Division Home Information Sheet

First Level (a)

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 and the 10 times tables with confidence to:

- Understand what happens to the value of a number when we divide, i.e. the finishing number will be smaller than the starting number
- Use materials and diagrams (e.g. groupings/arrays, "jumps", sharing) to represent division "stories"
- Through practical enquiry, develop an understanding of multiplication as repeated addition and division as repeated subtraction
- Recall many multiplication facts from memory and use these to calculate the answers which they don't recall, e.g. If 2 x 7 = 14, 4 x 7 will be double 14
- Understand and use vocabulary associated with multiplication and division, e.g. times, multiplied by, divide, share, sets of, lots of, grouped, double, half
- Use basic division facts to solve fraction problems, e.g. There were 20 sweets in the bag and Sam ate ½ of them. How many sweets does Sam have left?
- Record/share ideas using vocabulary and notation associated with fractions and division, *e.g. ½ of 16, half of 20, 12 shared equally between 2*
- Be able to compare, describe and show number relationships between numbers and operations,
  e.g. 2 < 3

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

12 peas Ask children to draw 4 large circles which represent 4 plates. On each plate they should draw 12 peas, grouped into equal groups, making each plate different. Children could be encouraged to work practically, using any items they have at home, e.g. coins, sweets, grapes, to represent the peas.

Sort it Assist children in folding a sheet of paper into 4 (or 8) sections. Ask them to collect 20 small items, such as coins, sweets, grapes and share them equally onto the folded paper. Children can repeat this several times for other numbers, e.g. 16 and 24. Ask them to discuss with you anything they have noticed.

How many? Ask children to collect between 10 and 30 small items at home to sort into equal groups. For each size of group, encourage your child to discuss the total number of items (e.g. 22), the group size (e.g. 3, 4, 5 or 6), the number of groups that can be made and the number left over, e.g. '22 is 7 groups of 3 with 1 left over'.

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

Division Mine (Medium) -
http://www.bbc.co.uk/bitesize/ks1/maths/division/play/popup.shtml

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