


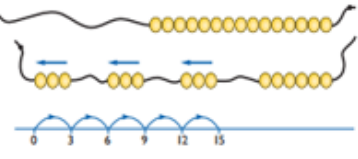
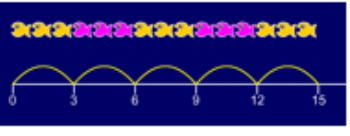
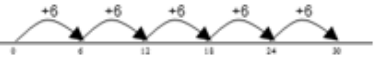
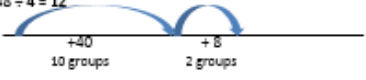

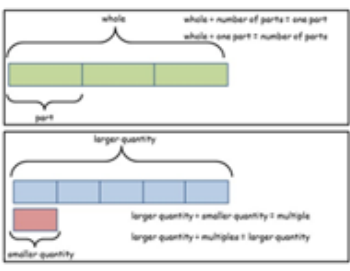
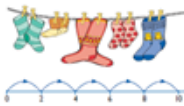








# Preston Park Primary School Adacemy – Calculation methods

## Division

Obj	Gui	Year 1	Vid	Ex	Obj	Gui	Year 2	Vid	Ex	Obj	Gui	Year 3	Vid	Ex
		<p>• Solve one-step Division problems using concrete objects, pictorial representations and arrays</p> <p>Children must have secure counting skills- being able to confidently count in 2s, 5s and 10s. Children should be given opportunities to reason about what they notice in number patterns.</p> <p><b>Group AND share small quantities- understanding the difference between the two concepts.</b> <b>Sharing</b> Develops importance of one-to-one correspondence.</p> <p><math>15 \div 5 = 3</math> 15 shared between 5</p>  <p>Children should be taught to share using concrete apparatus.</p> <p><b>Grouping</b> Children should apply their counting skills to develop some understanding of grouping.</p> <p>How many 3s in 15? <math>15 \div 3 = 5</math></p>  <p>Use of arrays as a pictorial representation for division. <math>15 \div 3 = 5</math> There are 5 groups of 3. <math>15 \div 5 = 3</math> There are 3 groups of 5.</p>  <p>Children should be able to find <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> and simple fractions of objects, numbers and quantities.</p>					<p><math>\div =</math> signs and missing numbers</p> <p><math>6 \div 2 = \square</math>      <math>\square = 6 \div 2</math>  <math>6 \div \square = 3</math>      <math>3 = 6 \div \square</math>  <math>\square \div 2 = 3</math>      <math>3 = \square \div 2</math>  <math>\square \div \nabla = 3</math>      <math>3 = \square \div \nabla</math></p> <p>Know and understand sharing and grouping- introducing children to the <math>\div</math> sign.</p> <p>• Solve division problems, including missing number problems.</p> <p>Children should continue to use grouping and sharing for division using practical apparatus, arrays and pictorial representations.</p> <p><b>Grouping using a number line</b></p> <p>Group from zero in jumps of the divisor to find out 'how many groups of 3 are there in 15?'</p> <p>15</p>   <p>Continue work on arrays. Support children to understand how multiplication and division are inverse. Look at an array – what do you see?</p>				<p><math>\div =</math> signs and missing numbers</p> <p>Continue using a range of equations as in year 2 but with appropriate numbers.</p> <p>Write and calculate mathematical statements for division using x tables they know including <math>2d \times 1d</math></p> <p><b>Grouping</b> How many 6's are in 30? <math>30 \div 6</math> can be modelled as:</p>  <p><b>Becoming more efficient using a number line</b></p> <p>Children need to be able to partition the dividend in different ways. <math>48 \div 4 = 12</math></p>  <p><b>Remainders</b> <math>49 \div 4 = 12 \text{ r}1</math></p>  <p>Sharing – 49 shared between 4. How many left over? Grouping – How many 4s make 49. How many are left over?</p> <p>Place value counters can be used to support children apply their knowledge of grouping. For example: <math>60 \div 10 =</math> How many groups of 10 in 60? <math>600 \div 100 =</math> How many groups of 100 in 600?</p>			

Obj	Gui	Year 1	Vid	Ex	Obj	Gui	Year 2	Vid	Ex	Obj	Gui	Year 3	Vid	Ex
		<p>Use the Singapore Bar Method to support division.</p>  <p>whole = number of parts <math>\times</math> one part  whole = one part <math>\times</math> number of parts</p> <p>larger quantity = smaller quantity <math>\times</math> multiple  larger quantity = multiples <math>\times</math> larger quantity</p>					<p>Use the Singapore Bar Method for division.</p>					<p>Use the Singapore Bar Method.</p>		

Division		
Year 1	Year 2	Year 3
<p><b>Mental Strategies</b></p> <ul style="list-style-type: none"> <li>Children should experience <b>regular counting</b> on and back from different numbers in 1s and in multiples of 2, 5 and 10.</li> <li>They should begin to recognise the number of groups counted to support understanding of relationship between multiplication and division.</li> </ul>  <p> <math>2 + 2 = 2 + 2 = 2 + 2 = 10</math>  <math>2 \times 5 = 10</math>            2 multiplied by 5            5 pairs            5 hops of 2         </p> <ul style="list-style-type: none"> <li>Children should begin to understand division as both sharing and grouping.</li> <li>Sharing – 6 sweets are shared between 2 people. How many do they have each?</li> </ul>  <ul style="list-style-type: none"> <li>Grouping - How many 2's are in 6?</li> </ul>  <ul style="list-style-type: none"> <li>They should use objects to group and share amounts to develop understanding of division in a practical sense. E.g. using Numicon to find out how many 5's are in 30? How many pairs of gloves if you have 12 gloves?</li> <li>Children should begin to explore finding simple fractions of objects, numbers and quantities.</li> <li>E.g. 16 children went to the park at the weekend. Half that number went swimming. How many children went swimming?</li> </ul>	<p><b>Mental Strategies</b></p> <ul style="list-style-type: none"> <li>Children should count regularly, on and back, in steps of 2, 3, 5 and 10.</li> <li>Children who are able to count in twos, threes, fives and tens can use this knowledge to work out other facts such as <math>2 \times 6</math>, <math>5 \times 4</math>, <math>10 \times 9</math>. Show the children how to hold out their fingers and count, touching each finger in turn. So for <math>2 \times 6</math> (six twos), hold up 6 fingers:</li> </ul>  <p>Touching the fingers in turn is a means of keeping track of how far the children have gone in creating a sequence of numbers. The physical action can later be visualised without any actual movement.</p> <ul style="list-style-type: none"> <li>This can then be used to support finding out 'How many 3's are in 15?' and children count along fingers in 3's therefore making link between multiplication and division.</li> <li>Children should continue to develop understanding of division as sharing and grouping.</li> </ul>  <p>15 pencils shared between 3 pots, how many in each pot?</p> <ul style="list-style-type: none"> <li>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.</li> <li>They will explore visually and understand how some fractions are equivalent – e.g. two quarters is the same as one half.</li> <li>Use children's intuition to support understanding of</li> </ul>	<p><b>Mental Strategies</b></p> <ul style="list-style-type: none"> <li>Children should count regularly, on and back, in steps of 3, 4 and 8. Children are encouraged to use what they know about known times table facts to work out other times tables. This then helps them to make new connections (e.g. through doubling they make connections between the 2, 4 and 8 times tables).</li> <li>Children will make use multiplication and division facts they know to make links with other facts. <math>3 \times 2 = 6</math>, <math>6 \div 3 = 2</math>, <math>2 = 6 \div 3</math>, <math>30 \times 2 = 60</math>, <math>60 \div 3 = 20</math>, <math>2 = 60 \div 30</math></li> <li>They should be given opportunities to solve grouping and sharing problems practically (including where there is a remainder but the answer needs to be given as a whole number) e.g. Pencils are sold in packs of 10. How many packs will I need to buy for 24 children?</li> <li>Children should be given the opportunity to further develop understanding of division (sharing) to be used to find a fraction of a quantity or measure.</li> <li>Use children's intuition to support understanding of fractions as an answer to a sharing problem. 3 apples shared between 4 people = <math>\frac{3}{4}</math></li> </ul>  <p><b>Vocabulary</b> See Y1 and Y2 inverse</p> <p><b>Generalisations</b></p> <ul style="list-style-type: none"> <li>Inverses and related facts – develop fluency in finding related multiplication and division facts.</li> <li>Develop the knowledge that the inverse relationship can be used as a checking method.</li> </ul>

<p><b>Vocabulary</b> share, share equally, one each, two each..., group, groups of, lots of, array</p> <p><b>Generalisations</b></p> <ul style="list-style-type: none"> <li>True or false? I can only halve even numbers.</li> <li>Grouping and sharing are different types of problems. Some problems need solving by grouping and some by sharing. Encourage children to practically work out which they are doing.</li> </ul> <p><b>Some Key Questions</b> How many groups of...? How many in each group? Share... equally into... What can do you notice?</p>	<p><b>fractions as an answer to a sharing problem.</b></p> <p>3 apples shared between 4 people = <math>\frac{3}{4}</math></p>  <p><b>Vocabulary</b> group in pairs, 3s ... 10s etc equal groups of divide, ÷, divided by, divided into, remainder</p> <p><b>Generalisations</b> Noticing how counting in multiples of 2, 5 and 10 relates to the number of groups you have counted (introducing times tables)</p> <p>An understanding of the more you share between, the less each person will get (e.g. would you prefer to share these grapes between 2 people or 3 people? Why?)</p> <p>Secure understanding of grouping means you count the number of groups you have made. Whereas sharing means you count the number of objects in each group.</p> <p><b>Some Key Questions</b> How many 10s can you subtract from 60? I think of a number and double it. My answer is 8. What was my number? If <math>12 \times 2 = 24</math>, what is <math>24 \div 2</math>? Questions in the context of money and measures (e.g. how many 10p coins do I need to have 60p? How many 100ml cups will I need to reach 600ml?)</p>	<p><b>Some Key Questions</b> Questions in the context of money and measures that involve remainders (e.g. How many lengths of 10cm can I cut from 81cm of string? You have £54. How many £10 teddies can you buy?) What is the missing number? <math>17 = 5 \times 3 + \underline{\quad}</math> <math>\underline{\quad} = 2 \times 8 + 1</math></p>
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