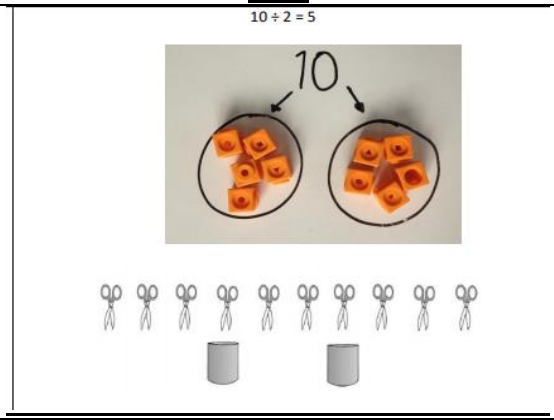
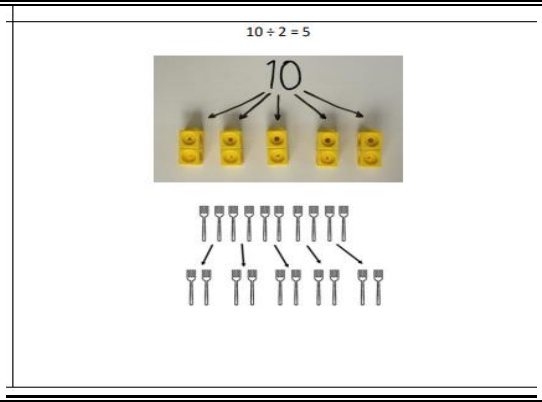
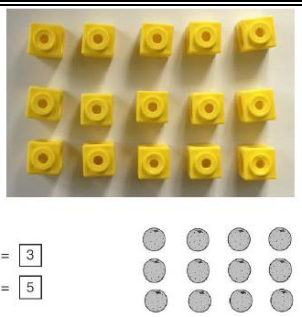
Year 2 Division

Strategy and guidance	CPA
Division as sharing Here, division is shown as sharing. If we have ten pairs of scissors and we share them between two pots, there will be 5 pairs of scissors in each pot.	
Division as grouping Here, division is shown as grouping. If we have ten forks and we put them into groups of two, there are 5 groups.	
Use of part-part-whole model to represent division equations and to emphasise the relationship between division and multiplication Pupils use arrays of concrete manipulatives and images of familiar objects to solve division equations. They begin to use dot arrays to develop a more abstract concept of division. It is important to highlight that with multiplication and division, the parts are of equal value as this is different to how this model is used for addition and subtraction.	

Write the division equations that the array represents.

20 ÷ 4 = ☐ 20 ÷ 5 = ☐

The whole is nine. There are three equal parts. What is the value of each part?

9 ÷ 3 = ☐