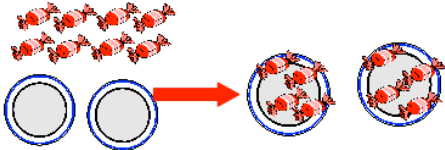# The Journey through Division

Counting rhymes and practical activities that support the understanding of sharing and counting in equal jumps will help develop children's 'everyday' language and support later work.
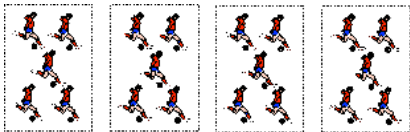
e.g. Can we share these 8 sweets between 2 friends?

It is vital that from very early on, children should encounter the grouping image for division alongside the sharing image. This will aid later work on chunking.
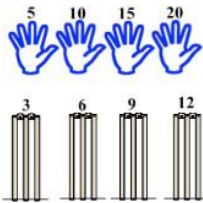
20 children get into teams of 5 to play a game. How many teams are there?

The difference between a sharing image of division and a grouping image of division:

Sharing Image

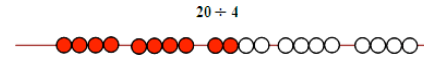There are 6 biscuits and two children. How many biscuits each?

Sharing
(½ of 6)

Grouping Image

There are 6 biscuits. How many children can have two biscuits each?

Grouping
(Repeatedly subtract 2)

The grouping image of division is the basis of 'chunking'. Children should interpret a division sentence such as '20 ÷ 4 'as 'How many groups of 4 in 20?'
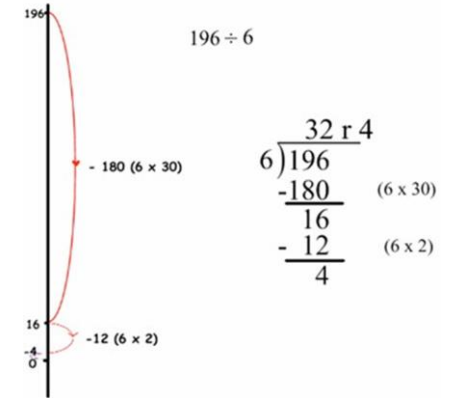

$20 \div 4$

This is reinforcing the concept of division as 'repeated subtraction'. A further example…

$72 \div 5$

Leading to…..

$72 \div 5$

Or……….

$72 \div 5$
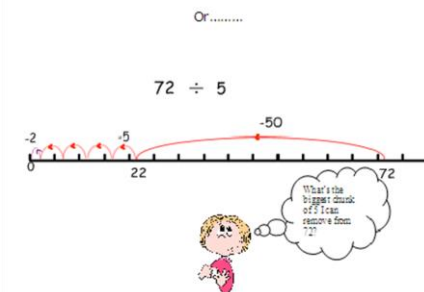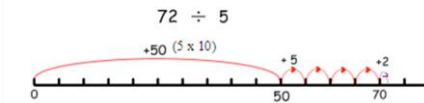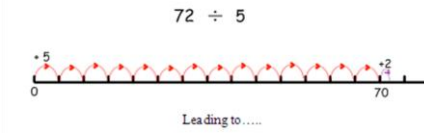
Rather than add/subtract single steps of the divisor (in this case 5) the children start looking for the biggest chunk of 5 they can subtract.

This is then presented in vertical form to prepare for the later more traditional 'bus shelter' method. Included here is the complimentary written form of the chunking method. Some children will opt to stay with the numberline method.

$196 \div 6$

$$\begin{array}{r} 32 \text{ r } 4 \\ 6\overline{)196} \\ -180 \quad (6 \times 30) \\ \hline 16 \\ -12 \quad (6 \times 2) \\ \hline 4 \end{array}$$

This leads us to the more familiar 'bus shelter method' e.g. for 356 ÷ 8.
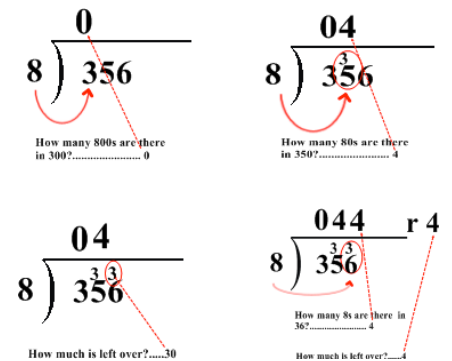
It is important that the link with chunking is maintained. The thought process should still be 'How many 8s are in 356? What's the biggest chunk of 8 I can take out of 356? Can I take any 800s? What about 80s? 8s?'