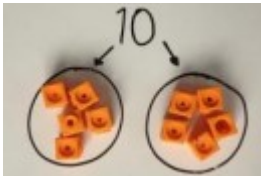

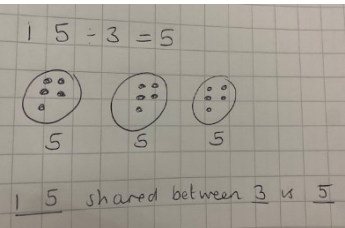
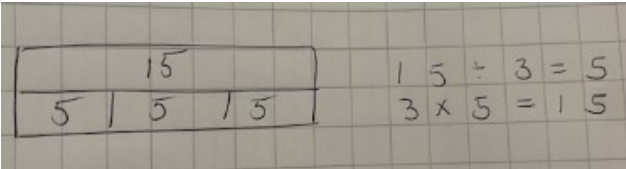
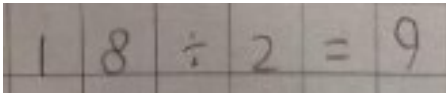

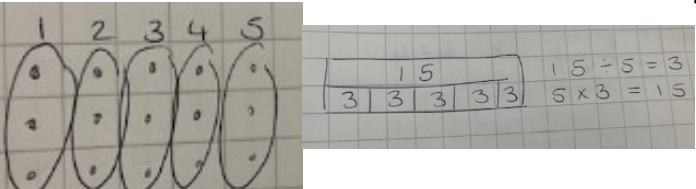

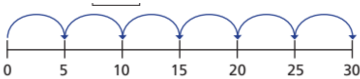
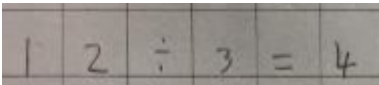


The Discovery School Calculation Policy - Year 2 Division



National Curriculum Objectives

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Objective	Concrete	Pictorial	Abstract
Division as sharing	<p>Children should start by sharing practically (Y1 recap)</p> <p>10 shared between 2 is 5</p> 	<p>Children should be presented with word problems which they can draw a pictorial representation from or use to calculate or interpret the picture.</p> <p>There are 30 flowers shared equally between 5 vases. How many flowers in each vase?</p>  <p>Children should be able to verbalise 'There are 6 flowers in each vase'</p> <p>a) Complete the division.</p> <div><div></div> ÷ <div></div> = <div></div></div> <p>Children should be encouraged to draw out their calculations using circles. Ensure they draw them large enough to be able to be counted.</p>  <p>They should be able to write or fill in a blank stem sentence.</p> <p>Model this alongside the bar model and the abstract calculations (link to inverse multiplication)</p> 	<p>Introduce children to the divide sign. Ensure they know how to use it. Encourage them to verbalise the sentences and say shared between when they see the divide sign.</p>  <p>18 sweets shared between 2 groups means they get 9 each.</p> <p>Children to use the methods learned to answer:</p> <p>20 shared between 5 equals ____</p> <p>Children can calculate missing number questions:</p> <div><div>20 ÷ 5 =</div><div>20 ÷ = 2</div><div>20 ÷ 4 =</div><div>20 ÷ 2 =</div></div> <p>Children can answer word problems:</p> <p>Whitney has 20 dolls. She shares them equally with her sister.</p>
Division as grouping	<p>Recap equal groups. Explain this time we are grouping. Allow children the chance to experiment. E.g. How many groups of 2 are in 8? Children to place 2 counters down, draw around it and so on.</p>  <p>There are 4 groups of 2 in 8.</p>	<p>Children then understand the relationship between the calculation and how it is grouped.</p> <p>There are 15 sweets. They are shared between 5 children. How many sweets does each get?</p> <p>They can then go onto represent their own.</p>  <p>Children should also be presented with images to group.</p> <p>Mo has 20 chairs. He stacks them in fives. How many stacks does he have?</p>  <p>Share the bar model with abstract alongside.</p> <p>Use number lines to show how many groups.</p>  <p>How many groups of 5 are in 30?</p>	<p>Children should record confidently with the division sign.</p>  <p>They should be able to verbalise the answer e.g. 12 grouped into 3s is 4 groups.</p>