## Year 2 w/c 22nd June 2020

Note to parents and carers: This week we are learning about Division
If your child has not completed last week's work on multiplication it would be a good idea to do that first this week. This week we are introducing division and looking at division as the inverse of multiplication. Please refer to our Maths Calculation Policy on our website if you need any information on methods used.

It would be helpful if the children had something they could use to represent the numbers and create groups: cubes, coins, marbles, building blocks etc. Understanding how sharing into equal groups as a way of explaining division is very important. It is essential that children know the $2 \times 3 \times 5 \times$ and $10 x$ tables by the end of year 2 , and having rapid recall is also really important. This includes knowing the inverse of the $2 x 3 x 5 x$ and 10x tables by being secure with division number facts too eg how many 2 's in 20 , how many 10 's in 60 etc.

If your child needs to spend longer on sharing into equal groups then please use the additional materials suggested under 'support'. Equally, if your child really understands this well, move through the lessons more quickly. There are materials for extension work on the plan below.

Thank you
Mrs Wibroe and Mrs Brown

| Sessions | Learning <br> objective | Task | Support/extension activities |
| :--- | :--- | :--- | :--- |
| 1 | To understand <br> division as <br> sharing <br> equally. | Please use the lesson from 2 <br> Bitesize June on BBC <br> Watch the first video. We would usually use <br> cubes or something to represent the numbers <br> in order to support the children's understanding <br> here. Look at the language used "share <br> equally" and "share between". The video <br> emphasises the need for sharing into equal <br> groups. | Extension <br> Show that multiplication of two numbers can be <br> done in any order (commutative) and division of one <br> number by another cannot. |
| Write the multiplication number sentences to <br> describe this array $\times \times \times$ <br> $\times X X$ |  |  |  |


|  |  | Work through the division questions in the video and then the 2 word problems at the end of the video. | Now write the division sentences. |
| :---: | :---: | :---: | :---: |
| 2 | To understand division is about sharing into equal groups and to be able to recognise the divide symbol | Complete the rest of the BBC Bitesize lesson dated $2^{\text {nd }}$ June <br> This focuses on using the term "shared between" and the divide symbol. It also shows the relationship between division calculations. Work through the division questions making sure you draw a rectangle which you then divide into parts to represent the division number sentences. The video develops the idea that you can group division sums into pairs. <br> Complete the worksheet in Practise: Activity 1 which you can find underneath the 2 videos | Extension Which four number sentences link these numbers? $3,5,15$ ? Prove it. |
| 3 | To understand division is the inverse to multiplication | Complete the bbc bitesize lessons dated $3^{\text {rd }}$ June titled Grouping. Work through both videos. <br> Go into Activity 2 and have a go with the interactive grouping widget. Try all 9 interactive models for both Multiplication and Division. You can select the size of the number at the bottom of the page. | Extension <br> True or false? When you count up in tens starting at 5 there will always be 5 units. <br> Explain your answer. |
| 4 | To develop rapid and | Click on Activity 3 and choose the topic of Multiplication and Division on the bbc bitesize | Working through the challenges starting at Bronze level reinforces the Maths vocabulary relating to |


|  | instant recall of <br> multiplication <br> and division <br> facts | lesson from 2nd June. Have a go at the bronze, <br> silver and gold challenges (see how far you can <br> get). This activity allows you to practice using <br> the Maths you have been doing during the last <br> two weeks. | Multiplication and Division so it's important to work <br> through all three challenge levels. |
| :--- | :--- | :--- | :--- |
| 5 | Have a go at the word problems on the Home <br> Learning page Multiplication and Division | Extension. <br> Use the inverse to check if the following <br> calculations are correct: |  |
| CHALLENGES: <br> What is ALWAYS true when you divide a number by itself? <br> Complete the following sums and tell me what do you notice. <br> $3 \times 5=14$ |  |  |  |
| 1 divided by 1 = <br> 2 shared between $2=$ <br> 3 put into 3 equal groups of $3=$ <br> Continue this sequence to 10 divided by 10. |  |  |  |

