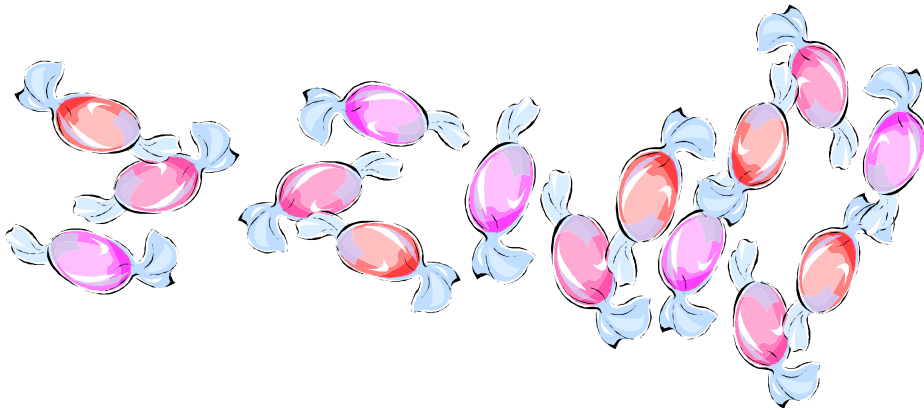


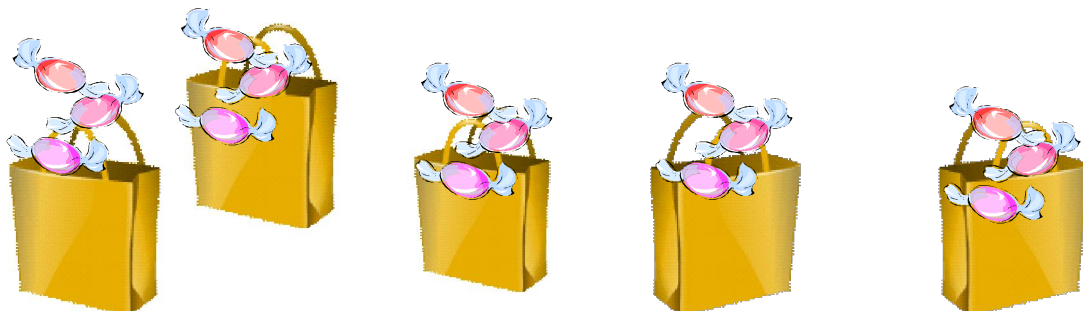
Division

Stage 1. Sharing into equal groups by counting out objects.

I have 15 sweets and share them equally into 5 party bags.
How many in each bag?



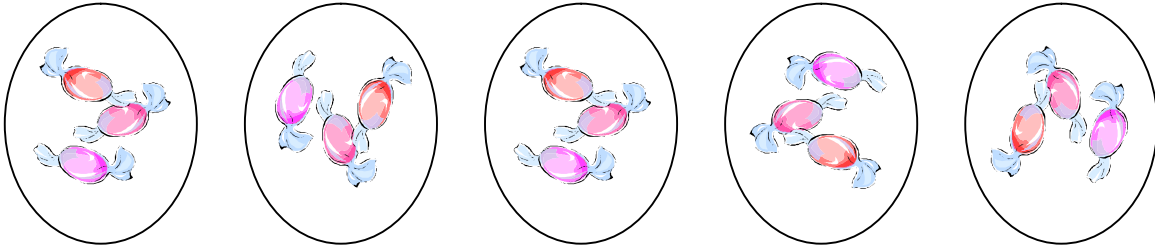
Counting out 15 sweets and then sharing, one by one, into five 'bags':



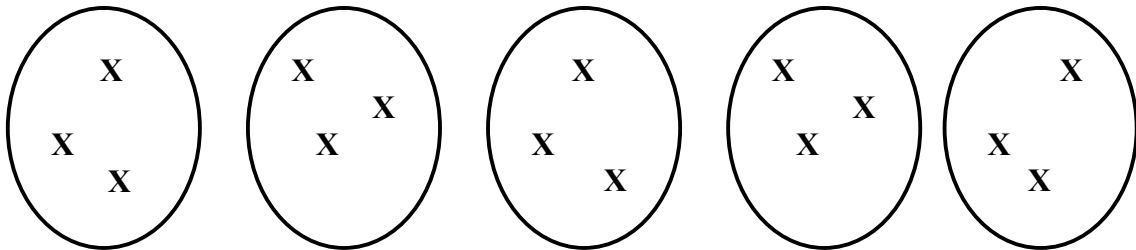
Division

Stage 1 continued. Sharing into equal groups by counting out objects.

Children may draw their bags of sweets:



or draw symbols for their sweets



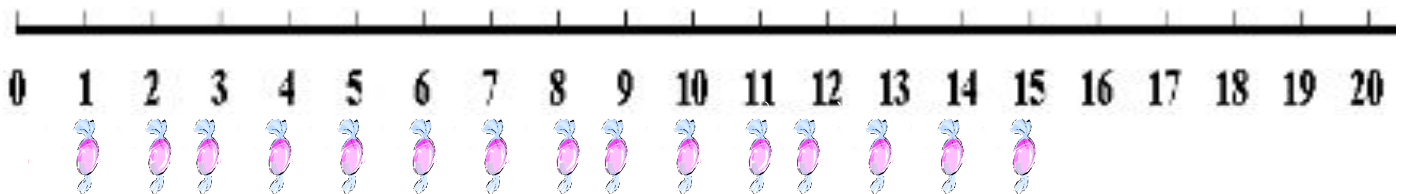
These sorts of calculations can have 'remainders': If I have 14 sweets and share them equally between 5 bags, how many would be in each bag?

We would need to talk through the concept of 'fairness', so that one bag would only have 2 sweets in when the others have 3.

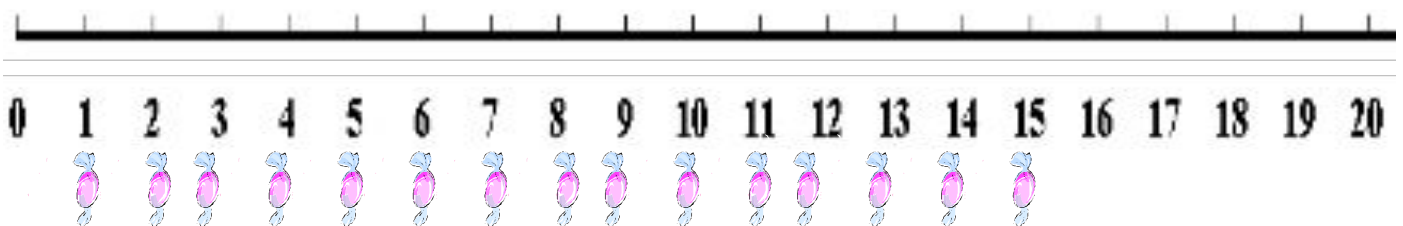
Division

Stage 2. Using a number line for grouping.

If there are 5 sweets to a bag, how many bags do I need for 15 sweets?



Or it can be recorded like this:



We introduce the \div symbol.

$15 \div 5 = 3$ bags needed.

What if there were 17 sweets to start with?

Here, children would have to think of the context of the question to consider that you would need a fourth bag for the extra 2 sweets.