Sharing

National Curriculum attainment target

• Solve one-step problems involving division multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

Lesson objective

• Understand division through sharing small quantities

Previous related lessons

Unit 3, Week 1, Lesson 4

Prerequisites for learning

Pupils need to:

• count up to at least 20 objects reliably and record the number

• be familiar with using 0–20 and 0–50 number tracks and  
1–100 number squares

• have a sound understanding of the meaning of ‘equal’ when sharing a set of objects

**Vocabulary**

share, equal, equal groups, how many?, groups,  
groups of …

Future related lessons

Unit 6, Week 2, Lesson 4; Unit 10, Week 2, Lessons 3 and 4;  
Unit 12, Week 1, Lessons 2, 3 and 4

Success criteria

Pupils can:

• share a number of objects equally

• begin to understand division through sharing small quantities



Getting Started

• Choose an activity from Number – Multiplication and division/Number

• Choose a game or activity from *Fluency in Number Facts: Y1/Y2 –* Multiplication and division.



**Year 1, Unit 6, Week 2**

Teach

Resources

20 counting objects, e.g. counters (per pair); paper and pen (per child)

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:2.jpg• Display: Slide 1 showing ten bugs and two leaves.

• Say: **I want to share these bugs equally between these leaves.** Ask: **How many leaves are there?** (2) **How many bugs are there?** (10)

• Say: **So, we want to share ten bugs between two leaves, making sure that there are an equal number of bugs on each leaf.**

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:11 copy.jpg• Display: Slide 2, showing seven bugs on one leaf and three on the other.

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:4 copy.jpg• Say: **I have shared the bugs between the two leaves.** Ask: **Are the sets of bugs equal? Why not?** (there is more in one set than the other) **How can we share the bugs *equally* between the two leaves?**

• Discuss children’s suggestions. Establish that there should be five bugs on each leaf.

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:12 copy.jpg• Display: Slide 3 and click repeatedly to show the bugs being shared equally between the leaves.

• Say: **There are five bugs on each leaf. We have shared ten bugs to make two equal sets, and there are five bugs in each set. Ten shared by two is five in each set.**

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:7 copy.jpg• Repeat for Slides 4–6 to share 14, 16 and 20 bugs equally between two leaves.

7• Display Slide 7 showing 15 bugs and three leaves.

• Say: **Now I want to share the bugs equally between three leaves.**

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:4 copy.jpg• Ask pairs to work out how many bugs there should be on each leaf. Emphasise that each leaf must have the same number of bugs on it. Prompt them to use notes/jottings or counting objects to help with their working, if necessary.

• Discuss children’s suggestions and explanations.

• Display: Slide 8 and click repeatedly to show the 15 bugs being shared equally between the three leaves.

• Say: **15 bugs shared into three equal sets makes five in each set. Three sets of five make 15.**

• Say: **Five and five and five** (point to each leaf in turn)**. 15 shared by three is five in each set.**

9-10• Repeat for Slides 9–10 for children to share 16 and then 20 bugs equally between four leaves.

Individualised Learning

**Activity Book 1B** – Page 20: Sharing snails

**Progress Guide 1** –Support, Year 1, Unit 6, Week 2, Lesson 3:  
Sharing spots

Refer to Activities 3 and 4 from the  
Learning activities on page 259.

Plenary

Resources

18 counting objects, e.g. counters (per child)

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:12 copy.jpg• Display: Slide 3 showing ten bugs and two leaves.

• Say: **When we share something equally between two, we are halving it.**

• Click repeatedly to show the bugs being shared equally between the two leaves.

• Say: **We have shared this group of bugs into two equal sets; we have made two halves. There are five in one set and five in the other set. Half of ten is five. We can also say that double five is ten, because five add five is ten.**

• Write on the board: 5 + 5 = 10

11• Display: Slide 11 showing 18 bugs and two leaves.

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:4 copy.jpg• Ask children to share the bugs into two equal sets using counters.

• Ask: **What can you tell me about this situation?**

• Encourage children to suggest that half of 18 is nine, double nine is 18, nine add nine is 18, and 18 shared by two is nine in each set.