Division problems

National Curriculum attainment targets

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

• Count in multiples of twos, fives and tens

Lesson objective

• Solve simple one-step problems involving division, calculating the answer using concrete objects, pictorial representations and arrays

Previous related lessons

Unit 3, Week 1, Lesson 4; Unit 6, Week 2, Lesson 3

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 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, showing a sound understanding of the term ‘equal’



Getting Started

• Choose an activity from Number – Multiplication and division.

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

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

Teach

Resources

Resource 58: 100 square (per pair); 20 counters (per pair)

• Say: **When we share a set of objects equally, we are splitting, or *dividing*, the larger group into smaller groups that are all the same size. This is called *division*.**

• Display: Slide 1 showing 12 books and three people.

• Say: **Alex buys 12 books. He gives them to three friends. He shares them equally between three people. How many books does each friend get?**

• Display: Slide 2. Click to show the 12 books being shared equally between the three people.

• Say: **12 books shared between three people is four books each. 12 shared between three is four.**

• Display: Slide 3 showing 20 stickers and two people.

• Say: **Ella buys 20 stickers. She shares them equally with Theo.** Ask: **How many stickers do they each get?**

• Ask pairs to work out the answer and circle it on their 100 square. (10) Remind children that they can use counting objects to help them work it out.

• Display: Slide 4. Click to show the 20 stickers being shared equally between the two people.

• Say: **20 stickers shared between two people is ten stickers each. 20 shared between two is ten.**

• Display: Slide 5 showing 16 packets of crisps and four people.

• Say: **Asif buys 16 packets of crisps. He shares them equally with three friends. How many packets does each of the four friends get?**

• Ask pairs to work out the answer and circle it on their 100 square. (4)

• Display: Slide 6. Click to show the 16 packets being shared equally between the four people.

• Say: **16 packets of crisps shared between four people is four packets each. 16 shared between four is four.**

• Repeat with further examples from Slides 7–11 for children to solve division problems involving sharing up to 20 equally between two to five.

**Activity Book 1B** – Page 21: Sharing shopping

Resources: 16 counting objects, e.g. counters, beads (per child)

**Progress Guide 1** – Extension, Year 1, Unit 6, Week 2, Lesson

4: Share with friends

Resources: 20 counting objects, e.g. counters, beads (per child)

Individualised Learning

Refer to Activity 5 from the
Learning activities on page 259.

Plenary

Resources

five 2p, 5p and 10p coins (per class)

• Choose five children. Show five 2p coins.

• Ask: **I have 10p to share equally between five children. How much will each one get?**

• Choose individual children to answer. (2p)

• Distribute five 2p coins equally between the five children.

• Ask each child in turn to tell the rest of the class how much they have.

**Homework Guide 1**

Year 1, Unit 6, Week 2, Lesson 4: Sharing and combining

• Repeat to share 25p (five 5p coins)
and then 50p (five 10p coins) between
five children.