| As outcomes, Year 2 pupils should, for example:	As outcomes, Year 3 pupils should, for example:

Understand, use and begin to read:
one each, two each… share, halve, divide,
left over, divided by… equal groups of …
and read and write the division sign ÷.

Understand the operation of division as:

- **sharing equally**: for example,
  6 sweets are shared equally between 2 people.
  How many sweets does each one get?
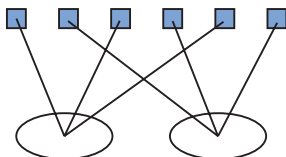
- **grouping**, or repeated subtraction: for example,
  There are 18 apples in a box. How many
  bags of 3 apples can be filled?
  Count from zero in tens, for example, to 60. How
  many tens did you count?

  Interpret 8 ÷ 2 as 'how many 2s make 8?'
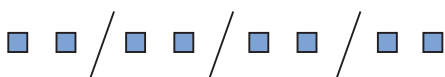
Respond rapidly to oral or written questions phrased
in a variety of ways, such as:
- Share 18 between 2.
- Divide 6 by 3.
- How many tens make 80?
- How many sticks of 4 cubes can you make from a
  stick of 20 cubes?
- How many £2 coins do you get for £20?
- How many 2 cm lengths can you cut from 10 cm
  of tape?

Record simple simple mental divisions in a number
sentence using the ÷ and = signs.

Recognise the use of symbols such as □ or △ to stand
for unknown numbers, and complete, for example:
- with rapid mental recall:
  $6 ÷ 2 = □$ $20 ÷ □ = 2$ $□ ÷ 10 = 3$
- using counters (for sharing) or a number line (for
  repeated subtraction), then mental strategies,
  explaining method:
  $16 ÷ 4 = □$ $24 ÷ □ = 6$ $□ ÷ 3 = 8$
  $70 ÷ 10 = □$

Use, read and begin to write:
share, halve, divide, divided by…
equal groups of… the sign ÷, and understand that
½ means one divided into two equal parts.

Understand division **(see Year 2)** as:
- **grouping**, or repeated subtraction, including
  interpreting, for example, 35 ÷ 5 as 'how many 5s
  make 35?'
- **sharing**.

Know that dividing a whole number by 1 leaves the
number unchanged: for example, 12 ÷ 1 = 12.

Understand that 16 ÷ 2 does not equal 2 ÷ 16.

Understand that division reverses multiplication
(division is the inverse of multiplication).

Solve division calculations by using multiplication
strategies. For example:
- Calculate 18 ÷ 3 by counting how many hops of 3
  on a number line are needed to reach 18.
- Solve 20 ÷ 4 by interpreting this as 'How many
  fours make 20?'

Respond rapidly to oral or written questions phrased
in a variety of ways, such as:
- Share 18 between 2.
- Divide 25 by 5.
- How many fives make 45?
- How many 5p coins do you get for 35p?
- How many lengths of 10 m can you cut from
  80 m of rope?
- Is 35 a multiple of 5?

Record simple mental divisions in a number sentence
using the ÷ and = signs.

Recognise the use of symbols such as □ or △ to stand
for unknown numbers, and complete, for example:
- with rapid mental recall:
  $16 ÷ 2 = □$ $30 ÷ □ = 6$ $□ ÷ 5 = 7$
- using counters (for sharing) or a number line (for
  repeated subtraction), then mental strategies,
  explaining method:
  $16 ÷ 4 = □$ $24 ÷ □ = 6$ $□ ÷ 3 = 8$
  $26 ÷ 2 = □$ $24 ÷ □ = 12$ $□ ÷ 10 = 8$

Interpret 'in every' situations as division calculations.
For example:
- A baker bakes 24 buns.
  She puts 6 buns in every box.
  How many boxes of buns can she fill?
- William has made a pattern using 12 tiles.
  One tile in every four is red.
  How many tiles are red?