Hello Year 3,

I hope you are all well. I am missing seeing you in school.

This week we are moving from multiplication to look at division.

Division is sharing or putting into equal groups.

I would be really pleased if you could have a go at the following questions, but if you only have time to talk about them with an adult at home - that is OK too.

Maybe you could read through the sheets and then ask someone to video you being the teacher and explaining how to work out one of the answers!

Whatever you manage to do it would be great if you could email LKS2 parents @epcollier.reading.sch.uk and put Mrs Yeandle and your name in the subject bar. It could just be a message to say you have talked about the work, it might be a photograph...anything to show me you have had a go!

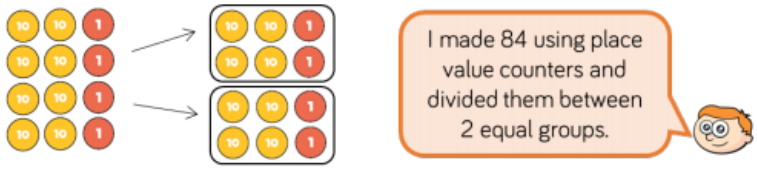
Look forward to hearing from you soon!

Mrs Yeandle

Jan 18-11:43

LI: To divide 2 digit numbers by 1 digit

Ron uses place value counters to solve 84 ÷ 2



Use Ron's method to calculate:

84 ÷ 4 66 ÷ 2 66 ÷ 3

Jan 18-11:51

Eva uses a similar method to work out 66 divided by 3, but she has shared her place value counters out into a table. Tip: As she is dividing by 3 she has split her table into 3 parts.

Tens	Ones
10 10	1 1
10 10	1 1
10 10	1 1

Use Eva's method to calculate:

69 ÷ 3 96 ÷ 3 86 ÷ 2

Jan 18-11:53

Teddy answers the question 44 ÷ 4 using place value counters.

Tens	Ones
10 10	1 1
10 10	1 1

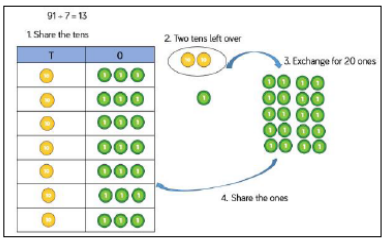
Is he correct?

Imagine you are Teddy's teacher. What would you say to him? Could you draw/write something to help him?

Jan 18-11:57

Eva's friend

Charlie now solves 91 ÷ 7 like this:



He followed similar steps to Eva.

1: He made 91 with 9 tens counters and 1 one counter.

2: He drew a table with 7 groups because this time he is dividing by 7.

3: He shared out the tens but had 2 tens left over.

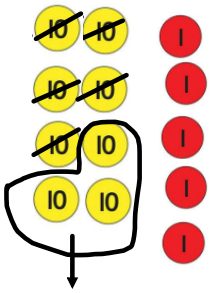
4: He exchanged the 2 tens left over into 20 Ones.

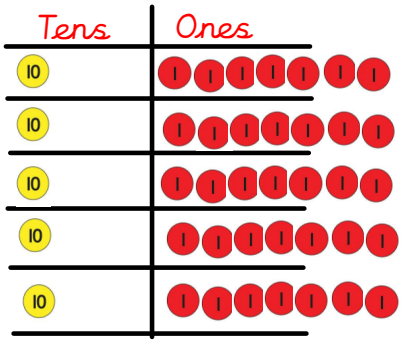
5: Now he has 21 ones to share out, (because he already had 1 one before he exchanged his two tens for ones).

Jan 18-12:03

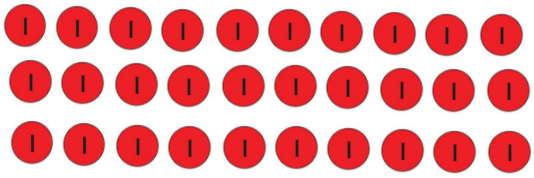
Let us look at another example where we need to exchange.

85 divided by 5





I have 3 tens that I cannot share out equally. I will exchange them for 30 Ones.



I now have 35 ones to share out.

Jan 18-12:04

Can you try these:

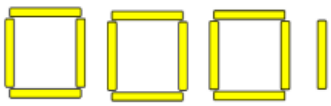
42 ÷ 3 =

65 ÷ 5 =

Jan 18-12:07

Sometimes when we divide into equal groups there may be some left over. These are called remainders.

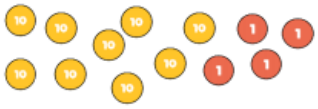
How many squares can you make with 13 lollipop sticks?
There are ___ lollipop sticks.
There are ___ groups of 4
There is ___ lollipop stick remaining.
13 ÷ 4 = ___ remainder ___



Use this method to see how many triangles you can make with 38 lollipop sticks.

Jan 18-12:21

Use place value counters to work out 94 ÷ 4
Did you need to exchange any tens for ones?
Is there a remainder?



Tens	Ones

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