

# Discussion Problems

## Step 7: Sharing Equally

### National Curriculum Objectives:

Mathematics Year 1: (1N1b) [Count in multiples of twos, fives and tens](#)

Mathematics Year 1: (1C8) [Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher](#)

### About this resource:

As this resource is aimed at Year 1, we recommend that an adult reads the problem to children who cannot yet access it for themselves.

This resource has been designed for pupils who understand the concepts within [this step](#). It provides pupils with more opportunities to enhance their reasoning and problem solving skills through more challenging problems. Pupils can work in pairs or small groups to discuss with each other about how best to tackle the problem, as there is often more than one answer or more than one way to work through the problem.

There may be various answers for each problem. Where this is the case, we have provided one example answer to guide discussion.

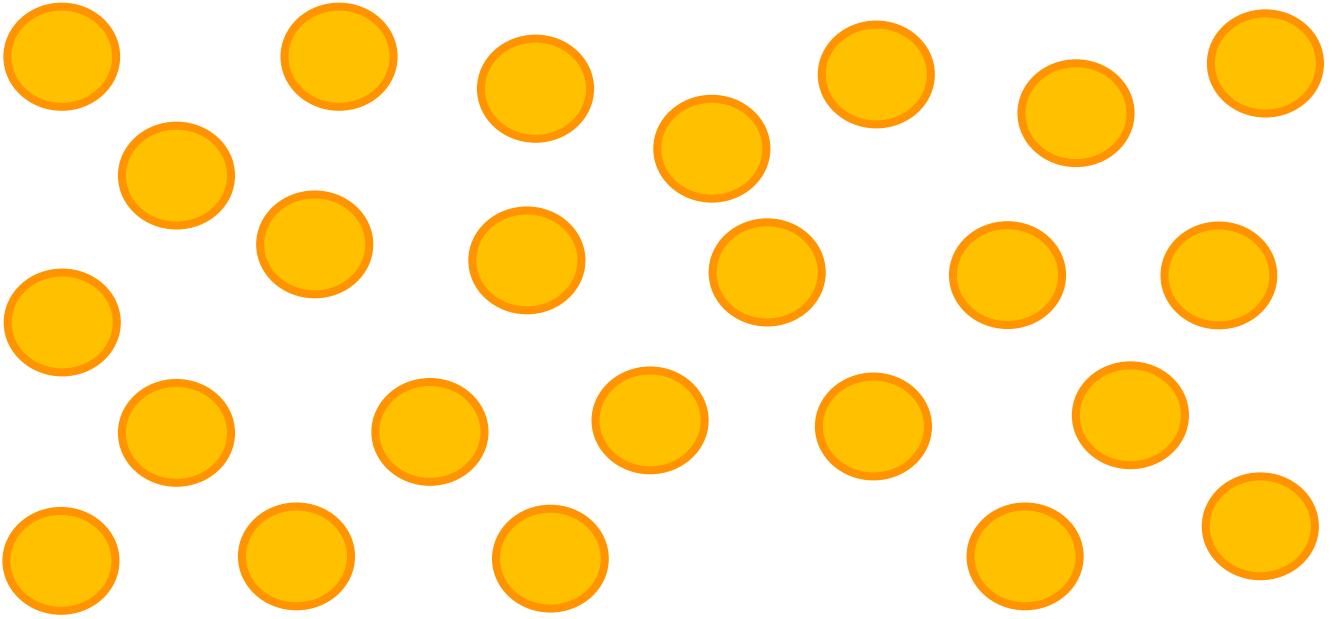
We recommend self or peer marking using the answer page provided to promote discussion and self-correction.

More [Year 1 Multiplication and Division](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

# Sharing Equally

1. Nicola has 24 counters.



How many different ways can she share them equally?

DP

2. The numbers below can be shared equally.

**30**

**12**

**15**

**10**

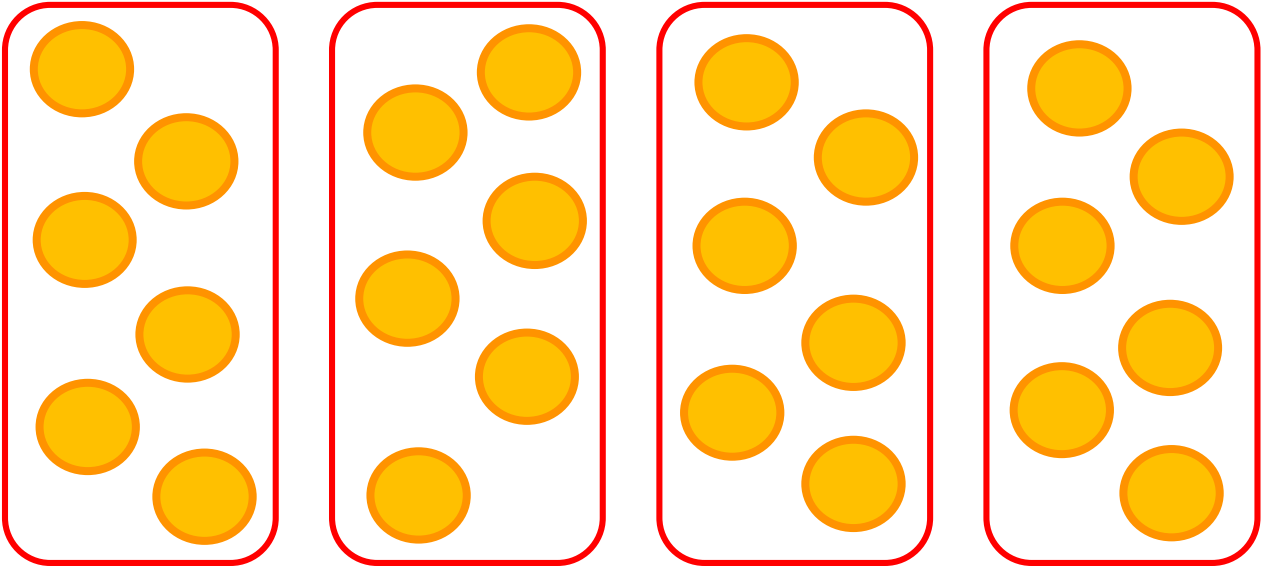
Which is the odd one out?

DP

# Sharing Equally

1. Nicola has 24 counters.

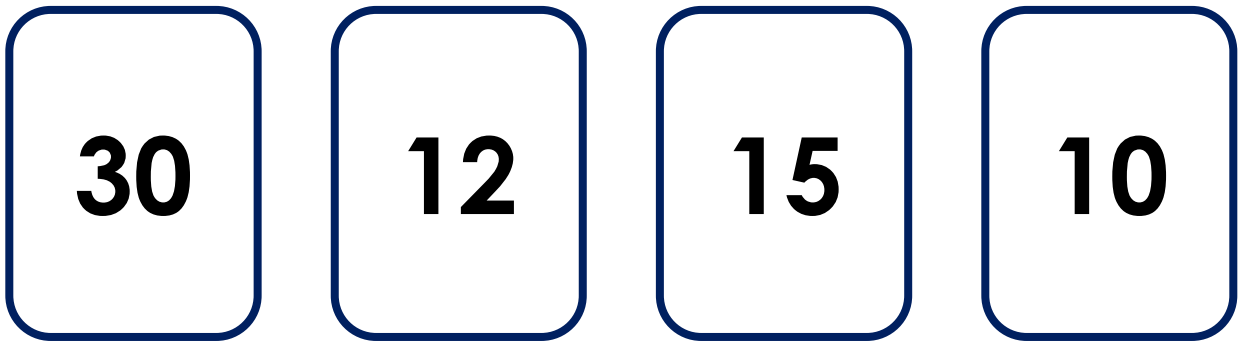
Various possible answers, for example:



How many different ways can she share them equally?

DP

2. The numbers below can be shared equally.



Which is the odd one out?

Various possible answers, for example:

15 is the odd one out because 30, 12 and 10 can be shared equally between 2.

DP