
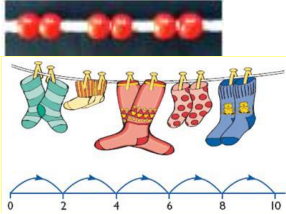

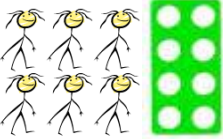




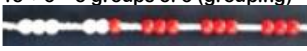


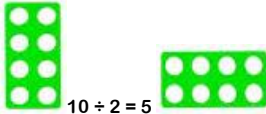

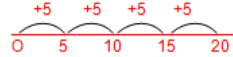
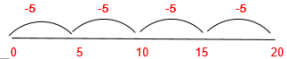

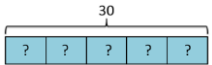
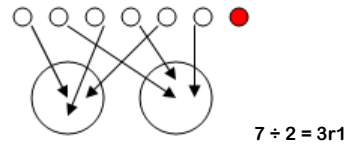
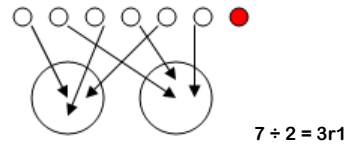


Division KS1

EYFS	<p>Reception: ELG 2022 Number ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • 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> <p>Numerical Patterns ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore and represent patterns within numbers up to 10, including evens and odds, <u>double facts and how quantities can be distributed equally.</u> 			
Year	1	2		
	Concrete, pictorial, abstract	Concrete, pictorial, abstract		
Developing Conceptual/ Procedural Understanding	<p>Grouping/Sharing models 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>GROUPING ITP How many twos?</p> 	<p>Arrays (rectangular arrangements to show equal groups)</p>    <p>Decision making 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>Grouping/Sharing models Introduce the ÷ symbol</p>  <p>15 frogs shared equally between three lily pads $15 \div 3 = 5$ or 15 frogs grouped in 5s need 3 lily pads to sit on $15 \div 5 = 3$</p> <p>$15 \div 3 = 5$ groups of 3 (grouping)</p>  <p>$20 \div 2 = 10$</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>Arrays representing the dividend</p>  <p>$10 \div 2 = 5$ and $10 \div 5 = 2$</p> <p>Repeated addition (to reach a given target)</p>  <p>There are 20 sweets in a bag. How many children can have 5 each?</p>  <p>Repeated subtraction (from a given quantity)</p>  <p>Links to tables</p>  <p>Use language of division linked to tables using counting stick</p> <p>Representing problems Jane has 30 cakes. She wants to share them equally between 5 boxes. How many cakes should go in each box?</p>  <p>$30 \div 5 = 6$ Number of cakes in each box = 6</p>

Division KS1



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