

Oakmeadow EYFS Calculation policy
Division

GUIDANCE/ MODELS AND IMAGES	KEY VOCABULARY
<p>The ELG states that children solve problems including doubling, halving and sharing.</p> <p>Children need to see and hear representations of division as both grouping and sharing.</p> <p>Division can be introduced through halving.</p> <p>Children begin with mostly pictorial representations linked to real life contexts.</p> <p>Mum has 6 socks. She grouped them into pairs – how many pairs did she make? How many socks did she have altogether?</p> <p>Sharing model: I have 10 sweets. I want to share them with my friend. How many will we have each?</p> <p>Although not explicit in the development matters document, the sharing model is a useful way of introducing young children to fractions and calculating with fractions.</p> <p>Setting the problems in a real life context and solving them with concrete apparatus support children's understanding.</p>	<p>halve</p> <p>share</p> <p>share, share equally</p> <p>one each, two each, three each...</p> <p>groups in pairs, threes...</p> <p>tens</p> <p>equal groups of</p> <p>divide</p> <p>divided by</p> <p>divided into</p> <p>left, left over</p> <p>estimate</p> <p>fraction</p> <p>half</p> <p>halves</p> <p>whole</p> <p>quarter</p>



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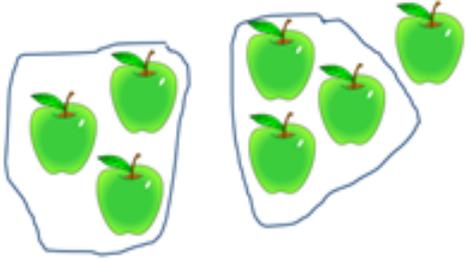
"I have got a whole pizza to share between two people. Can you cut the pizza in

Children make a record in pictures, words or symbols of division activities.



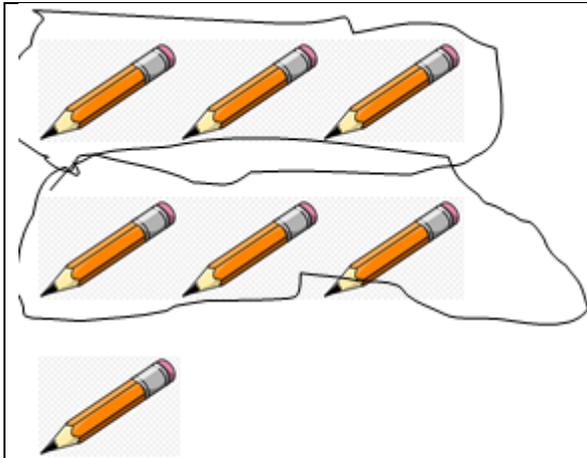
Children are encouraged to have a go at recording the calculation which has been carried out.

7 apples shared between 2 people.



3 and a half apples each.

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3 each and a pencil is left over

Share 7 pencils between 2 people.