Division Home Information Sheet

First Level (b)

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, 5 and 10 times tables with confidence to:

- Through practical enquiry, develop an understanding of 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 3 x 8 = 24, 6 x 8 will be double 24
- Appreciate that if division is not exact then there will be a remainder
- Use a range of mental and written strategies in calculations, *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 28 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, *e.g. ¼ of 16, half of 80, 52 shared equally between 2*
- Be able to compare, describe and show number relationships between numbers and operations,
  e.g. 2 x 6 = 6 x 2

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

Monkey puzzles Ask children to create their own monkey puzzles similar to the following: 3 monkeys have 18 bananas. They share them equally. How many do they each get? Children write at least four of these questions and keep a separate record of the answers. The questions can form a class quiz at school.

Shape trail Provide children with the following code:
♥ = × 10, ♦ = × 100,
♣ = ÷ 10, ♠ = ÷ 100.
Ask children to write several trails of numbers with these codes from any starting number.

Teach them how Ask children to write two short explanations in their learning logs for children of a younger age. These should explain how times-tables are related to division facts. Encourage children to use diagrams and pictures to support their explanations.

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

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

Demolition Division -
http://www.arcademicskillbuilders.com/games/demolition/demolition.html

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