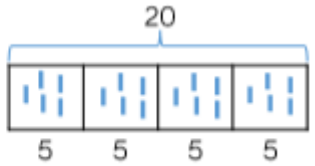
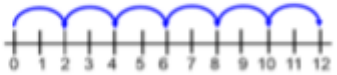
Progression in Calculations. Y2

Division.

Year 2	
Make Equal Groups – Sharing Children divide by sharing objects into equal groups using one-to-one correspondence. They need to do this using one-to-one correspondence. They need to do this using concrete manipulatives in different contexts, then move on to pictorial representations. Children will be introduced to the divide symbol. They will begin to see the link between division and multiplication.	Share the 12 cubes equally into the two boxes. There are ___ cubes altogether. There are ___ boxes. There are ___ cubes in each box.  Can you share the 12 cubes equally into 3 boxes? Ron draws this bar model to divide 20 into 4 equal groups. How does his model represent this? He writes 20 ÷ 4 = 5  What other number sentences could Ron create using his model?

Progression in Calculations. Y2

Division.

Make Equal Groups – Grouping Children divide by making equal groups. They then count on to find the total number of groups.	Pencils come in packs of 20 We need to put 5 in each pot. How many pots will we need? There are ___ pencils altogether. There are ___ pencils in each pot. There are ___ pots.  Mrs Green has 18 sweets. She puts 3 sweets in each bag. How many bags can she fill? 18 ÷ ☐ = 3 18 ÷ 3 = ☐ 18  Mo uses a number line to work out how many equal groups of 2 he can make from 12  Use a number line to work out how many equal groups of 5 you can make from 30
Divide by 2 Children should be secure with grouping and sharing. They will use this knowledge to help them divide by 2. They will be secure with representing division as an abstract number sentence using the division and equals symbl.	

Progression in Calculations. Y2
Division.

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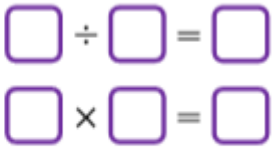
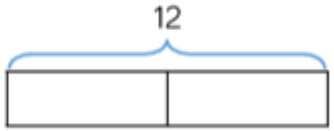
Complete the stem sentences.

I have ___ cubes altogether.
There are ___ in each group.
There are ___ groups.

Group the socks into pairs.


Complete the number sentences.
Mo and Tommy have 12 sweets between them. They share them equally. How many sweets does each child get?
There are ___ sweets altogether.
There are ___ groups.
There are ___ in each group.

Complete the bar model and write a calculation to match.
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Divide by 5
During this step, children focus on efficient strategies and whether they should use grouping or sharing depending on the context of the question. They will continue to see the = sign before and after the calculation.
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40 pencils are shared between 5 children.

How many pencils does each child get?
Group the 1p coins into 5s.
How many 5p coins do we need to make the same amount of money?

Draw coins and complete the missing information.
• ___ lots of 5p = 20 one pence coins
• ___ lots of 5p = 20p
• 20p = ___ × 5p
• 20p ÷ 5 = ___
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Progression in Calculations. Y2

Division.

Divide by 10 Children will need to use both grouping and sharing to divide by 10 depending on the context of the problem. Children start to see that grouping and counting in 10's is more efficient than sharing into 10 equal groups.	Apples can be sold in packs of 10 How many packs can be made below?  ☐ ÷ ☐ = ☐ When 30 apples are sold in packs of 10, ___ packs of apples can be made. Can you show this in a bar model?  Label and explain what each part represents. I have 70p in my pocket made up of 10p coins. How many coins do I have? Draw a picture to prove your answer.  Fill in the missing numbers. • 70 ÷ 10 = ___ • 6 tens ÷ 1 ten = ___ • 5 = ___ ÷ 10 • There are ___ tens in 40