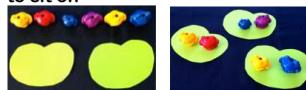
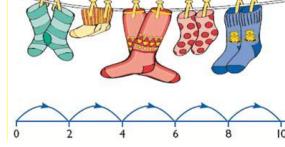
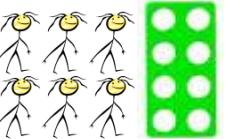
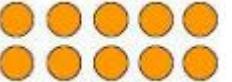
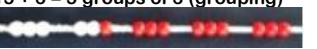
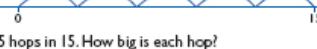
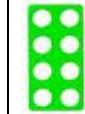
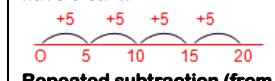
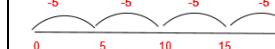
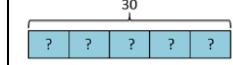
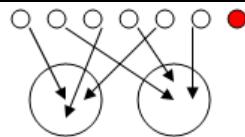


# Division KS1

EYFS	<b>Reception: ELG 2022</b> Number ELG Children at the expected level of development will: <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number;</li> <li>Subitise (recognise quantities without counting) up to 5;</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and <u>some number bonds to 10, including double facts.</u></li> </ul> <b>Numerical Patterns ELG</b> Children at the expected level of development will: <ul style="list-style-type: none"> <li>Explore and represent patterns within numbers up to 10, including evens and odds, <u>double facts and how quantities can be distributed equally.</u></li> </ul>			
Year	1	2		
Developing Conceptual/Procedural Understanding	<p><b>Concrete, pictorial, abstract</b></p> <p><b>Grouping/Sharing models</b> Using practical contexts and cross-curricular links (PE) such as socks and shoes; animals in the ark to get into groups. Sharing models such as sharing pieces of fruit.</p> <p>Sharing into equal groups 6 frogs shared equally between 2 lily pads gives 3 frogs on each lily pad or Grouping in equal groups 6 frogs grouped in 2s need 3 lily pads to sit on</p>  <p><b>GROUPING ITP</b> How many twos?  </p>	<p><b>Concrete, pictorial, abstract</b></p> <p><b>Arrays</b> (rectangular arrangements to show equal groups)</p>    <p><b>Decision making</b> How many cars can you make if you have 8 wheels? </p> <p>How many different ways can you arrange 12 buttons in equal groups? </p>	<p><b>Concrete, pictorial, abstract</b></p> <p><b>Grouping/Sharing models</b> Introduce the <math>\div</math> symbol</p>  <p>15 frogs shared equally between three lily pads <math>15 \div 3 = 5</math> or 15 frogs grouped in 5s need 3 lily pads to sit on <math>15 \div 5 = 3</math></p> <p><math>15 \div 3 = 5</math> groups of 3 (grouping)</p>  <p><math>20 \div 2 = 10</math></p>   <p>5 hops in 15. How big is each hop?</p> <p>There are 7 cakes and 2 children. How many cakes will they get each? (Leftovers/remainders introduced)</p>	<p><b>Arrays representing the dividend</b></p>   <p><math>10 \div 2 = 5</math> and <math>10 \div 5 = 2</math></p> <p><b>Repeated addition (to reach a given target)</b></p>  <p>There are 20 sweets in a bag. How many children can have 5 each? </p> <p><b>Repeated subtraction (from a given quantity)</b></p>  <p><b>Links to tables</b></p>  <p>Use language of division linked to tables using counting stick</p> <p>5 hops in 15. How big is each hop?</p> <p><b>Representing problems</b> Jane has 30 cakes. She wants to share them equally between 5 boxes. How many cakes should go in each box?</p>  <p><math>30 \div 5 = 6</math></p> <p>Number of cakes in each box = 6</p>

## Division KS1



$$7 \div 2 = 3 \text{ r}1$$

Known facts	Count in multiples of twos, fives and tens.		Recall and use $\times$ and $\div$ facts for the 2, 5 and 10 $\times$ tables, including recognising odd and even numbers.	
Essential Knowledge	Count back in 2s	Halves up to 10	Division facts (2 $\times$ table)	Halves up to 20
	Count back in 10s	Halve multiples of 10	Division facts (10 $\times$ table)	Review division facts (2 $\times$ , 5 $\times$ , 10 $\times$ tables)
	Count back in 5s	How many 2s? 5s? 10s?	Division facts (5 $\times$ table)	Count back in 3s
Tests of divisibility	All even numbers will divide by 2		All numbers ending in 0 will divide by 10	All numbers ending in 5 and 0 will divide by 5