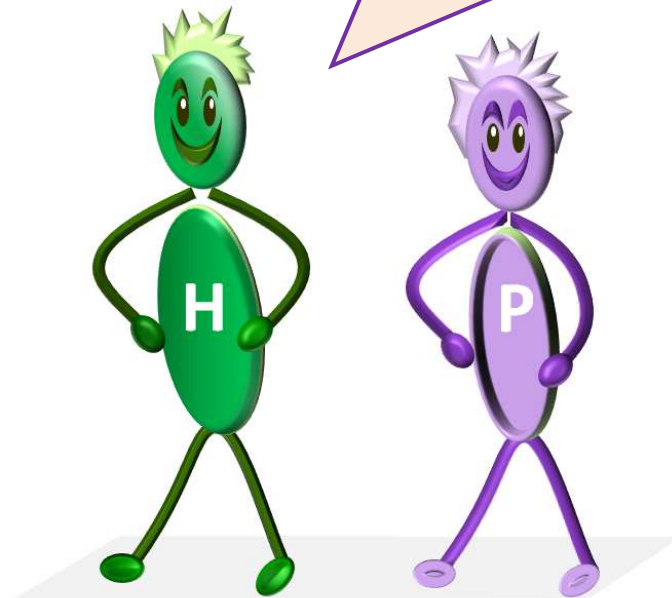# Henry and Poppy

have fun with **Division**

Year 2 maths

We had fun making these questions for you. Enjoy them.

CONTENT

Year 2:

- Division by using arrays for division facts 2, 5 and 10
- Counting up or down a number line
- Division by counting down on a number line for division facts 2, 5 and 10
- Division by counting up on a number line for division facts 2, 5 and 10
- Division by counting down on a number line with a remainder for division facts 2, 5 and 10
- Division by counting up on a number line with a remainder for division facts 2, 5 and 10
- Using grouping arrays for division by 2, 5 and 10 with a remainder
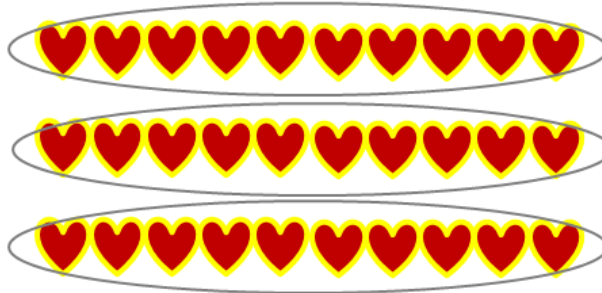- Problem Solving

1

$15 \div 5 =$

3
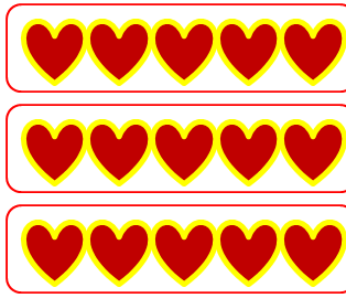
Year-2-DIVISION – Using arrays for division by 2, 5 and 10

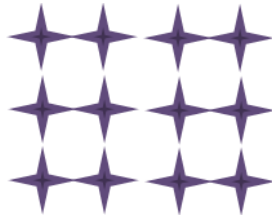
2

Using arrays

$30 \div 10 =$

1 mark

Year-2-DIVISION –Using arrays for division by 2, 5 and 10

3

Using arrays

$$12 \div 2 =$$

1 mark

Year-2-DIVISION – Using arrays for division by 2, 5 and 10

4

Using arrays

$$24 \div 2 =$$

1 mark

Year-2-DIVISION – Using arrays for division by 2, 5 and 10

5

There are **15 conkers**

What is 15 ÷ 5 =

1 mark

Year-2-DIVISION – Using arrays for division by 2, 5 and 10

6

30 ÷ 5 =

1 mark

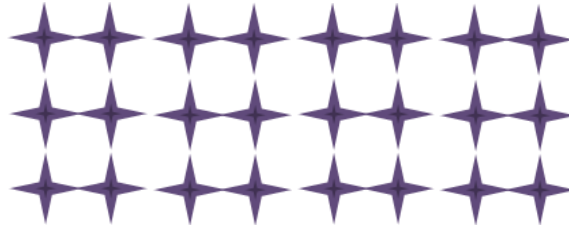**Year-2-DIVISION** – Using arrays for division by 2, 5 and 10

7

$30 \div 10 =$

1 mark

Year-2-DIVISION – Using arrays for division by 2, 5 and 10
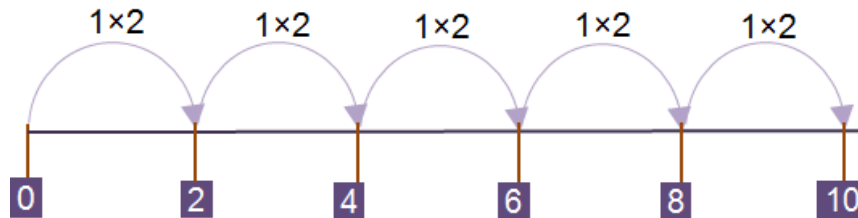
8

$30 \div 3 =$

1 mark

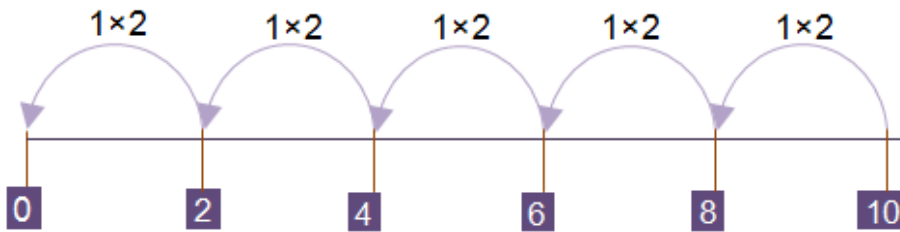**Year-2-DIVISION** – Using arrays for division by 2, 5 and 10

When dividing, should you count **up** a number line
or
down a number line ?

$$10 \div 2 = 5$$

UP: Either start from 0 and step up to the target number

| 1×2 | 1×2 | 1×2 | 1×2 | 1×2 |

0   2   4   6   8   10

DOWN: Start at your target number and step down to 0.

| 1×2 | 1×2 | 1×2 | 1×2 | 1×2 |

0   2   4   6   8   10

Year-2-DIVISION – Counting up or down a number line

Adding is easier than subtracting, so counting **UP** a
number can be easier then counting **DOWN**

But if you use counting **UP** a number line to multiply,
should you use counting **DOWN** to divide,
as they are opposites?

Don't restrict yourself to one or the other approach –
multiple strategies improves problem solving skills and
creativity which children need to develop.

Try not to get 'addicted' to one particular method if there
are others.

Year-2-DIVISION – Counting up or down a number line
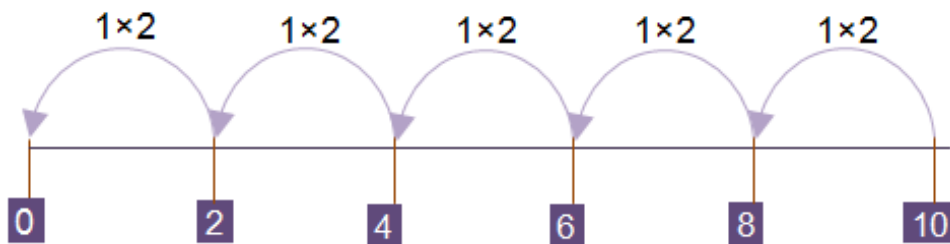

1

Counting **down** on a number line

$$10 \div 2 =$$

Start at **10**.
Then count down the number line in steps of **2**'s to 0
There are 5 steps so $10 \div 2 = 5$

It's repeated subtraction

| 1×2 | 1×2 | 1×2 | 1×2 | 1×2 |

| 0 | 2 | 4 | 6 | 8 | 10 |

5

Year-2-DIVISION – Counting down on a number line using division by 2, 5 and 10
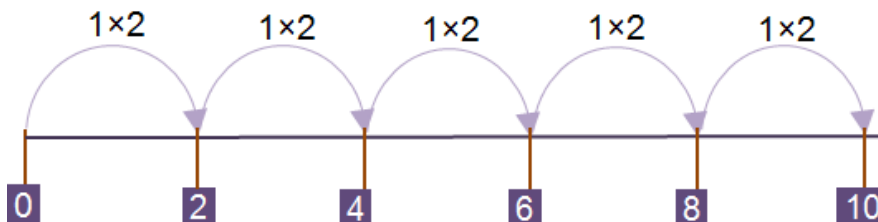
OR

2

Counting **up** on a number line

$$10 \div 2 =$$

Start at **0**.
Then count down the number line in steps of **2**'s to 10
There are 5 steps so $10 \div 2 = 5$

It's repeated addition

| 1×2 | 1×2 | 1×2 | 1×2 | 1×2 |

| 0 | 2 | 4 | 6 | 8 | 10 |

5

Year-2-DIVISION – Counting down on a number line using division by 2, 5 and 10

3

Count down the number line to work out

12 ÷ 2 =

Start at **12**.
Then count down the number line in steps of **2**'s .
Stop at 0
How many steps are there

`12`

1 mark

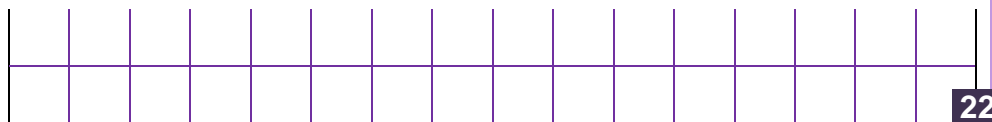**Year-2-DIVISION** – Counting down on a number line using division by 2, 5 and 10

4

Count down the number line to work out

22 ÷ 2 =

Start at **22**.
Then count down the number line in **2**'s
Stop at 0
How many steps are there

`22`

1 mark

Year-2-DIVISION – Counting down on a number line using division by 2, 5 and 10

5

Count down the number line to work out

25 ÷ 5 =

Start at **25**.
Then count down the number line in **5**'s
Stop at 0
How many steps are there

25

1 mark

Year-2-DIVISION – Counting down on a number line using division by 2, 5 and 10

6

Count down the number line to work out

35 ÷ 5 =

Start at **35**.
Then count down the number line in **5**'s
Stop at 0
How many steps are there

35

1 mark

Year-2-DIVISION – Counting down on a number line using division by 2, 5 and 10

7 Count down the number line to work out

$$50 \div 10 =$$

Start at **50**.
Then count down the number line in **10**'s
Stop at 0.
How many steps are there

| | | | | | | | 50 |

1 mark

Year-2-DIVISION – Counting down on a number line using division by 2, 5 and 10
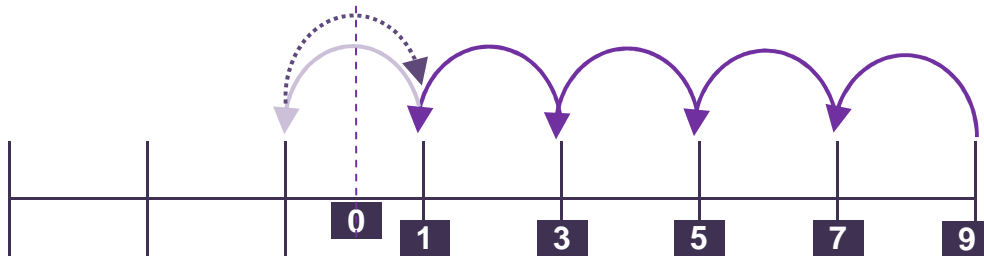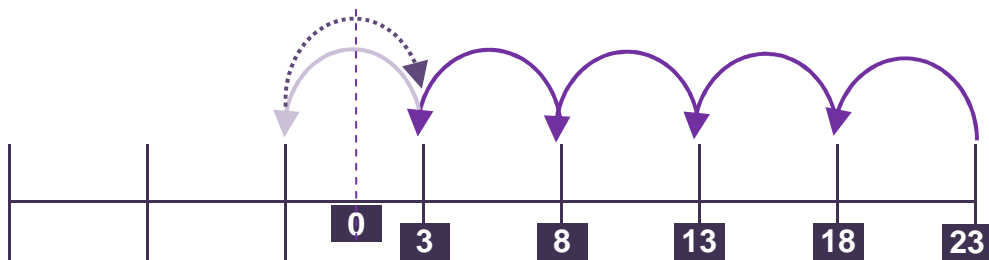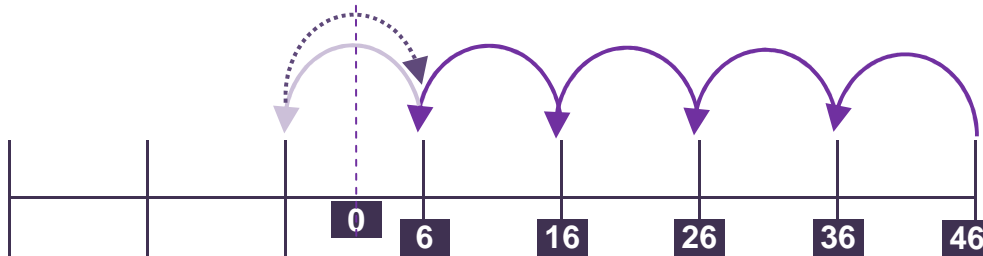
1   Count down the number line to work out

$$9 \div 2 =$$

Start at **9**.
Then count down the number line in **2**'s
When you go past 0, stop.
Go back a step.

You made 4 full steps
and the **remainder** is 1.

| | | | | 0 | 1 | 3 | 5 | 7 | 9 |

4 r 1

Year-2-DIVISION – Counting down on a number line using division by 2, 5 and 10 with a remainder

2

Count down the number line to work out

23 ÷ 5 =

Start at **23**.
Then count down the number line in **5**'s
When you go past 0, stop.
Go back a step.
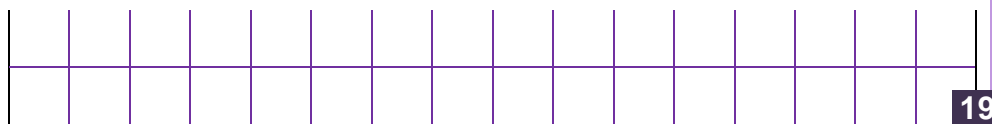
You made 4 full steps and the **remainder** is 3.

| | | | 0 | 3 | 8 | 13 | 18 | 23 |

4 r 3

Year-2-DIVISION – Counting down on a number line using division by 2, 5 and 10 with a remainder

3

Count down the number line to work out

$46 \div 10 =$

Start at **46**.
Then count down the number line in **10**'s
When you go past 0, stop.
Go back a step.

You made 4 full steps
and the **remainder** is 6.

| 0 | 6 | 16 | 26 | 36 | 46 |

4 r 6

Year-2-DIVISION – Counting down on a number line using division by 2, 5 and 10 with a remainder

---

4

Count down the number line to work out

$19 \div 2 =$

There is a remainder

19

1 mark

Year-2-DIVISION – Counting down on a number line using division by 2, 5 and 10 with a remainder

---

5 Count down the number line to work out

$27 \div 5 =$

27

There is a remainder

1 mark

6 Count down the number line to work out

$53 \div 10 =$

53

There is a remainder

1 mark

Note: It will be more difficult to subtract in steps of 5 from a number that is not divisible by 5 then count up in steps of 5 from one that is. But it is good practise counting down in different steps from any number.

For division with remainders, also use counting up which is repeated addition and less mentally taxing. But thinking through and using two opposing strategies will stimulate problem solving skills.

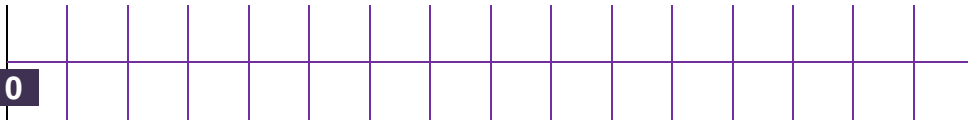Remember multiplication and division are opposites.

1

Count **up** the number line to work out

16 ÷ 2 =

Start at **0**.
Then count up the number line in **2**'s
Stop at 16
How many steps are there

0

1 mark

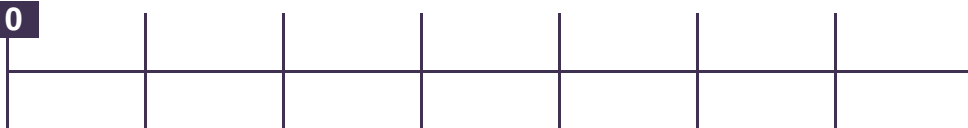**Year-2-DIVISION** – Counting up on a number line using division by 2, 5 and 10

2

Count up the number line to work out

30 ÷ 5 =

Start at **0**.
Then count up the number line in **5**'s
Stop at 30
How many steps are there

0

1 mark

Year-2-DIVISION – Counting up on a number line using division by 2, 5 and 10

3

Count up the number line to work out

40 ÷ 10 =

Start at **0**.
Then count up the number line in **10**'s
Stop at 40
How many steps are there

0
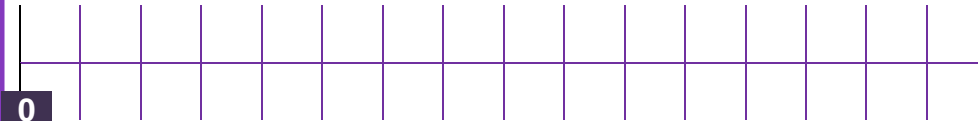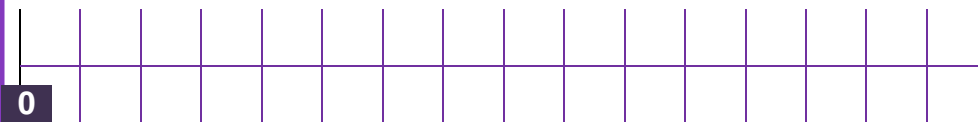
1 mark

Year-2-DIVISION – Counting up on a number line using division by 2, 5 and 10

4

Count up the number line to work out

22 ÷ 2 =

0

1 mark

Year-2-DIVISION – Counting up on a number line using division by 2, 5 and 10

5

Count up the number line to work out

40 ÷ 5 =

0

1 mark

Year-2-DIVISION – Counting up on a number line using division by 2, 5 and 10
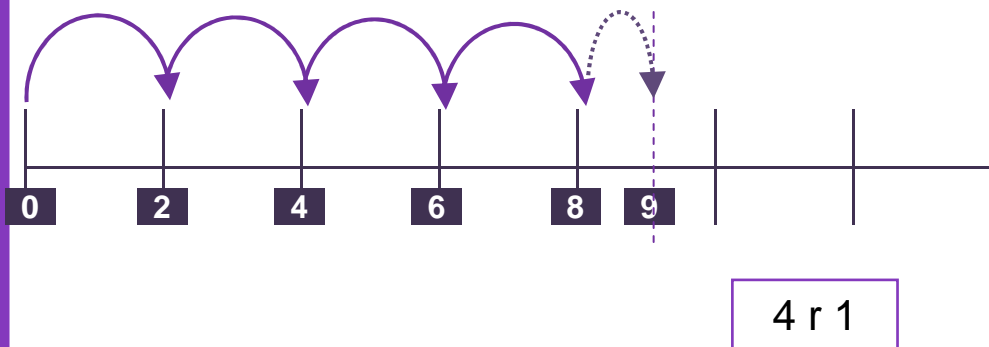
1

Count up the number line to work out

$$9 \div 2 =$$

Start at **0**.
Then count up the number line in **2**'s
The last step to reach 9 is only 1

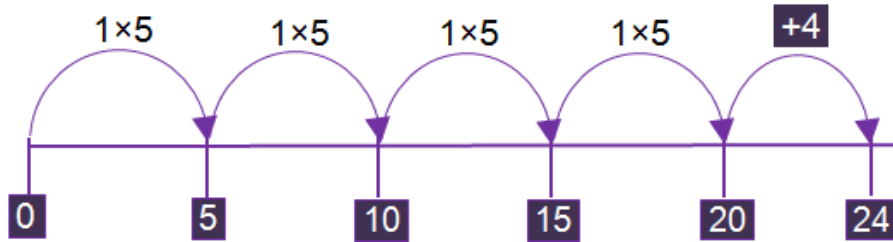You made 4 full steps
and the **remainder** is 1.

| 0 | 2 | 4 | 6 | 8 | 9 |

4 r 1

Year-2-DIVISION – Counting up number line using division by 2, 5 and 10 with a remainder

---

2

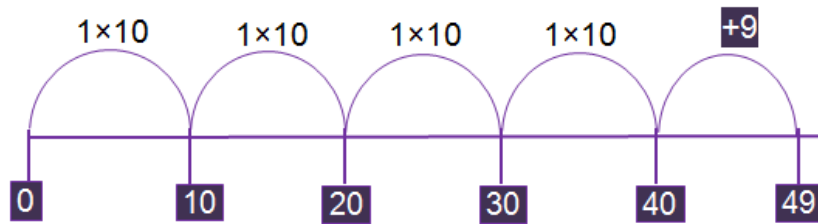## Counting up the number line with a remainder

$$24 \div 5 =$$

1×5   1×5   1×5   1×5   +4

| 0 | 5 | 10 | 15 | 20 | 24 |

4 r4

Year-2-DIVISION – Counting up number line using division by 2, 5 and 10 with a remainder

3

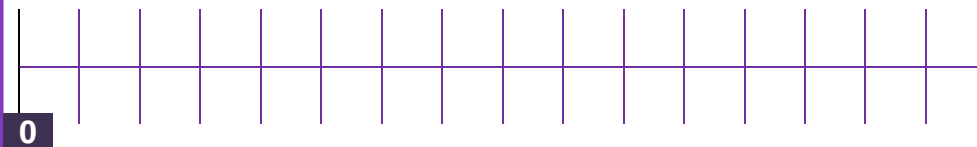## Counting up the number line with a remainder

$$49 \div 10 =$$

1x10   1x10   1x10   1x10   +9

0   10   20   30   40   49

1 mark

Year-2-DIVISION – Counting up number line using division by 2, 5 and 10 with a remainder

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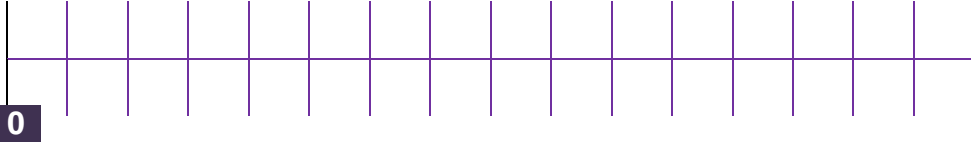
4

Count up the number line to work out

$$15 \div 2 =$$

0

1 mark

Year-2-DIVISION – Counting up number line using division by 2, 5 and 10 with a remainder

5

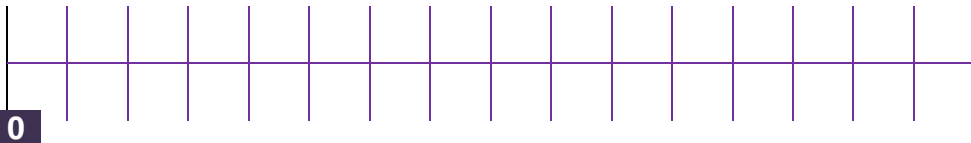Count up the number line to work out

25 ÷ 2 =

0

1 mark

Year-2-DIVISION – Counting up number line using division by 2, 5 and 10 with a remainder

6

Count up the number line to work out

31 ÷ 2 =

0

1 mark

Year-2-DIVISION – Counting up number line using division by 2, 5 and 10 with a remainder

7

Count up the number line to work out
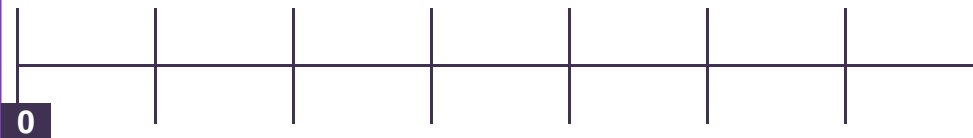
22 ÷ 5 =

0 5

There is a remainder

1 mark

Year-2-DIVISION – Counting up number line using division by 2, 5 and 10 with a remainder

---

8

Count up the number line to work out
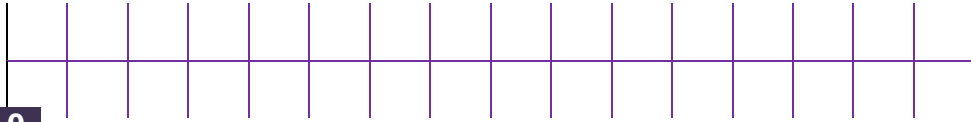
28 ÷ 5 =

0

There is a remainder

1 mark

Year-2-DIVISION – Counting up number line using division by 2, 5 and 10 with a remainder

9

Count up the number line to work out
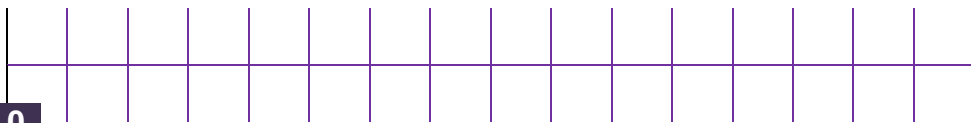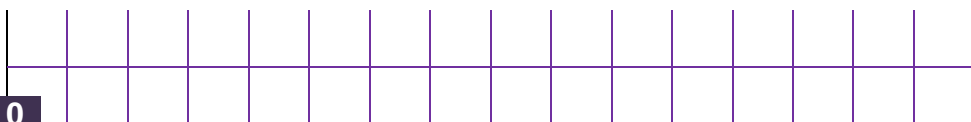
43 ÷ 5 =

0

There is a remainder

1 mark

10

Count up the number line to work out

67 ÷ 10 =

0

There is a remainder

1 mark

11

Count up the number line to work out

113 ÷ 10 =

0

There is a remainder

1 mark

1 Group the conkers to do 12 ÷ 5 =

How many conkers are left over
(the remainder)

r

1 mark

Year-2-DIVISION – Using grouping arrays for division by 2, 5 and 10 with a remainder

2 Group the conkers to do 27 ÷ 2 =

How many conkers are left over
(the remainder)

r

1 mark

Year-2-DIVISION – Using arrays for division by 2, 5 and 10 with a remainder

3

Group the conkers to do 15 ÷ 10 =

How many conkers are left over
(the remainder)

r

1 mark

Year-2-DIVISION – Using arrays for division by 2, 5 and 10 with a remainder

4

Group the conkers to do 15 ÷ 2 =

How many conkers are left over
(the remainder)

r

1 mark

Year-2-DIVISION – Using arrays for division by 2, 5 and 10 with a remainder

5

Group the conkers to do 27 ÷ 5 =

How many conkers are left over
(the remainder)

r

1 mark

Year-2-DIVISION – Using arrays for division by 2, 5 and 10 with a remainder

---

6

Group the conkers to do 27 ÷ 10 =

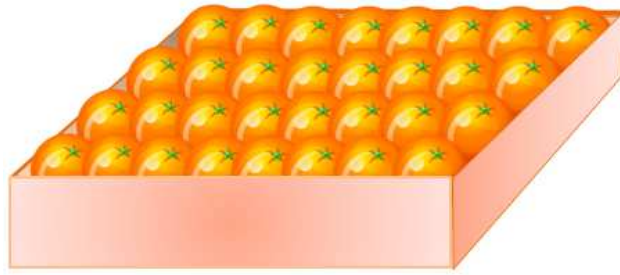How many conkers are left over
(the remainder)

r

1 mark

Year-2-DIVISION – Using arrays for division by 2, 5 and 10 with a remainder

1

A tray of oranges has 32 oranges.

They are shared between 8 boys

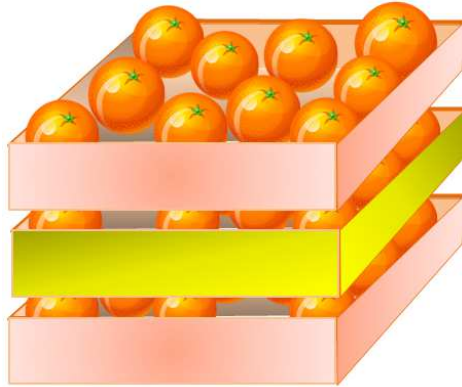How many oranges do they get each.

Can you do this by dividing?

1 mark

Year-2- DIVISION: Problem solve

2

There are 30 oranges altogether in a stack.
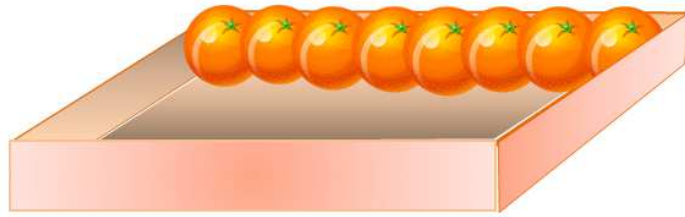
There are 3 trays in a stack

How many oranges are there in each tray.

1 mark

Year-2- DIVISION: Problem solve

3

There are 8 oranges in a row in a tray

A full tray can hold 40 oranges.

How many rows of oranges are in a full tray.

1 mark

Year-2- DIVISION: Problem solve