

CARLTON JUNIOR AND INFANT SCHOOL CALCULATION POLICY - DIVISION GUIDELINES

Year One

Sharing

Requires secure counting skills
 -see counting and understanding number strand
 Develops importance of one-to-one correspondence
 See appendix for additional information on x and ÷ and aspects of number

Sharing – 6 sweets are shared between 2 people. How many do they have each?



Practical activities involving sharing, distributing cards when playing a game, putting objects onto plates, into cups, hoops etc.

Grouping

Sorting objects into 2s / 3s/ 4s etc
 How many pairs of socks are there?



There are 12 crocus bulbs. Plant 3 in each pot. How many pots are there?
 Jo has 12 Lego wheels. How many cars can she make?

Year Two

÷ = signs and missing numbers

$$6 \div 2 = \square \quad \square = 6 \div 2$$

$$6 \div \square = 3 \quad 3 = 6 \div \square$$

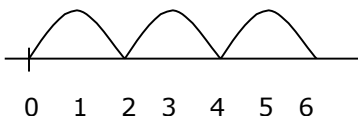
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Grouping

Link to counting and understanding number strand
 Count up to 100 objects by grouping them and counting in tens, fives or twos;...
 Find one half, one quarter and three quarters of shapes and sets of objects
 6 ÷ 2 can be modelled as:
 There are 6 strawberries.
 How many people can have 2 each? How many 2s make 6?

6 ÷ 2 can be modelled as:



In the context of money count forwards and backwards using 2p, 5p and 10p coins

Practical grouping e.g. in PE

12 children get into teams of 4 to play a game. How many teams are there?



Year Three

÷ = signs and missing numbers

Continue using a range of equations as in Year 2 but with appropriate numbers.

Understand division as sharing and grouping

18 ÷ 3 can be modelled as:
 Sharing – 18 shared between 3 (see Year 1 diagram)

OR

Grouping - How many 3's make 18?



Remainders

16 ÷ 3 = 5 r1
 Sharing - 16 shared between 3, how many left over?
 Grouping – How many 3's make 16, how many left over?
 e.g.



