Division Home Information Sheet
First Level (c)

I have used division when solving problems, making best use of the mental strategies and written skills I have developed.   MNU 1-03a

Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division. MNU 1-107

I can compare, describe and show number relationships, using appropriate vocabulary and the symbols for equals, not equal to, less than and greater than.
                                                                                            MNU 1-15a

When a picture or symbol is used to replace a number in a number statement, I can find its value using my knowledge of number facts and explain my thinking to others. MTH 1-15b

I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate. MNU 1-01a

We are going to be learning to use the 2,3,4,5 and 10 times tables with confidence to:

- Understand multiplication and division as inverse processes
- Recall many multiplication facts from memory and use these to calculate the answers which they don't recall, e.g. If 4 x 8 = 32, 8 x 8 will be double 32
- Appreciate that if division is not exact then there will be a remainder
- Use a range of mental and written strategies in calculations, using the four *e.g.*
- *use doubles and halves to find multiplication and division facts, e.g. 4 x 8 = (2 x 8) + (2 x 8) 5 x 6 = half of 10 x 6*
- Choose and apply the most appropriate strategy (mental, written or calculator) in problem solving
- Use basic division facts to solve fraction problems, e.g. There were 128 sweets in the bag and Sam ate ¼ of them. How many sweets does Sam have left?
- Record/share their ideas using vocabulary and notation associated with fractions and division
- Be able to compare, describe and show number relationships between numbers and operations, *e.g, 3 + 4 ≠ 9*

Here are some ideas of how you can help me at home!

A, B or C Ask children to write five 2-digit by 1-digit division questions and, for each, to provide three possible answers, A, B and C, one of which must be correct. Questions can be used for a quiz at school.

Division problems Ask children to use the digits 4, 8 and 2 to make as many different division problems as they can, e.g. $24 \div 8$, $48 \div 2$, etc. They solve each question, using an appropriate mental method and write an explanation of how they solved each one.

Calculation choices Ask children to write a multiplication and division question and explain to someone at home how they did it.

Here are some websites that you may find useful to use with me!

Problem Solving Conveyer Belt Level B -
http://www.bbc.co.uk/skillswise/game/ma11divi-game-problem-solving-division

Drag Race Division -
http://www.arcademicskillbuilders.com/games/drag_race/drag_race.html

Hit the Answer – Halves and Division Facts
http://www.wmnet.org.uk/resources/gordon/Hit%20the%20button%20v9.swf