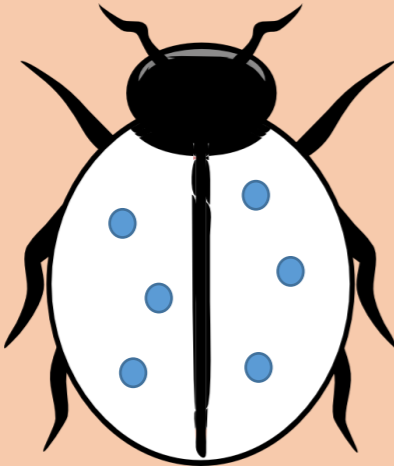
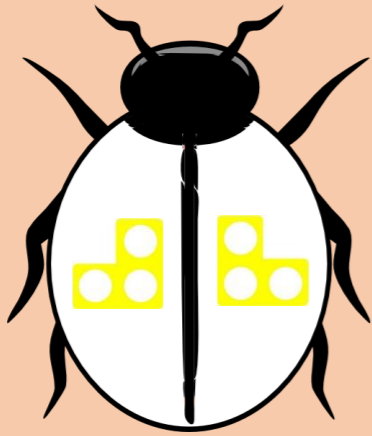
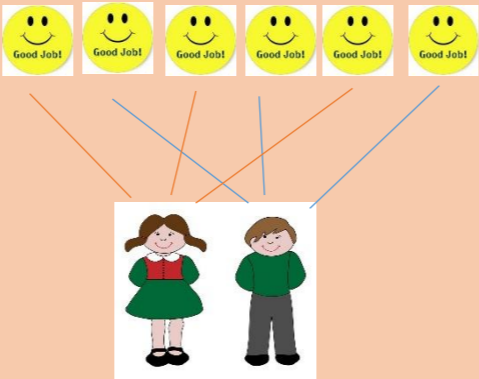





Understanding the concept of division:					
<ul style="list-style-type: none"> <li>Repeated subtraction</li> <li>It is the inverse of multiplication</li> <li>It is NOT commutative</li> <li>It is NOT associative</li> </ul>					
	Halving	Sharing	Grouping	Division using jottings	Division with remainders
Skill – Practical/Fluency	<p>e.g. A lady bird has 6 spots on its back. Share them equally between both sides.</p> <p>e.g. half of 6</p>  <p>This can also be represented using numicon.</p> 	<p>e.g. 6 divided by 2</p> <p>Using the one for me, one for you principle</p> <p>6 stickers shared between 2 people = how many each?</p>  <p>6 stickers shared equally between 2 people = 3 stickers each</p> <p>The focus here is how many can each group have.</p>	<p>e.g. 6 divided by 2</p> <p>6 stickers shared into groups of 2 = how many groups?</p>  <p>6 stickers shared into equal groups of 2 = 3 groups</p> <p>The focus here is how many equal groups can we make with x amount in each group.</p> <p>When grouping the unit in the answer is different from the unit at the start of the problem e.g. final unit is groups, initial unit is stickers.</p>	<p>e.g. 12 divided by 3</p>  <p>Children will begin to read this calculation as how many groups of 3 are in 12.</p> <p>Children will be dividing by multiples of 2,5,10 and 3.</p>	<p>e.g. 13 divided by 3</p>  <p>Children need to understand that division sometimes has remainders.</p> <p>There are four groups of 3 with 1 left over</p> <p>13 divided by 3 = 4 r 1</p> <p>r = remainder</p> <p>At this stage children then need to decide whether the remainder should be rounded up or down. This will depend on the context of the question being asked:</p> <ul style="list-style-type: none"> <li>I have 13p. Sweets are 3 p each. How many can I buy? – <b>Answer = 4</b> (the remaining 1p is not enough to buy another sweet)</li> <li>Apples are packed in boxes of 3. There are 13 apples how many boxes do I need? – <b>Answer = 5</b> (the remaining 1 apple still needs to be in a box)</li> </ul>

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	Halving	Sharing	Grouping	Division using jottings	Division with remainders
<b>Vocabulary</b>	Half Equal Same Split	Equal Share Divide Divided by	Equal groups Groups of Divide Divided by	Equal groups Groups of Divide Divided by Multiples	Equal groups Groups of Divide Divided by Multiples Remainder Left Over
<b>Skill – Knowledge</b> (Address this knowledge through taught input and diagnostic questioning)	<ul style="list-style-type: none"> <li>Understanding that halving is sharing into 2 groups equally.</li> <li>Understanding of equivalence</li> <li>Understanding that halving is splitting down the middle into 2</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the language and symbol for division</li> <li>Know multiples of 2, 5 and 10</li> <li>Understand and apply related division facts e.g. 8 divided by 2 = 4 so 80 divided by 2 = 40</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the language and symbol for division</li> <li>Know multiples of 2, 5 and 10</li> <li>Understand and apply related division facts e.g. 8 divided by 2 = 4 so 80 divided by 2 = 40</li> </ul>	<ul style="list-style-type: none"> <li>Know multiples of 2, 5, 10 and 3</li> <li>Understand and apply related division facts e.g. 8 divided by 2 = 4 so 80 divided by 2 = 40</li> </ul>	<ul style="list-style-type: none"> <li>Know multiples of 2, 5, 10 and 3</li> <li>Understand and apply related division facts e.g. 8 divided by 2 = 4 so 80 divided by 2 = 40</li> <li>Understanding quantities cannot always be split into equal groups with nothing left over.</li> </ul>
<b>Skill - Evaluation</b>	Evaluate learning through REACH questioning and evidence of mathematical vocabulary in pupil voice and responses				