

# Division

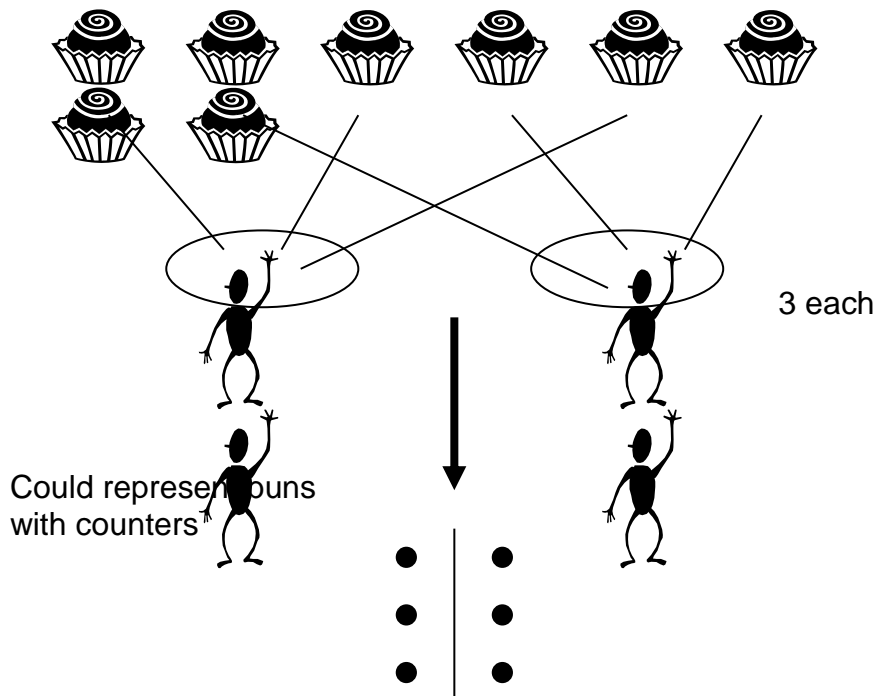
Children's recordings are the expectations for the end of Year 2  
Children to use practical apparatus, number lines and hundred squares for support

Year Group: 2

## Pictures

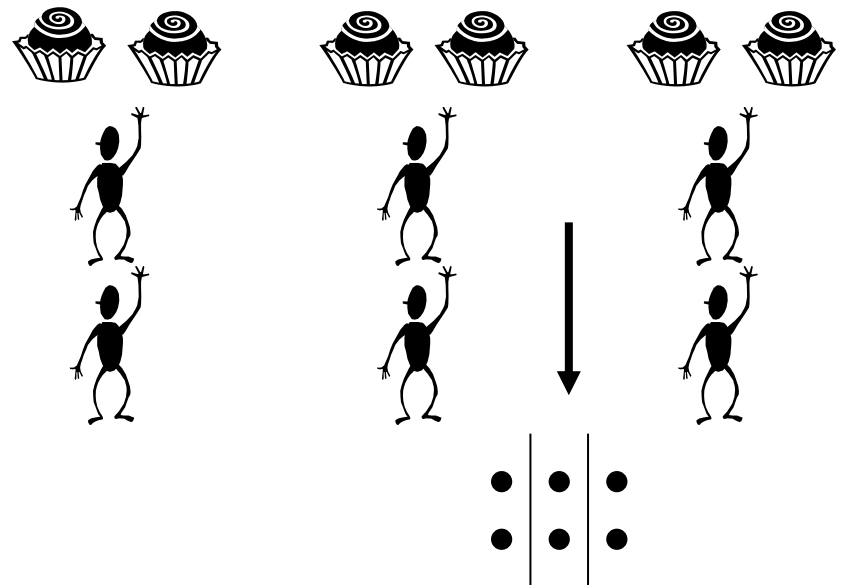
### Sharing

6 buns shared equally between 2 people.



### Grouping

There are 6 buns. How many people can have 2 each? (how many 2s make 6?)



## Signs and Symbols

$$6 \div 2 = \square$$

$$\square = 6 \div 2$$

$$20 \div \square = 2$$

$$2 = 20 \div \square$$

$$\square \div 10 = 3$$

$$3 = \square \div 10$$

## Pencil and paper procedures

$$15 \div 5 =$$

$$60 \div 10 =$$

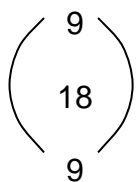
Prove that division cannot be done in any order i.e.  $10 \div 60 \neq 6$

## Other Jottings

(to be used alongside practical equipment, when children are finding number lines and more formal calculation methods difficult to understand)

### Partitioning

$$18 \div 2 = 9$$



## Fluency

Relate division facts to multiplication using concrete and pictorial representation including arrays and real life contexts.

Relate division to fractions e.g.  $40 \div 2 = 20$  and half of  $40 = 20$ .