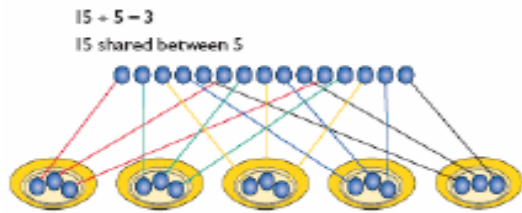
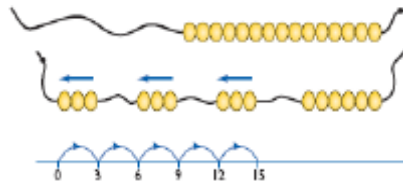


Division

Step 1

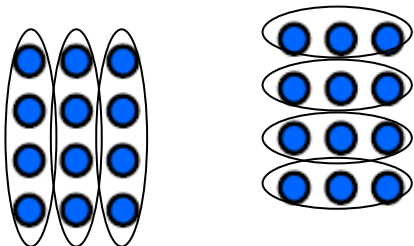


Children that division can be carried out by sharing items or by grouping them



Step 2

Children use their multiplication facts to count groups of a number e.g. 3 groups of 4 or 4 groups of 3



Step 3

Children find larger groups of a number

E.g. $65 \div 5 = 13$ lots of 5 make 65

$$(10 \times 5) = 50$$

$$(3 \times 5) = + 15$$

$$\underline{65}$$

Step 4

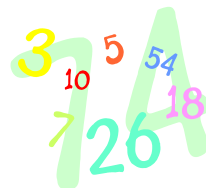
$$\begin{array}{r} 13 \\ 5 \overline{) 65} \\ \underline{5} \\ 15 \\ \underline{15} \\ 0 \end{array}$$

Divide the tens first (e.g. how many 3's fit into 5?) The remainder is carried into the next column (e.g. there is one 3 in 5 and 2 remaining) How many groups of the small number fit into the new number (e.g. how many 3's fit into 24?) The answers are recorded above the bus stop.

Chunking is one of several efficient written methods for division of larger numbers.

It is done by using multiples of the number that the total has to be divided by (the divisor) to break the sum down into sizeable chunks that are subtracted from the total.

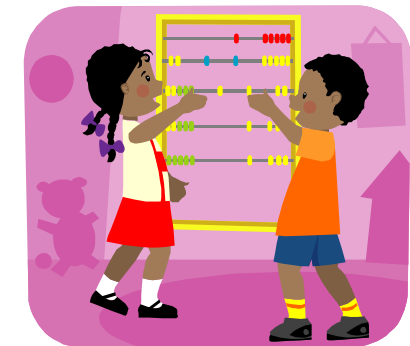
When your child starts using the chunking method additional information will be available from the class teacher.



The Croft Primary School



Parent Information Leaflet



Multiplication and Division

How you can help your child learn their times tables

Tables should be learned firstly by counting on and back in 2's, 10s and 5's using apparatus such as number squares

Next children should learn the multiplication and related division facts for the 2, 10 and 5 times tables both in an out of order

This is followed by learning multiplication and related division facts for the 3 and 4 timestables.

Once these timetables are secure: 11 times table can be learned by following the patterns $1 \times 11 = 11$, $2 \times 11 = 22$ etc

The 6 and 8 tables can be learned by investing the relationships between the facts for the 3 and 4 tables by doubling the numbers $2 \times 3 = 6$, $1 \times 6 = 6$ etc.

The 9 times table can be learned through investigating patterns e.g. using your fingers, looking at the digits and adding them together to make 9 $1 + 8$, $2 + 7$, $3 + 6$ and by adding 10 and taking away 1 from the previous answer.

The 7 timetables is the tricky one but strategies such as using your known tables e.g. $6 \times 7 =$ is the same as $(5 \times 7) + 1 \times 7 =$ can help Remember to keep activities fun!

Multiplication



Children are taught to understand multiplication as counting groups of number using words such as groups of, lots of, multiply, double, triple and times

Step 1


Children count in 2's, 5's and 10's

Step 2

Then simple multiplication will be applied to pictures

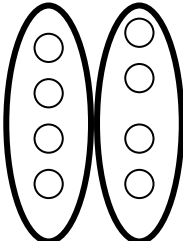



$2 + 2 = 4$
 or 2 lots of 2 make 4



Step 3

Children will make arrays to show their workings



$2 \times 4 = 8$

Multiplication Continued

Step 4

Children will progress onto using partitioning and know facts to help them e.g.

$$14 \times 5$$

$\begin{array}{r} 10 \\ 5 \\ \hline 50 \end{array}$	$4 \times 5 = 20$	\times	$4 \times 5 = 20$	$=$	20	$+$	50	$=$	70
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and then to find the total:

Multiply the units together first and then the tens. Understand that ten units can be exchanged for one ten.

Step 5

	T U
	2 7
	3
×	8 1
	2

	T U
	2 7
	2 3
×	8 1
	5 4 0
	6 2 1
	1