

What you might see:

You might see a child who:

Limited understanding of sharing vs grouping.

Confuses division with subtraction.

Relies on repeated subtraction or grouping practically.

Finds it difficult to interpret remainders appropriately.

Makes place value errors when dividing larger numbers.

Struggles to recall and apply inverse relationships with multiplication.

What you can try:

- Model “sharing” and “grouping” using real objects and visuals.
- Teach links between division and multiplication facts.
- Use practical resources (counters, bead strings, arrays) to show remainder.
- Provide structured opportunities to reason about fair sharing.
- Encourage multiple methods (repeated subtraction, partitioning, short division).
- Intervention focused on securing understanding of concepts and number relationships.
- Structured practice to build fluency and reduce cognitive load.
- Small-step teaching sequences with regular opportunities for review and consolidation.