

National Curriculum Programme of Study;

- recall and use 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 (\times), division (\div) and equals ($=$) signs
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

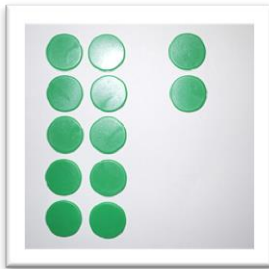


Y2
Division

BY THE END OF YEAR 2...

By the end of Year 2, children will be able to show their understanding as;

in

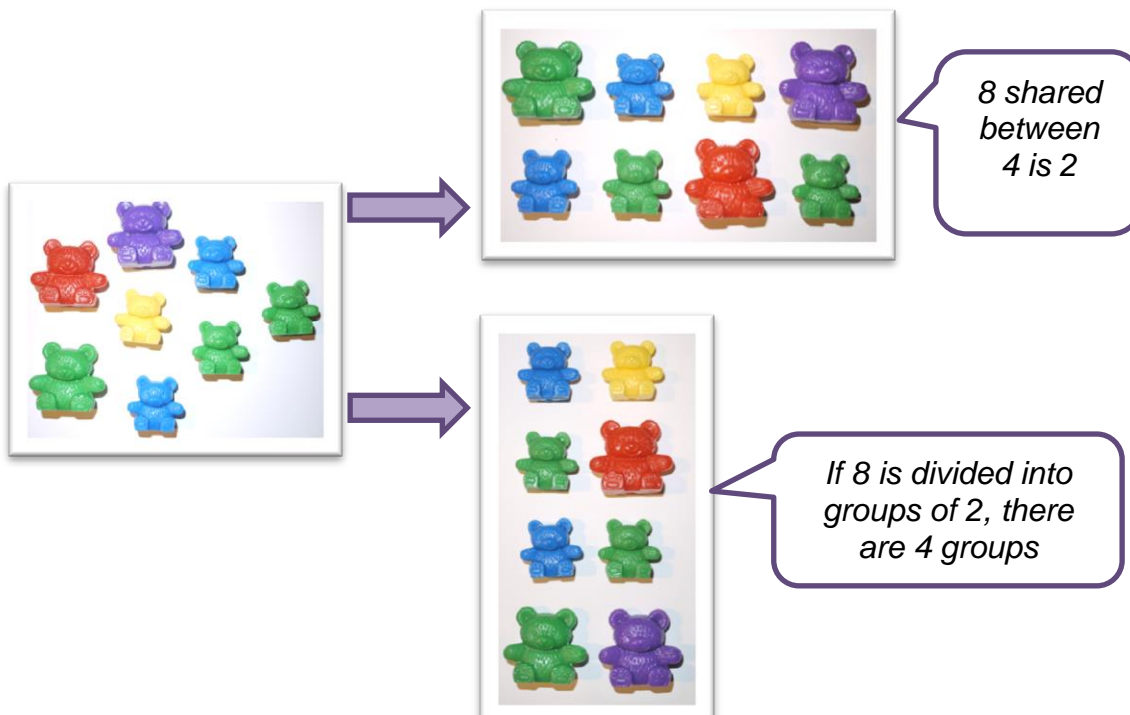


Arrays using concrete apparatus, showing understanding of grouping 2s, 5s and 10s

e.g. $12 \div 5 = 2$ remainder 2

Introducing arrays for visualisation of division

Sharing and grouping should be formalised into arrays introducing the vocabulary of mathematical statements.



When the children can discuss their division confidently, using the language of both sharing and grouping accurately, the mathematical signs should be introduced for accompanying number sentences, e.g. $8 \div 4 = 2$ and $8 \div 2 = 4$

When dividing by 2, use this as an opportunity to link with fractions work.

E.g. $8 \div 2$ *How can we read this? How many groups of 2 are there in 8? If I share 8 between 2 people, how many would they each get? What is one half of 2?*

Links should also be made to multiplication work, e.g. $2 \times 4 = 8$, $4 \times 2 = 8$, modelling practically using arrays.

Considering remainders when dividing



The children will have been introduced to the concept of division with remainders in Year One.

Continue the use of the 'remainder' vocabulary when arranging objects into an array.

$7 \div 3 = 2$ remainder 1
How many groups of 3 are there in 7? There are two groups of 3, with one left over or remaining

Using base-ten resources to support division

As the numbers increase in size, base-ten grouped practical resources should replace separate single objects.



E.g. $12 \div 2$

Ask the children how 12 can be represented with the base-ten (Dienes) equipment. Discuss the need to divide the 12 by 2. *Shall we share the 12 between 2, or shall we group the 12 into 2s?*



Welcome their ideas for 'splitting' the 12. If necessary, suggest exchanging the single 10 rod for 10 separate ones or units. Carry out the practical dividing action, showing the link between sharing and grouping once the array is formed.

When the children are secure, physically dividing the base-ten resources and forming an array, provide examples where remainders occur, e.g. $12 \div 5$

Again model how the single 10 rod is exchanged for ten separate ones or units. These should then be carefully arranged into an array, showing the groups of 5, with the remaining 2 ones. Model the recording of this as $12 \div 5 = 2$ remainder 2.

