



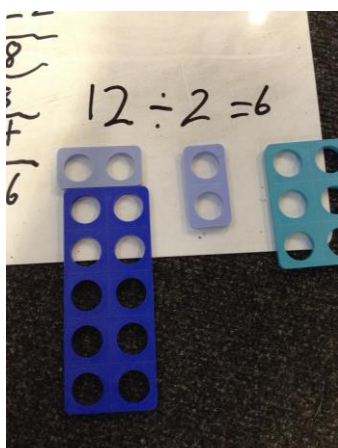
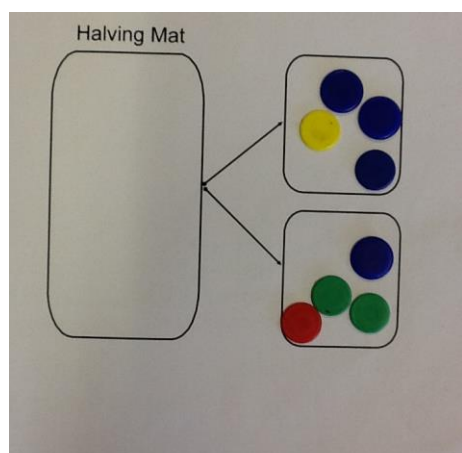
# St. Mary and St. Peter

## Year Two Calculation

# Division

**Words we use...** double, near double, half, halve, quarter, third, division, dividing, divide, divided by, divided into, grouping, sharing, share, share equally, left, left over, one each, two each, three each ... ten each, group in pairs, threes ... tens, equal groups of

**In Year Two these are some of the ways we explore division**

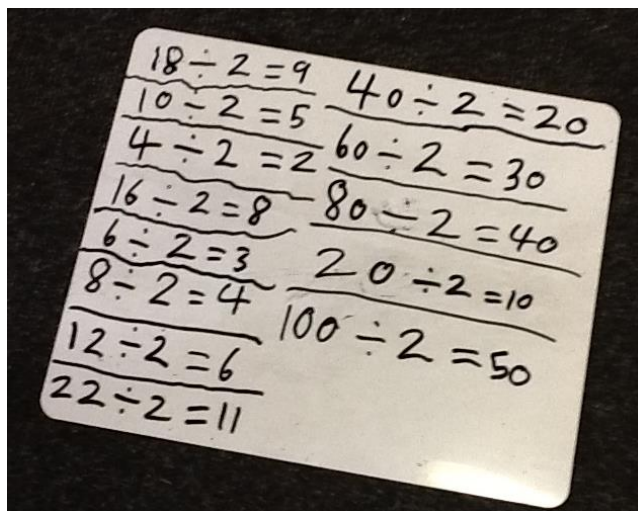
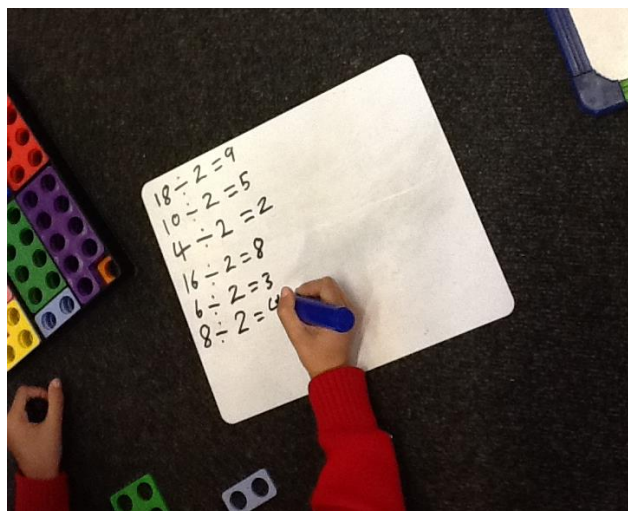


## How Year Two learn divide

In Year Two children use the multiplication facts, for the 2, 5 and 10 times tables, to support them in finding the related division facts. They use a range of structured maths equipment including Numicon, Denes and Cuisenaire to support them in exploring the relationship between multiplication and division. The arrays they make to aid multiplication are also used to help them see how numbers can be partitioned in a variety of ways. This partitioning assists in building up understanding of relationships between numbers that helps to make the children fluent in picking quick ways to solve problems.

The children record their divisions in drawings, number lines and simple number statements.

**In Year Two we use these jottings and methods to solve our division on paper**



**Fluency** – this is about building up an understanding of how numbers work. In year 2 we look for children who can recognise the relationship between multiplication and division and use it to support methods of solving division problems. For example:



Can you write 4 number sentences about this array?

Can you write two division statements about 20 using the bar model?

5	5	5	5
4	4	4	4

**Problem Solving** - importantly this is about working out ways to explore a problem. Children learn to work in a logical way and try out different ways to come to solutions. It is essential for problem solving that children are resilient and keep going even if they are finding the problem tricky. Here are some examples of division problems for Year 2.

How many children can you share the apples fairly between?

How many different answers can you find?



The children all want the same number of toy cars. The trouble is that they only come in packs of 6 and they will squabble over any spares. How many packs are needed so they all have exactly the same number of cars?



Cassie has 4 bags with 5 sweets in each, Rachel has 5 bags with 4 sweets in each. How many do they have each? Can you split the sweets into different numbers of bags so they both still have the same number?

**Reasoning** – is about explaining thinking. Children are asked questions such as: “How do you know?”, “Can you convince me this is true?”, “What do you notice about these numbers?” and “Can you give another example?”

I have 35p in my pocket in 5p coins. How many coins do I have?



Prove it!

Which has more? 4 bags of marbles with 5 in each or 3 bags of marbles with 10 in each? Explain your reasoning.



I know that  $2 \times 4 = 8$

So

$$2 \div 8 = 4$$



Do you agree? Explain why.