

Diving into Mastery - Diving

Adult Guidance with Question Prompts

Children share objects equally into groups. They can use concrete objects to support this, such as counters to represent the biscuits/triangles. They can represent the sharing using simple pictures.

How many are there in total?

How many groups are we making?

How can we share them?

Why is it important for the groups to be equal?

How many are in each group?

What does the symbol \div mean?

How many triangles are there in total?

How many groups are there?

How can we share them equally?

Could we put one in each group and see how many are left over?

Are there enough left for another one in each group?

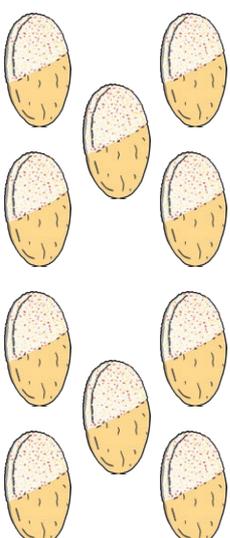
How many are in each group now?

Are all the groups equal?

Making Equal Groups - Sharing



Share the 10 biscuits equally between 2 plates.



There are ____ biscuits in total.

There are ____ plates.

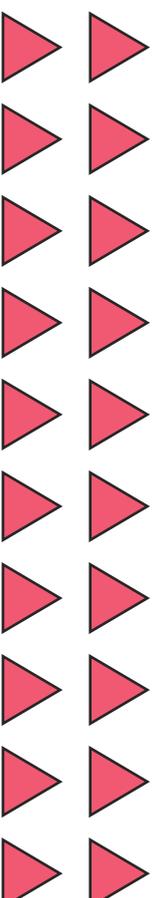


There are ____ biscuits on each plate.

$$10 \div \underline{\quad} = \underline{\quad}$$

Share these triangles equally between these groups by drawing them into the boxes.

Write a matching calculation.



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Diving into Mastery - Deeper

Adult Guidance with Question Prompts

Children reason about how different amounts could be shared equally. They write calculations and draw pictures to prove their answer is correct. They can use concrete apparatus as necessary.

Which of these numbers would be shared equally between five children?

How do you know?

Can you prove it with a picture?

Can you write the calculation to represent the sharing?

Which of these numbers could be shared equally between ten children?

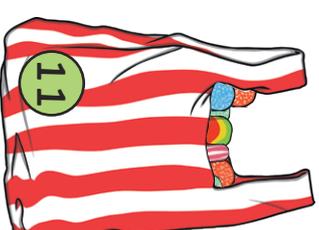
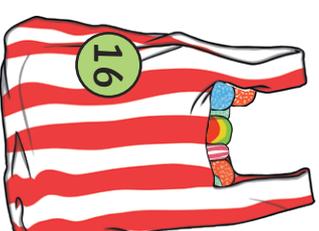
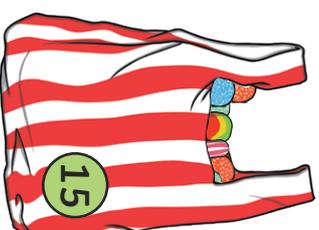
Why do you think that?

I think 18 could be shared equally between ten children. Can you prove I am wrong?

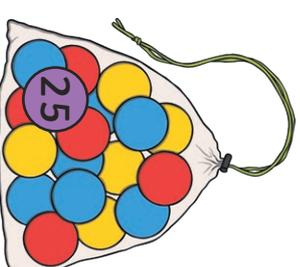
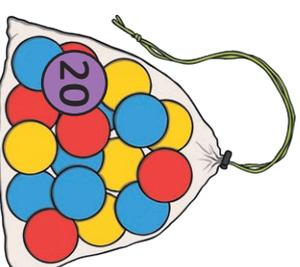
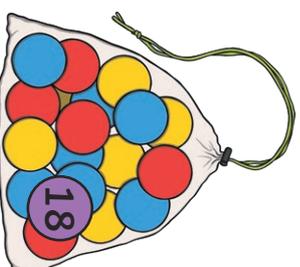
Making Equal Groups - Sharing



5 children want to buy sweets from the shop. They want to share them equally. Which bag should they buy? Explain why.



The teacher wants to buy balls to use in PE. She wants to be able to share them equally between 10 children. Which bag should she buy? Explain why.



Diving into Mastery - Deepest

Adult Guidance with Question Prompts

Children could use practical apparatus (cubes or counters) to represent the strawberries. They can share them practically to solve the problem. They should draw simple pictures to represent the problem and write a calculation using the \div symbol.

How many strawberries are there?

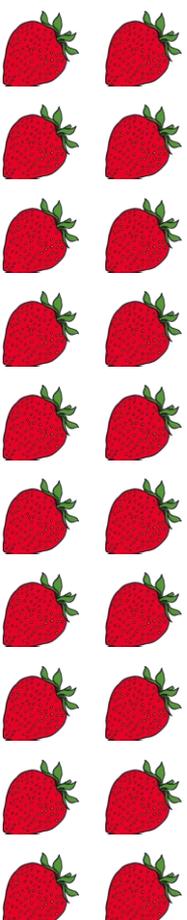
Can you show me how to share them between ten/five children?

Can you draw a picture to show me?

What calculation could you write?

Which symbol will you use?

Making Equal Groups - Sharing

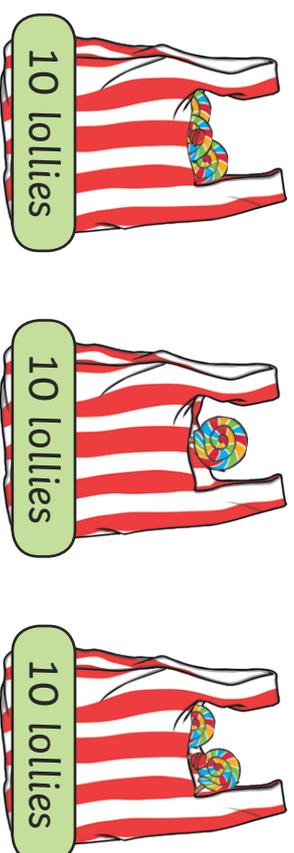


Noah had these strawberries to share with his 10 friends. Molly had the same number of strawberries to share with her 5 friends.

Whose friends will get the most strawberries?

How do you know?

Prove it and write a calculation for each one.



Use these pictures to write another problem for your friend to solve. Remember the sweets will need to be shared equally.