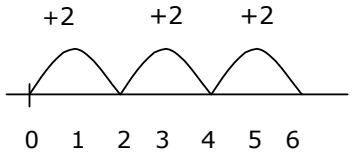
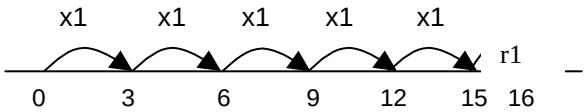
Division		
Year 1	**Year 2**	**Year 3**
PF - calculating Solve practical problems that involve **combining groups of 2, 5 or 10, or sharing into equal groups** **PF-knowing & using number facts** Count on or back in ones, twos, fives and tens and use this knowledge to derive the multiples of 2, 5 and 10 to the tenth multiple	Division Objectives (excluding rapid recall) **PF - calculating** Represent **sharing and repeated subtraction (grouping) as division**; use practical and informal written methods and related vocabulary to support division, including calculations with remainders **PF-knowing & using number facts** Derive and recall multiplication facts for the 2, 5 and 10 times-tables and the related division facts; recognise multiples of 2, 5 and 10	Division Objectives (excluding rapid recall) **PF - calculating** Use practical and informal written methods to two-digit numbers (e.g.50÷4); round remainders up or down, depending on the context Understand that division is the inverse of multiplication and vice versa; use this to derive and record related multiplication and division number sentences Find unit fractions of numbers and quantities (e.g. ½, ⅓, ¼and ⅙ of 12 litres) **PF-knowing & using number facts** Derive and recall multiplication facts for the 2, 3, 4, 5, 6 and 10 times-tables and the corresponding division facts; recognise multiples of 2, 5 or 10 up to 1000

Division

Year 1	Year 2	Year 3
Methods Share into equal groups Combine groups of 2, 5 and 10 **Sharing** 6 sweets are shared between 2 people. How many do they have each?  Practical activities involving sharing, distributing cards when playing a game, putting objects onto plates, into cups, hoops etc. **Grouping** Sorting objects into 2s / 3s/ 4s etc How many pairs of socks are there?  There are 12 crocus bulbs. Plant 3 in each pot. How many pots are there? Jo has 12 Lego wheels. How many cars can she make? **Numbers used** Focus on Groups of 2 to 5 and 10	**Methods** Being with grouping – move on to number line (repeated addition). **Grouping** 6 ÷ 2 can be modelled as: There are 6 strawberries. How many people can have 2 each? Number line (repeated addition) 6 ÷ 2 can be modelled as:  **Numbers used** U ÷ U TU ÷ U (multiples of 2, 5 and 10)	**Methods** Number line (repeated addition). Number line (repeated addition) 16 ÷ 3 can be modelled as:  **Numbers used** TU ÷ U