

**National Curriculum Programme of Study;**

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.



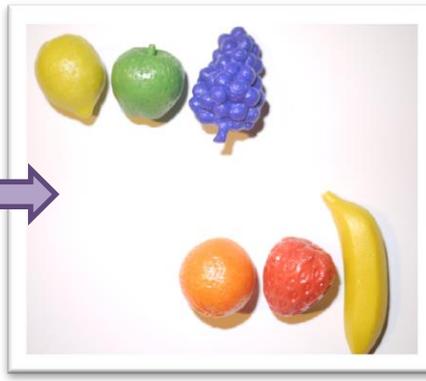
**Y1**  
Division

**BY THE END OF YEAR 1...**

By the end of Year 1, children will be able to show their understanding as;

Understanding division as sharing and grouping  
Recognising one half as one of two equal parts of a quantity  
Recognising one quarter as one of four equal parts of a quantity.

**Understanding both 'equal sharing' and 'grouping'**

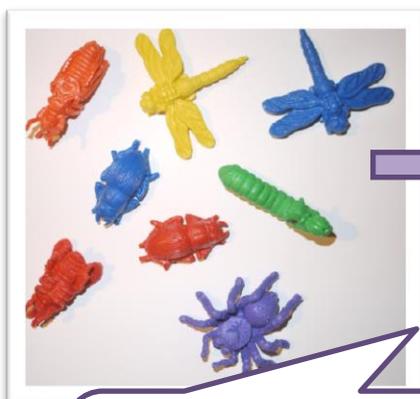


*6 fruits are shared between 2 children. How many will they have each? ...3  
They have half each. Half of 6 is 3.*

**Equal sharing** occurs when a quantity is shared out equally into a given number of portions. We find out how many there are in each portion.

When sharing, we know the total number being shared, and the number of sets to share between. We find out how many in each set

Fractional language can be used alongside sharing, eg. 'halving' when sharing between two.

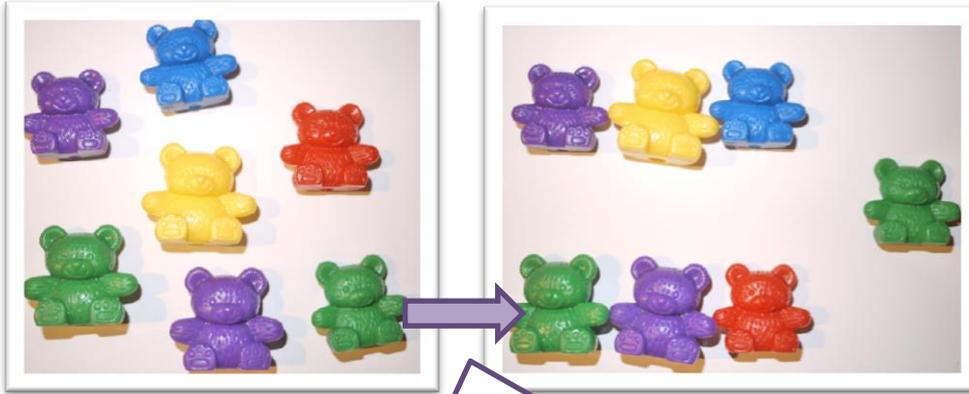


*8 minibeasts are put into groups of 2. How many children can have 2 minibeasts?  
They have a quarter of the minibeasts each. One quarter of 8 is 2.*

**Grouping** occurs when finding how many groups of the divisor are in the original amount.

When grouping, we know the total number of objects, and the number in each set. We find out how many sets are needed.

## Introducing remainders when dividing



*7 bears are shared between 2 children.  
How many will they have each?  
They have 3 each with one left over, or  
a remainder of 1.*

**Remainder (left over)** occurs when a group cannot be shared equally without finding a fractional part of an object or quantity. Introduce the concept of remainder to the children, using 'everyday' objects and real life contexts where possible.