|  | Castlefield School- Maths  |         |   |  |   |  |  |  |
|--|--|---------|---|--|---|--|--|--|
| Castlefield School   | Topic: Division  | Year: T | WO  | Theme: Multiplication and Division                                       |   |  |  |  |
| Key concepts and questions   |  |         | Key Vocabulary                            |  |   |  |  |  |
| <ul> <li>What is division?</li> <li>Division is repeated subtraction.</li> <li>It is sharing or grouping the whole into equal parts.</li> <li>It cannot be done in any order, it must always start with the whole.</li> <li>When we divide, the answer will be smaller than the whole.</li> <li>When we divide, the answer will be smaller than the whole.</li> <li>Sharing</li> <li>Grouping</li> <li>Image: Comparison of the start of the start</li></ul> |  |         | Divide                                    | Splitting into equal parts or groups. It is the result of 'fair sharing' |   |  |  |  |
|  |  |         | Division<br>calculation                   | The number sentence, written with the division sign $10 \div 5$          |   |  |  |  |
|  |  |         | Equal groups                              | Each group has the same number of objects.                               |   |  |  |  |
|  |  |         | Share                                     | To split between the divisor. 10 ÷ 5, make 5 equal groups                |   |  |  |  |
|  |  |         | Group                                     | Split into groups of the divisor, 10 ÷5, make groups of 5                |   |  |  |  |
|  | to 4 equal groups. Put into groups o<br>2 in each group. There are 2 group | Even    | Divides by 2   Odd   Does not divide by 2 |  |   |  |  |  |
| Representations  |  |         |   |  | Making connections                                    |  |  |  |
| Bar models         Support representing and solving calculations and problems         40   |  |         |   | 0  | FractionsDividing by 2 is the same as finding a half. |  |  |  |
| Number l<br>35 ÷ 5<br>35 put in<br>35 subtra<br>1 1 1<br>0 5 10  | actual objects.  |         |   |  |   |  |  |  |