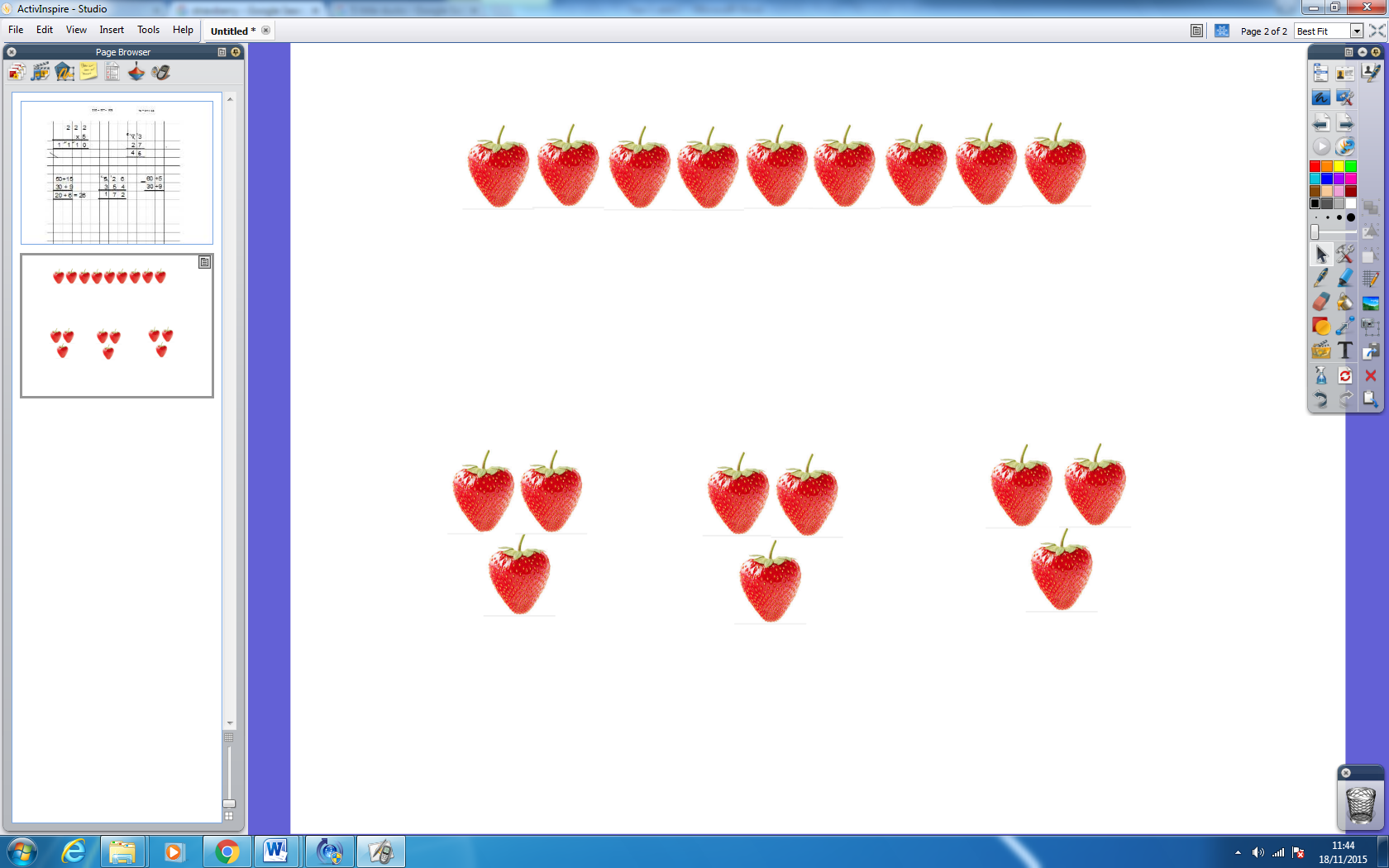
Children will look corresponding number facts such as repeated addition and will be introduced to multiplication as the inverse (opposite) of division. This will help with quick recall of number facts when solving metal math problems.

|  |  |
| --- | --- |
| **National Curriculum Expectations** | **Calculation Method** |
| **Stage 1**  Solve one-step problems using concrete objects, pictorial representations and arrays with the support of the teacher. | C:\Users\rcondon\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JJLV26JC\red-apple-1365420687hGt[1].jpgC:\Users\rcondon\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JJLV26JC\red-apple-1365420687hGt[1].jpgC:\Users\rcondon\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JJLV26JC\red-apple-1365420687hGt[1].jpgC:\Users\rcondon\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JJLV26JC\red-apple-1365420687hGt[1].jpgC:\Users\rcondon\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JJLV26JC\red-apple-1365420687hGt[1].jpg  6  C:\Users\rcondon\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JJLV26JC\red-apple-1365420687hGt[1].jpgC:\Users\rcondon\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JJLV26JC\red-apple-1365420687hGt[1].jpgC:\Users\rcondon\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JJLV26JC\red-apple-1365420687hGt[1].jpg C:\Users\rcondon\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JJLV26JC\red-apple-1365420687hGt[1].jpgC:\Users\rcondon\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JJLV26JC\red-apple-1365420687hGt[1].jpgC:\Users\rcondon\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JJLV26JC\red-apple-1365420687hGt[1].jpg  3 3  Children will share concrete objects. Vocabulary will be introduced as sharing equally. |
| **Stage 2**  Introduction of signs division (÷) and equals (=) signs  Solve problems involving division, using materials, arrays, repeated addition | 6    C:\Users\rcondon\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JJLV26JC\red-apple-1365420687hGt[1].jpgC:\Users\rcondon\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JJLV26JC\red-apple-1365420687hGt[1].jpgC:\Users\rcondon\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JJLV26JC\red-apple-1365420687hGt[1].jpgC:\Users\rcondon\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JJLV26JC\red-apple-1365420687hGt[1].jpgC:\Users\rcondon\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JJLV26JC\red-apple-1365420687hGt[1].jpg  3 3    6 ÷ 2 = 3  Corresponding number facts:  3 + 3 = 6  3 × 2 = 6 |

**Sharing**

Children will share objects between groups. They will be introduced to the concept of sharing equally between two groups. This will be done in real life contexts such as;

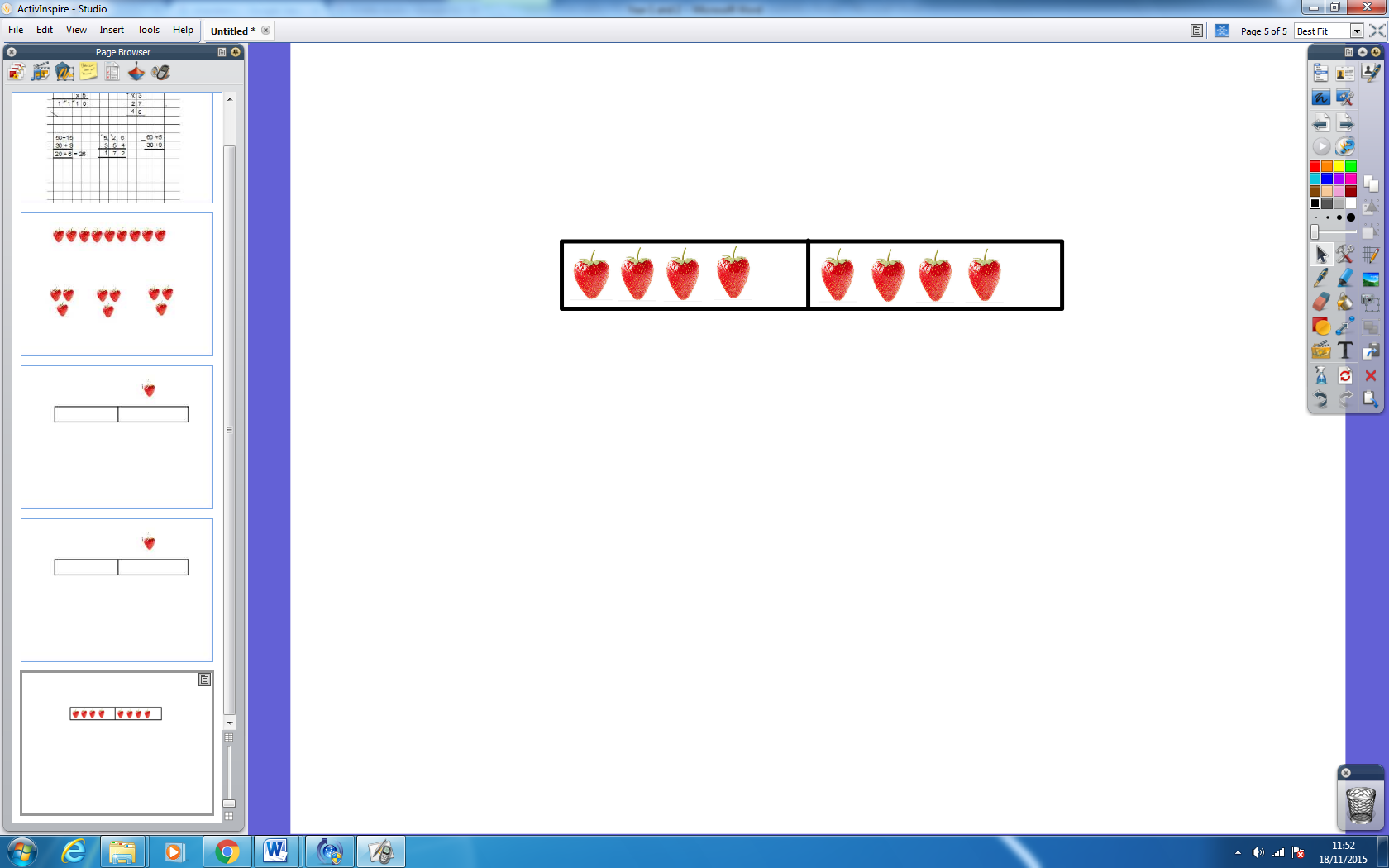
Share the strawberries between your three friends. How many do you each get?

 ‘We will get three each’

**Introduction of symbols**

Children will be introduced to sharing into the bar, this is a visual representation of sharing.

8 ÷ 2 = 4



4 4

By sharing objects into boxes or drawing them it is easy for children to see that 8 can equally be shared into 2 groups. It is also enables children to make the link two equal groups of 4 make 8 hence;

2 x 4 = 8 and 4 + 4 = 8