Stages in Division

Division – Early stages (EYFS)

Children will engage in a wide variety of songs and rhymes, games and activities.
In practical activities and through discussion they will begin to solve problems involving halving and sharing.


Share the apples between two people.

'Half of the apples for you and half of the apples for me.'

Division – Stage One

- Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
- Count in multiples of **twos, fives and tens** (to the 10th multiple)

Children will start with **practical sharing** using a variety of resources. They will share objects into equal groups in a variety of situations. They will begin to use the vocabulary associated with division in **practical contexts**.

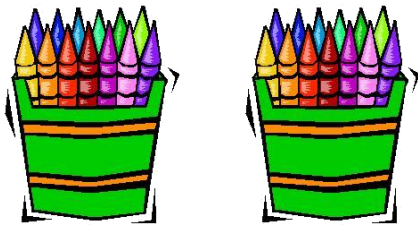**'Share these eight apples equally between two children. How many apples will each child have?'**
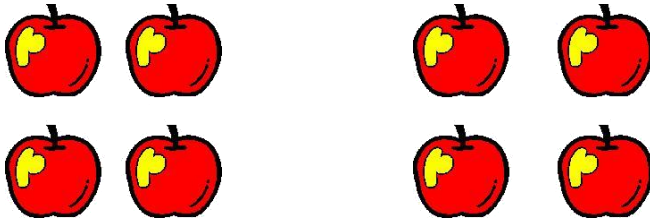
'Share 20 crayons between 2 pots.'
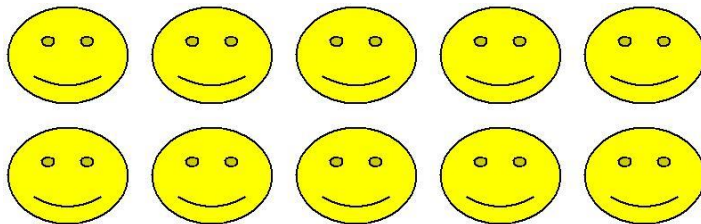
'How many crayons are in each pot?'
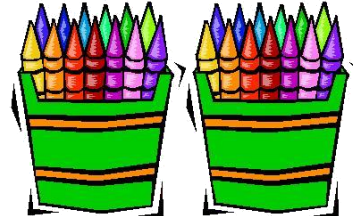
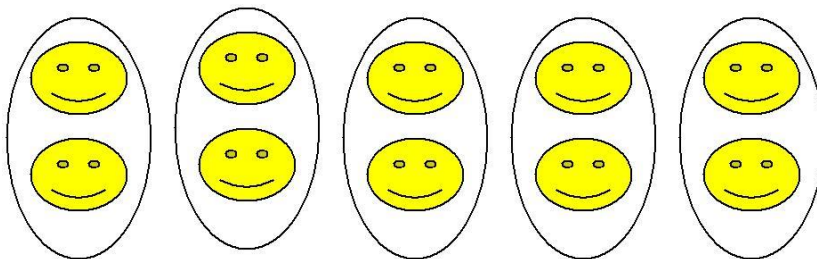Children will move from **sharing to grouping** in a practical way

'Put 20 crayons into groups of 10. How many pots do we need?'

Use arrays to support early division
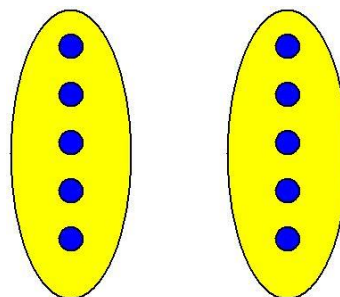
'How many faces altogether? How many groups of two?'

'Five groups of two
'How many groups of 5?'
'10 shared equally between 2 people'
 **'Half of ten is five'**

Continue to solve problems in practical contexts throughout Stage one, and develop the language of early division, with appropriate resources.

Division - Stage Two

- Recall and use multiplication and division facts for the 2**, 5 and 10 multiplication tables**
- Calculate mathematical statements for division within the multiplication tables they know and write them using the division (÷) and equals (=) signs
- **Solve problems** involving division, using materials, arrays, repeated subtraction, mental methods, and multiplication and division facts, including **problems in contexts**

Ensure that children are confident with the methods outlined in the previous stage's guidance before moving on. Children will use a range of vocabulary to describe division and use practical resources, pictures, diagrams and the ÷s ign to record, using multiples that they know.

Sharing and grouping:
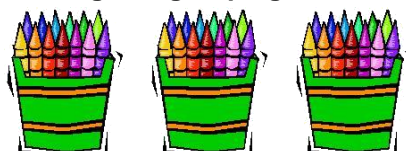
'30 crayons shared equally between three pots.' (Sharing) 'We have 30 crayons and put ten crayons in each pot. How many pots do we need?' (Grouping)

'30 divided by 10 = 3' '30 divided by 3 = 10.'

30 ÷ 10 = 3
30 ÷ 3 = 10
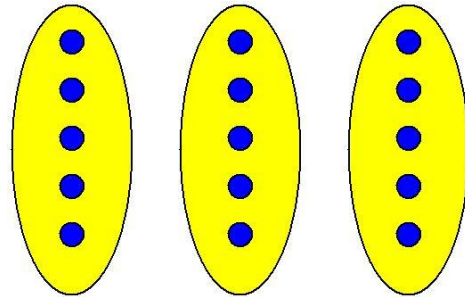
'How many groups of 5?'
'15 shared equally between 3 people is…?'
'15 divided by 3 equals 5'
'15 divided by 5 equals 3'

15 ÷ 5 = 3
15 ÷ 3 = 5

Using **arrays** to support division

'How many groups of 3?'
'How many groups of 5?'
'15 shared between 3 people is…?'
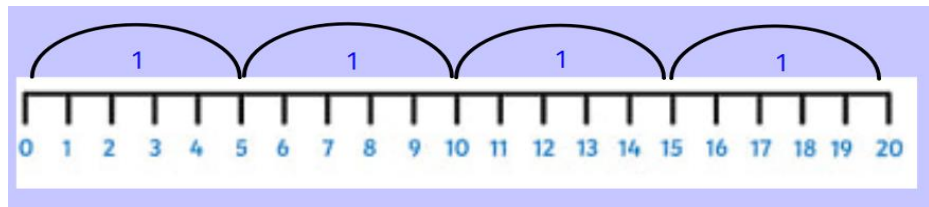**'15 shared between 5 people is…?'**

'15 divided by 5 = 3'
'15 divided by 3 = 5'

When children are ready, use an empty number line to count forwards.

<u>Number line Method</u>

How many groups of 5 make 20?

Also jump back to make the link with repeated subtraction