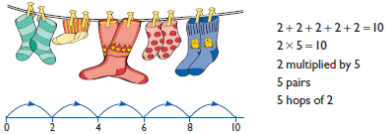

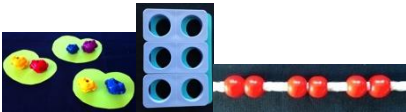


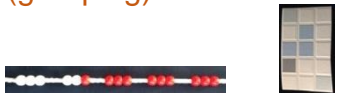
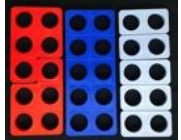
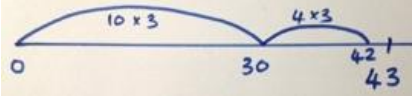
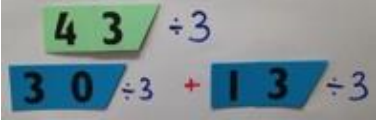
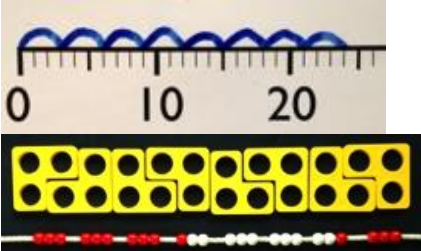
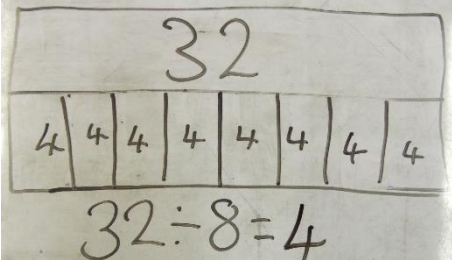


CALCULATION POLICY - DIVISION

	Foundation	Year 1	Year 2	Year 3
Mental Calculations and Methods *	Play experiences using everyday situations. E.g. laying the table.	Count back in 2s, 10s, 5s Halves up to 10 Halve multiples of 10. How many 2s- 5s- 10s- are in? Solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	Recognising odd and even numbers. Division facts (2 x, 10x, 5 x) Halves up to 20 Count back in 3s Show that division of one number by another cannot be done in any order. Solve problems involving division.	Review division facts (2x, 5x, 10x) Division facts (4 x, 8 x and 3 x, 6x) Halve two digit numbers Write and calculate mathematical statements for division using the multiplication tables that they know.
Fractions		Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity Children should begin to explore finding simple fractions of objects, numbers and quantities.	Children should be given opportunities to find a half, a quarter and a third of shapes, objects, numbers and quantities. Finding a fraction of a number of objects to be related to sharing. They will explore visually and understand how some fractions are equivalent – e.g. two quarters is the same as one half.	Count up and down in tenths; recognise that tenths arise from dividing an object or number into 10 equal parts. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. Children should be given the opportunity to further develop understanding of division (sharing) to be used to find a fractions.
Written Methods *	Pictorial representations and mark making.	Pictorial representations.	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	Write and calculate mathematical statements for ÷ using the x tables they Informal-Chunking: $43 \div 3 =$ 14 r 1 $3 \overline{) 43}$ $\underline{-30}$ (10x3) 13

CALCULATION POLICY - DIVISION

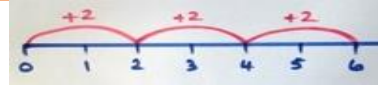
Developing Conceptual Understanding

			<p>know including for two-digit by one-digit progressing to formal written methods.</p>	<p>-12 (4x3) 01 Formal short division: $98 \div 7$ becomes</p> $\begin{array}{r} 14 \\ 7 \overline{) 98} \\ \underline{7} \\ 28 \\ \underline{28} \\ 0 \end{array}$
<p>Understanding the notion of fairness and its application in equal sharing.</p> <p>Use real-life experiences, e.g. sharing fairly pieces of fruit at snack time, sharing out cards before beginning a game of dominoes etc.</p> <p>Share quantities of items into appropriate sized groups for practical purposes (e.g. Lego wheels into groups of 4) and talk about how many children will be able to have a set. Sharing spots onto two ladybirds.</p>	<p>Children should begin to understand division as both sharing and grouping.</p>  <p>$2 + 2 + 2 + 2 + 2 = 10$ $2 \times 5 = 10$ 2 multiplied by 5 5 pairs 5 hops of 2</p> <p>Sharing – 6 frogs are shared between 2 lily pads. How many frogs are on each?</p>  <p>Grouping- How many 2's are in 6? Two frogs sit on each lily pad. How many Lily pads are there?</p>  <p>Jumps on a number line:</p> 	<p>Pupils decode a problem first, then use manipulatives and jottings and finally record symbolically.</p> <p>Understand division as sharing and grouping $15 \div 3 = 5$ in each group (sharing)</p>  <p>$15 \div 3 = 5$ groups of 3 (grouping)</p>  <p>Use language of division linked to tables $10 \div 2 = 5$ $10 \div 5 = 2$ Represent using Numicon:</p> 	<p>Grouping using partitioning $43 \div 3$ If I know 10×3 then I work out $13 \div 3$</p>   <p>Use language of division linked to tables How many 3s?</p>  <p>Bar Model:</p> 	

CALCULATION POLICY - DIVISION

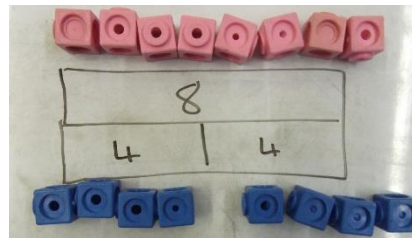
Halving e.g. a piece of cake, sandwich.

Finding two matching Numicon pieces to make a whole number.

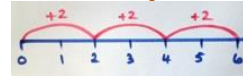


Use real life experiences such as sharing raisins, money, and biscuits.

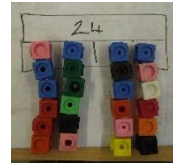
Bar model:



How many 2s?



Bar Model:



* please refer to Mayflower Academy Non-negotiables document

MAYFLOWER COMMUNITY ACADEMY DIVISION SUPPORT VIDEOS CAN BE FOUND AT:

YEAR ONE: <https://www.youtube.com/watch?v=1BZKgnWr0Js>

YEAR TWO: <https://www.youtube.com/watch?v=7hPiyhx4hLY>

YEAR THREE: <https://www.youtube.com/watch?v=koYaOulKh5g>