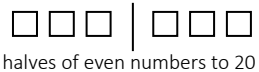
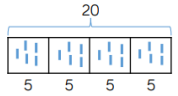
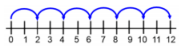
Division

Foundation	Year 1	Year 2
• Children count reliably with numbers from 1 to 20. • They solve problems, including doubling, halving and sharing.	• solve simple one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. • recognise and use the inverse relationship between multiplication and division in calculations. • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. • solve one-step problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
• Practical activities, songs and rhymes. E.g. 10 fat sausages. • Sharing during snack time by giving 1 each Is there an easier way of sharing a larger amount? E.g. 2 at a time. • Making groups/piles of 2 • Finding partners, e.g. in PE grouping in 2s, how many pairs are there? 1 ball for each pair, how many balls do I need to get out?	• Practical activities, songs, and games. • Practice sharing and grouping using concrete manipulatives. **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?) • Sharing related to fractions, e.g. cutting cakes, pizzas in half. • Finding half of a group of objects  • Knowing halves of even numbers to 20 • Find simple fractions (½ or ¼) of objects, numbers, quantities and shapes.	• Continue to practice division by sharing and grouping – start with concrete manipulatives before moving on to pictorial representations.  Mo uses a number line to work out how many equal groups of 2 he can make from 12  • Solve number sentences with ÷ and = symbols (dividing by 2, 5 and 10), using their knowledge of the 2, 5 and 10 times tables. • Begin to use other times table facts and derive related division facts. E.g. if 5 x 4 = 20 then 20 ÷ 4= 5. • Understand that division is not commutative, e.g. 20 ÷ 4 ≠ 4 ÷ 20. • Solve missing number problems, e.g. 6 ÷ 2 = □ □ = 6 ÷ 2 6 ÷ □ = 3 3 = 6 ÷ □ • Know that division is the inverse of multiplication. • Recognise odd and even numbers. Use Numicon to explore odd and even numbers and the structure of these numbers. • Relate division with fractions (½ or ¼). E.g. recognise that *find half of 12* means 12 ÷ 2. • Find fractions (1/3, ¼, ½ or 3/4) of objects, numbers, quantities and shapes.