Dear Parents/Carers,
This powerpoint takes the children through the learning sequence. If possible please talk through the slides with your child and check their understanding. The slides start at a basic level to re-cap previous learning.

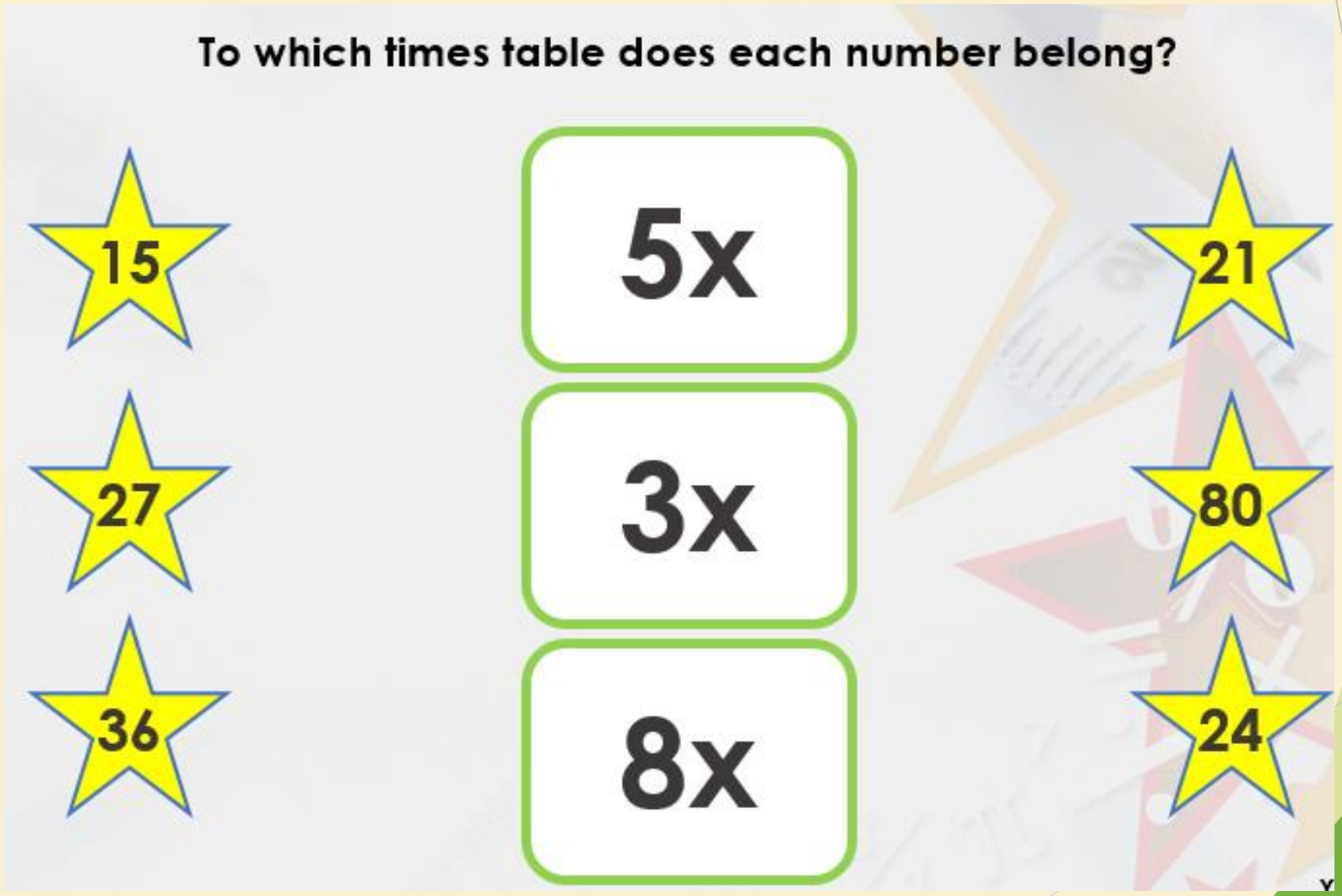
Consolidation of multiplication and division

3.7.20

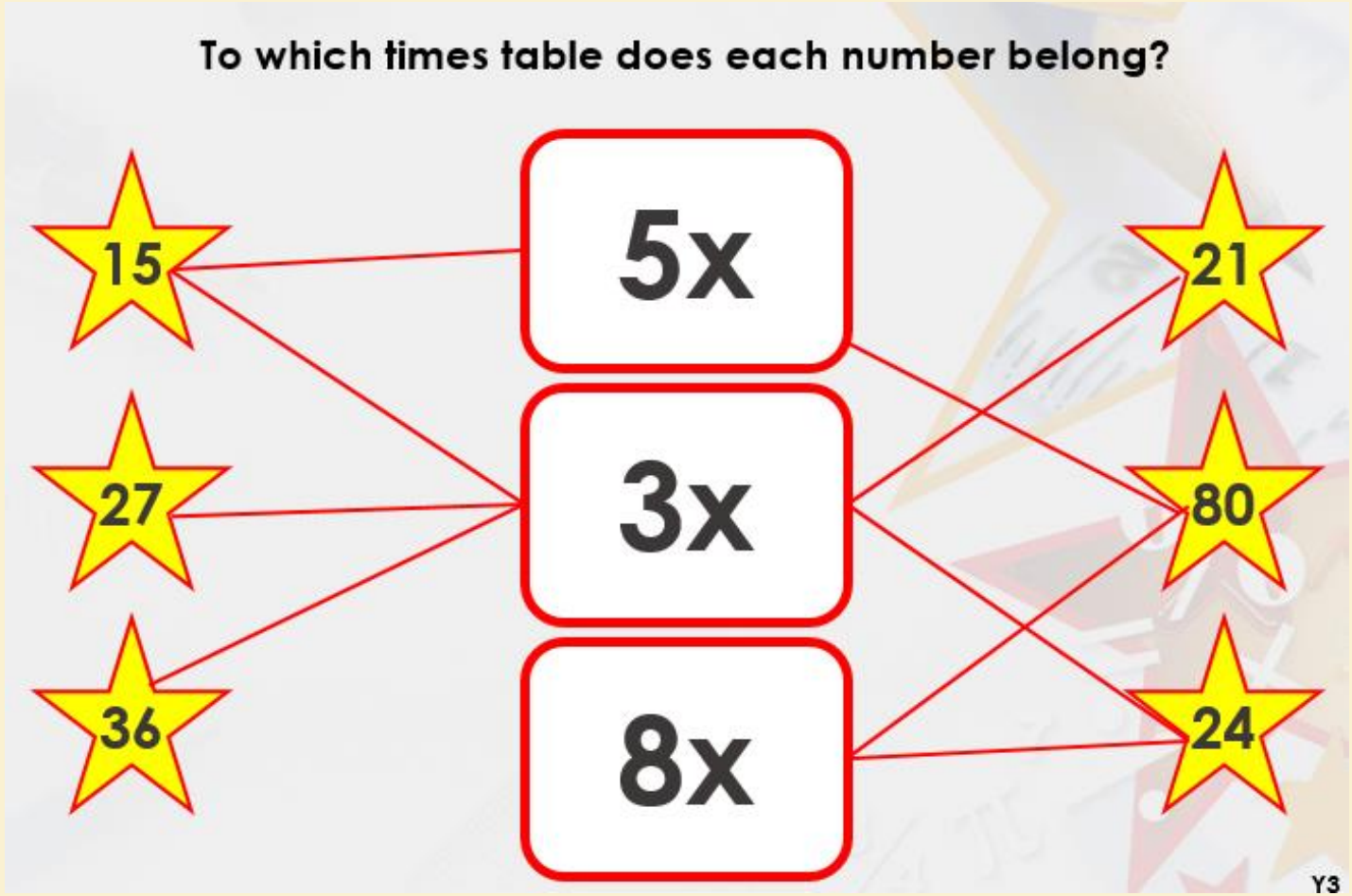
3.7.20

LO: I can divide 2 digit number by 1 digit number.

Starter


To which times table does each number belong?
15
27
36
5x
3x
8x
21
80
24

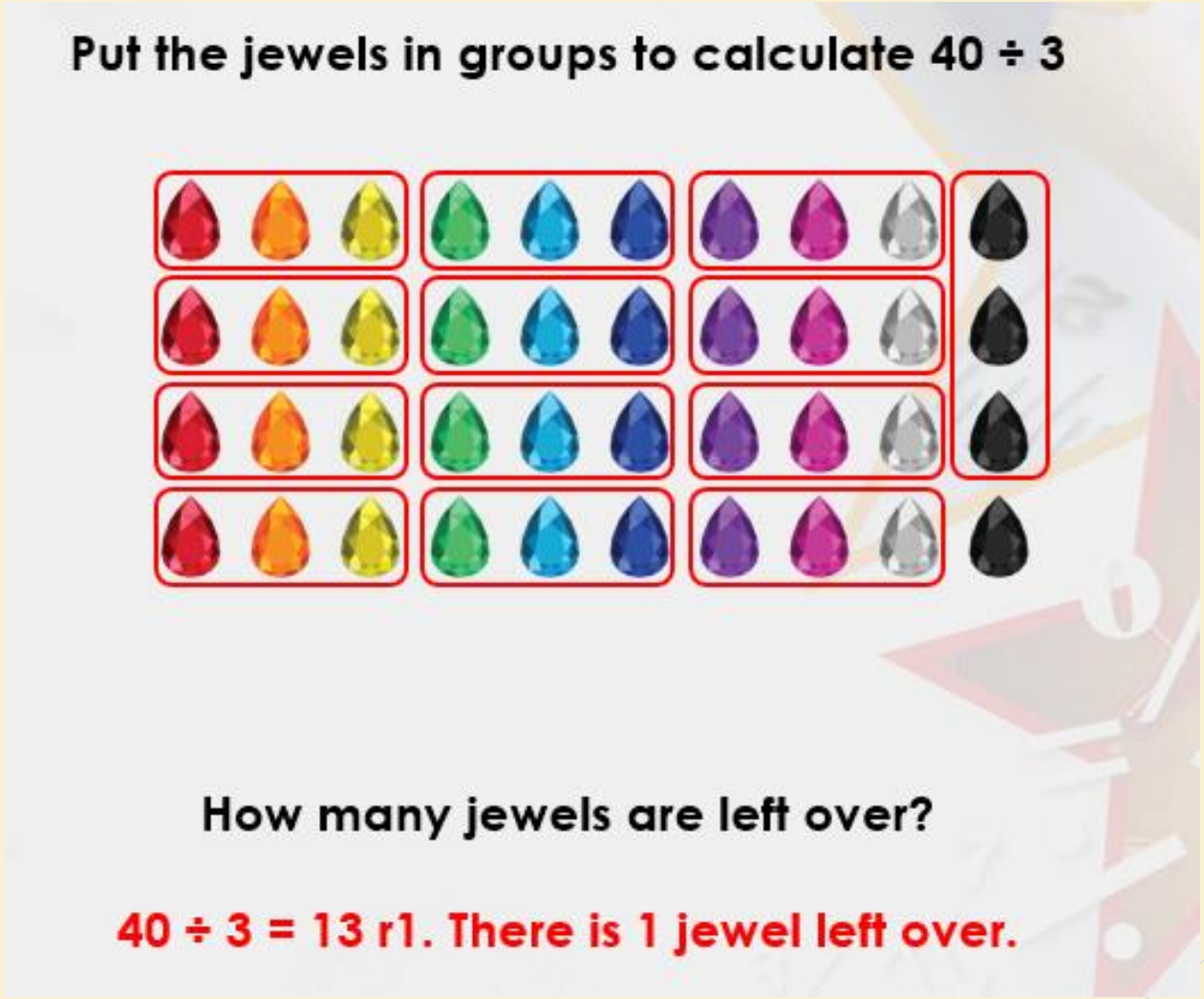
Starter - answer



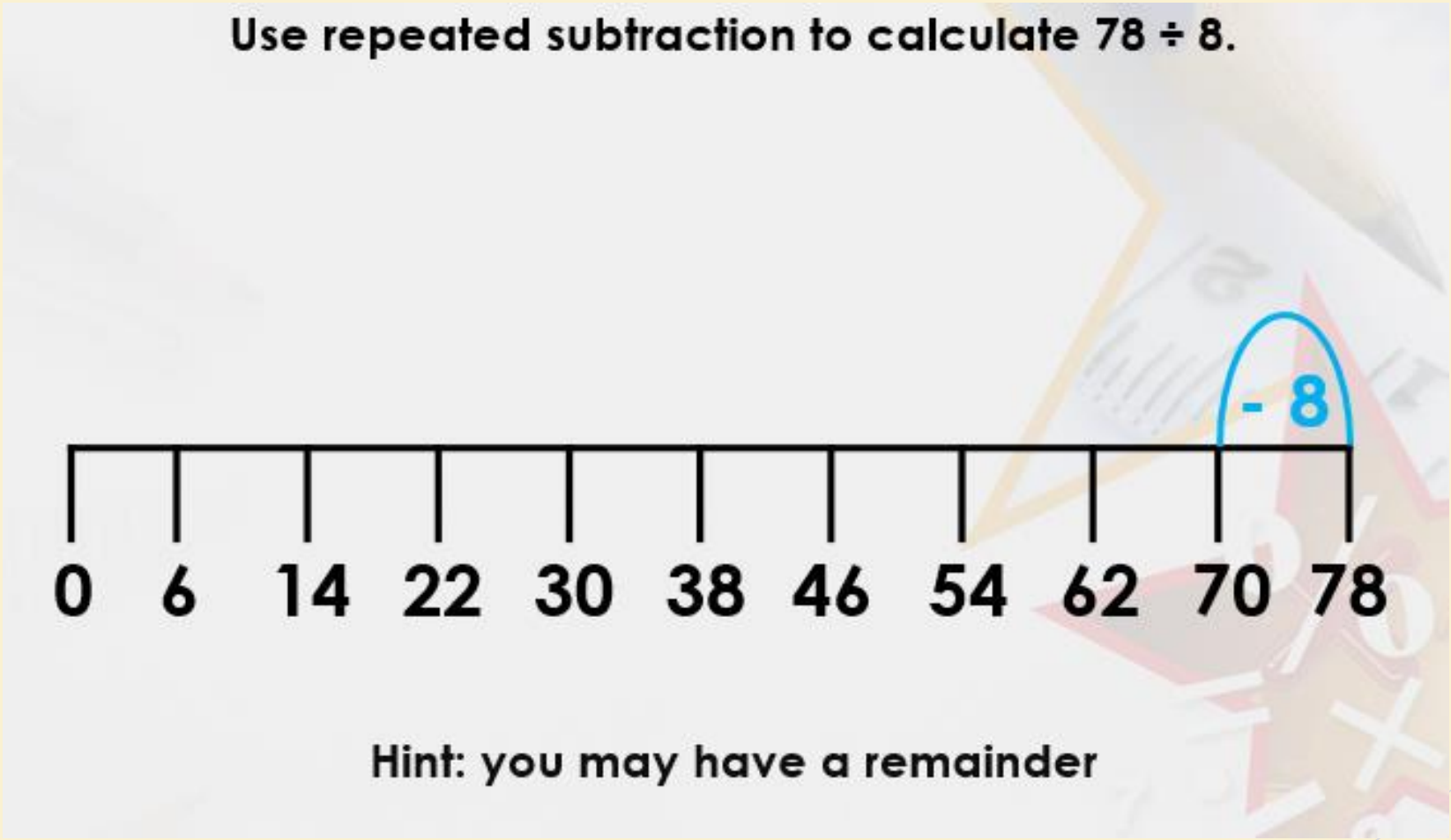
Descriptive Teaching

Do you remember how we write remainder?

Descriptive Teaching - Answer

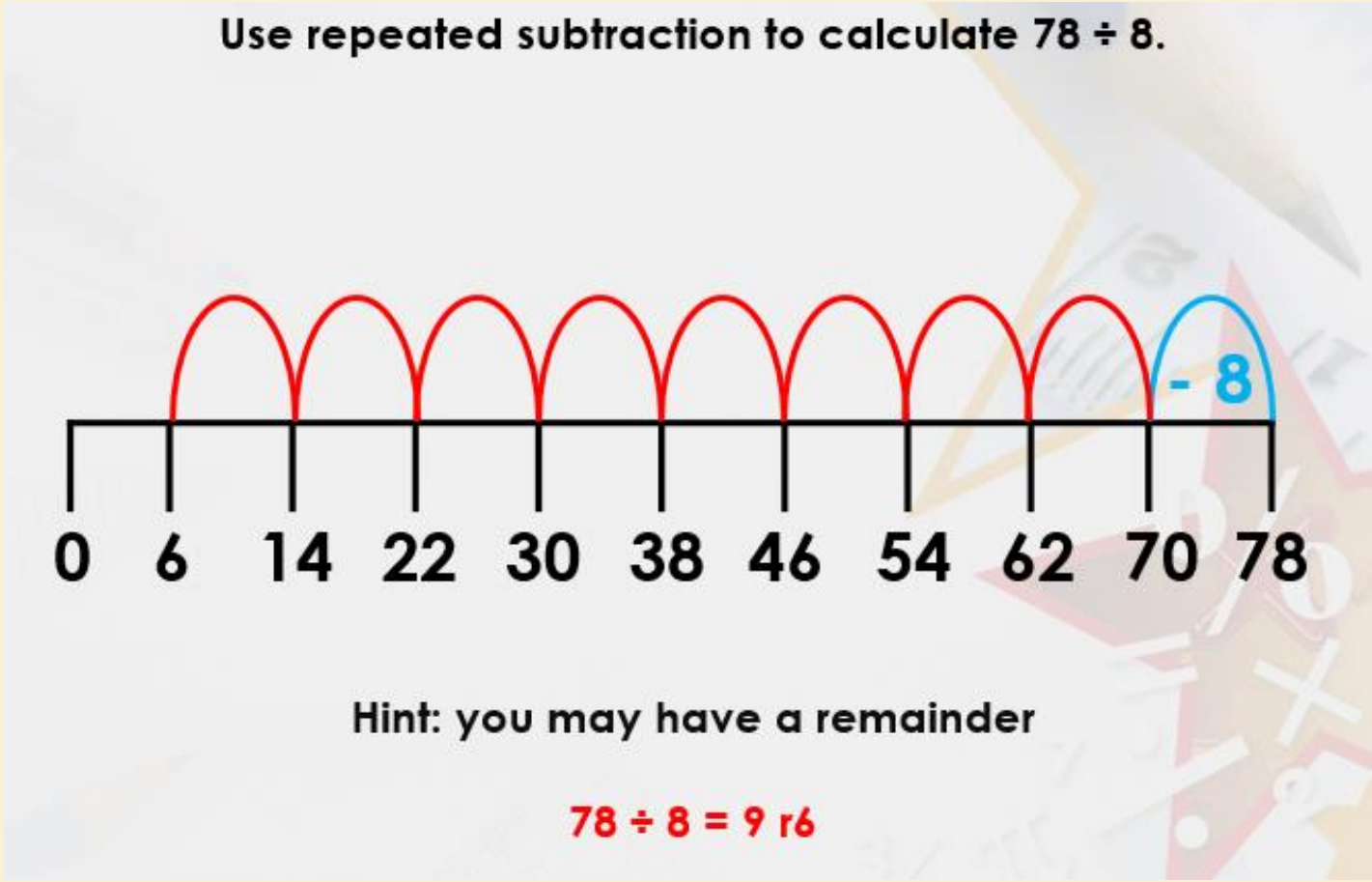


Descriptive Doing

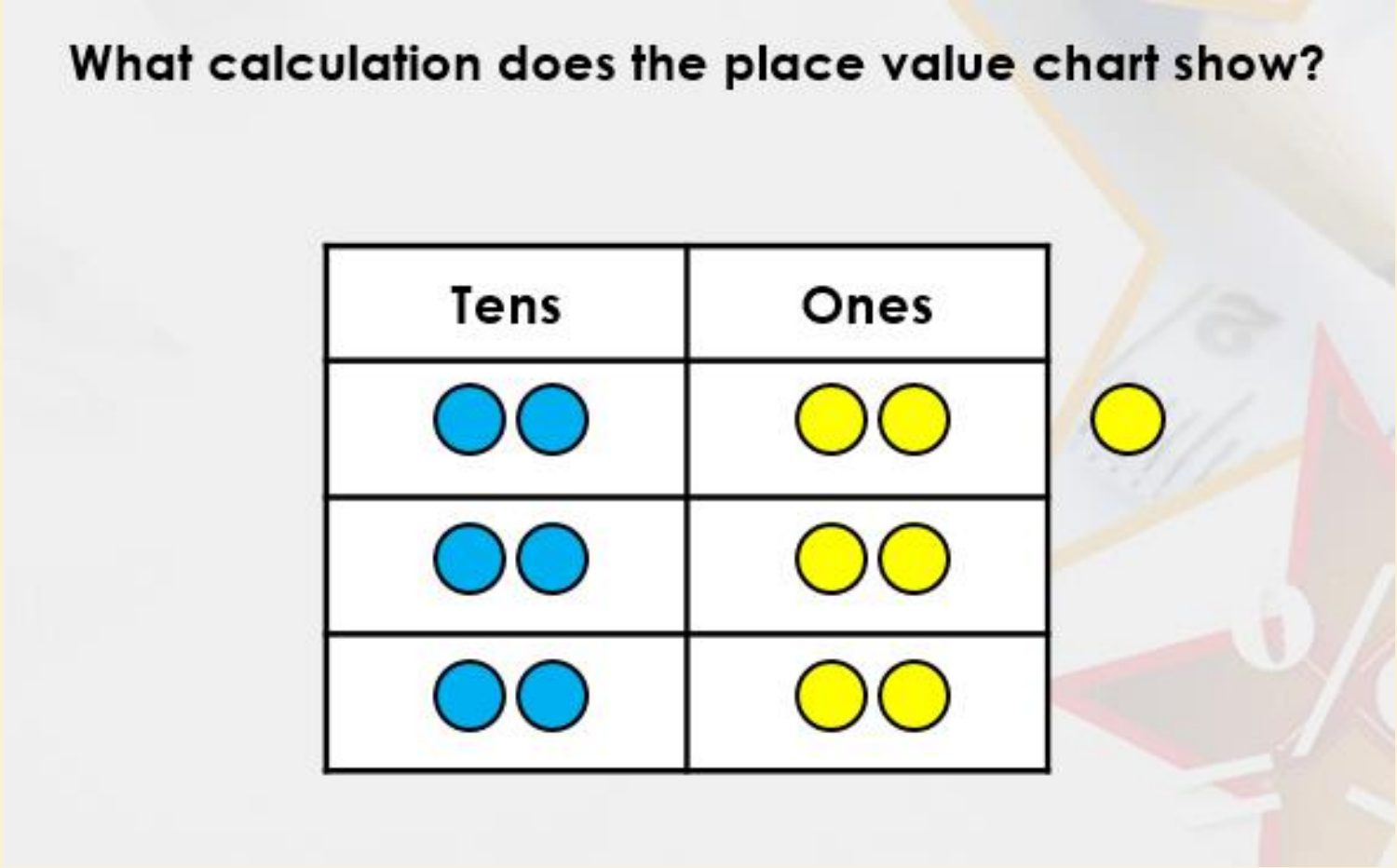


Draw the number line in your book.

Descriptive Doing - Answer

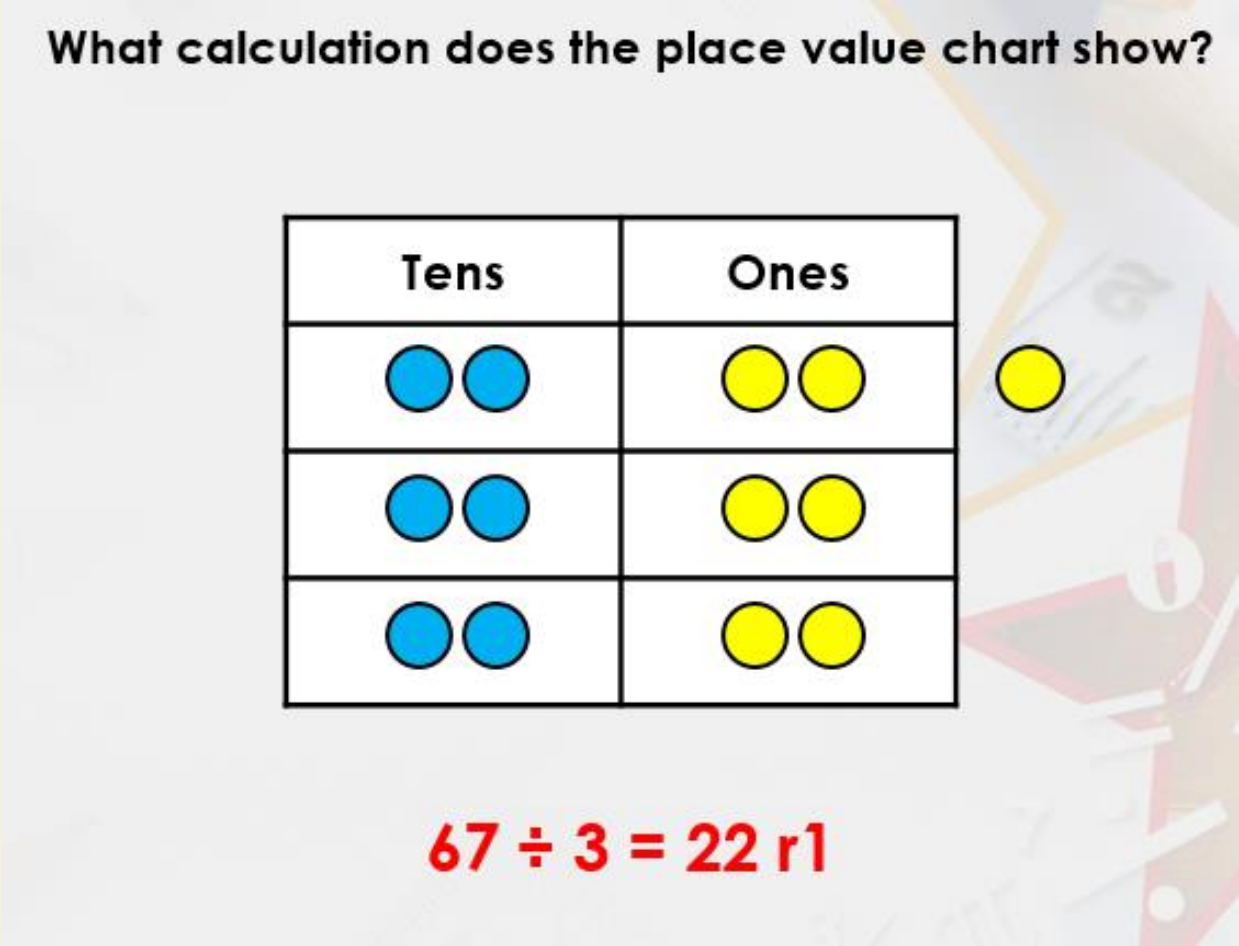


Reflective Teaching



How many tens are there? How many ones are there? What is calculation?

Reflective Teaching - Answers



Reflective Doing

30 sweets are shared equally between 5 people.

Devon says,

They will get 7 sweets each.

Chloe says,

They will get 6 sweets each.

Who is correct? Explain why.

Reflective Doing - Answers

30 sweets are shared equally between 5 people.

Devon says,

They will get 7 sweets each.

Chloe says,

They will get 6 sweets each.

Who is correct? Explain why.

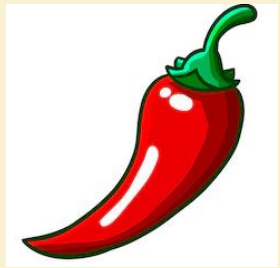
Chloe is correct because 30 ÷ 5 = 6.

Independent work

The following slides are questions for you to work through independently.

There are 3 sets of work - 1 chili (the easiest), 2 chilies, 3 chilies (the hardest). Choose one set you feel most comfortable with.

Independent work



1a. Put the spiders in groups to calculate:

13 ÷ 2

How many spiders are left over?

D

3 VF

1b. Put the flowers in groups to calculate:

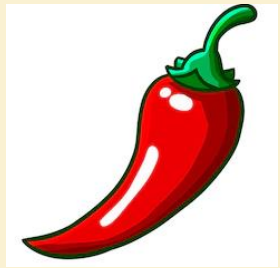
23 ÷ 5

How many flowers are left over?

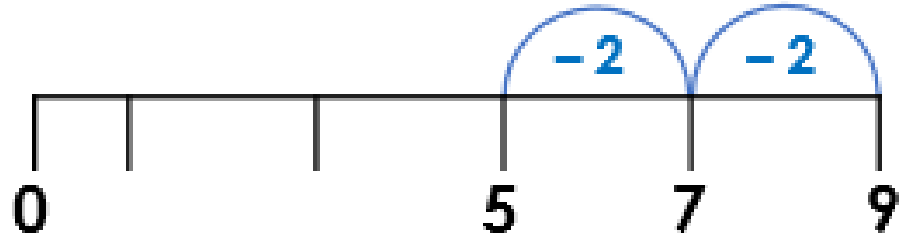
D

3 VF

Independent work

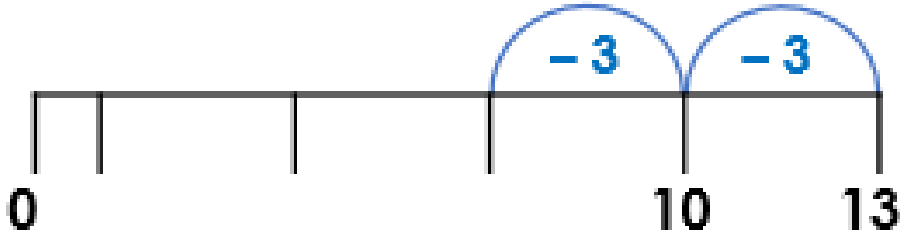


2a. Use repeated subtraction to calculate 9 ÷ 2.



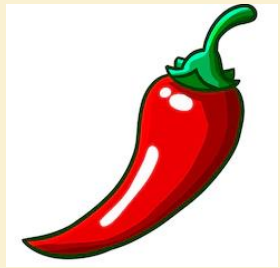
Hint: you may have a remainder

2b. Use repeated subtraction to calculate 13 ÷ 3.

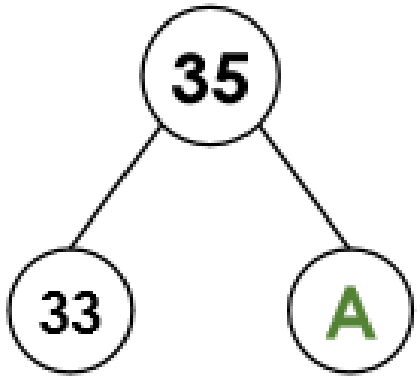


Hint: you may have a remainder

Independent work



3a. Complete the part whole model and the calculation.

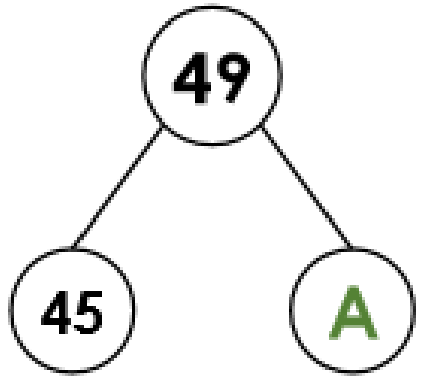


$35 \div 3 = \boxed{B}$

D

3 VF

3b. Complete the part whole model and the calculation.

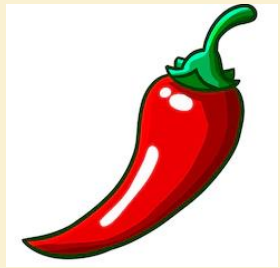


$49 \div 5 = \boxed{B}$

D

3 VF

Independent work



4a. Write the division shown on the place value chart below.

Tens	Ones
●	● ●
●	● ●
●	● ●

● ●

D

S VF

4b. Write the division shown on the place value chart below.

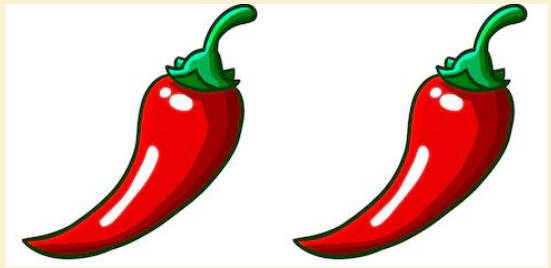
Tens	Ones
●	●
●	●

●

D

S VF

Independent work



5a. Put the cars in groups to calculate:

40 ÷ 3

How many cars are left over?

E

3 VF

5b. Put the bees in groups to calculate:

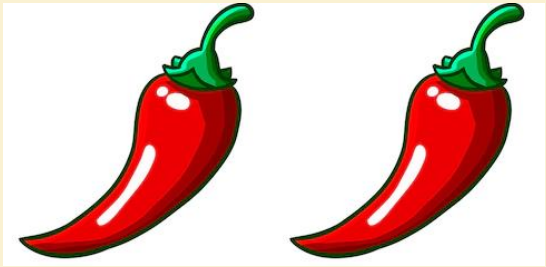
34 ÷ 5

How many bees are left over?

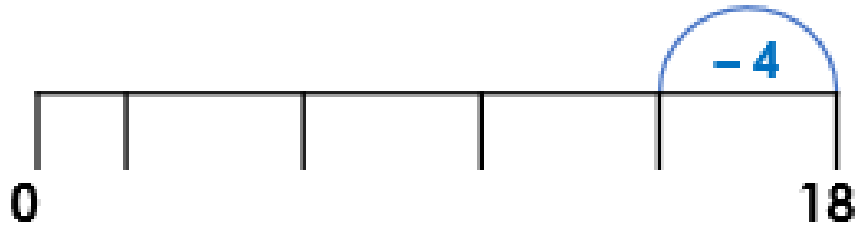
E

3 VF

Independent work



6a. Use repeated subtraction to calculate 18 ÷ 4.

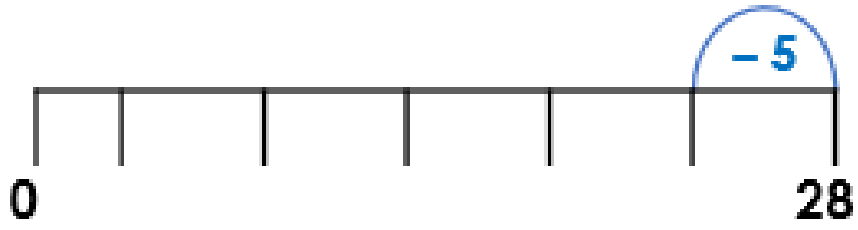


E

Hint: you may have a remainder

3 VF

6b. Use repeated subtraction to calculate 28 ÷ 5.

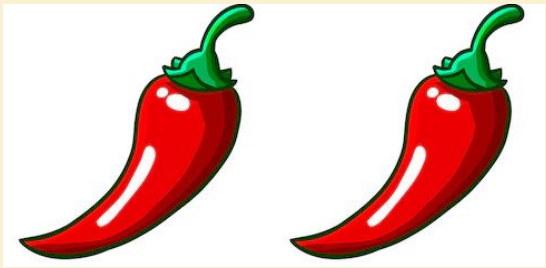


E

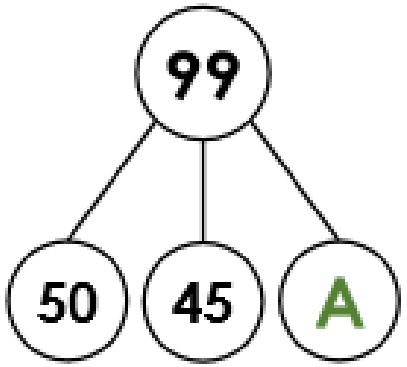
Hint: you may have a remainder

3 VF

Independent work



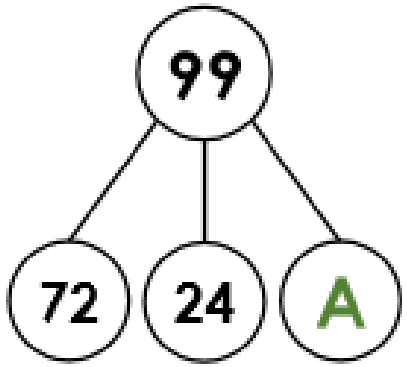
7a. Complete the part whole model and the calculation.



$99 \div 5 = \boxed{B}$

3 VF

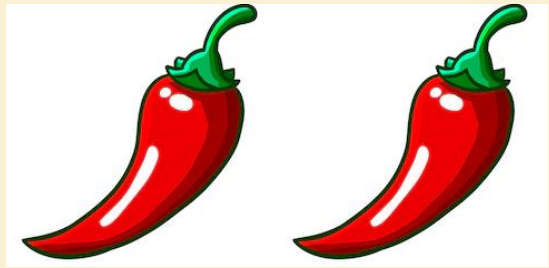
7b. Complete the part whole model and the calculation.



$99 \div 8 = \boxed{B}$

3 VF

Independent work



8a. Write the division shown on the place value chart below.

Tens	Ones
●	● ● ● ●
●	● ● ● ●
●	● ● ● ●
●	● ● ● ●
●	● ● ● ●

● ● ● ●

E

3 VF

8b. Write the division shown on the place value chart below.

Tens	Ones
●	●
●	●
●	●
●	●
●	●
●	●
●	●
●	●

● ●
● ●
●

E

3 VF

Independent work

9a. Put the cakes in groups to calculate:

34 ÷ 8

How many cakes are left over?

GD

3 VF

9b. Put the drinks in groups to calculate:

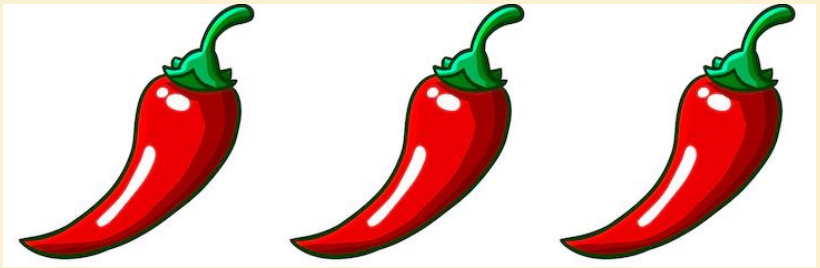
19 ÷ 4

How many drinks are left over?

GD

3 VF

Independent work



10a. Use repeated subtraction to calculate 47 ÷ 7.

GD

Hint: you may have a remainder

3 VF

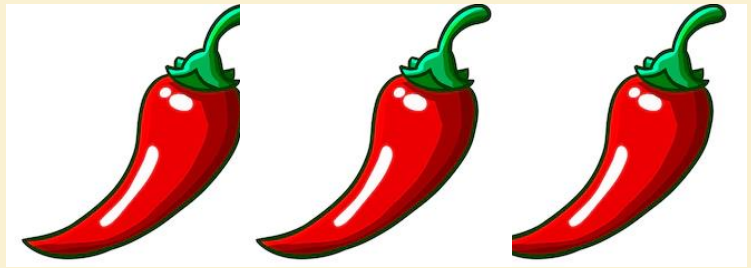
10b. Use repeated subtraction to calculate 56 ÷ 6.

GD

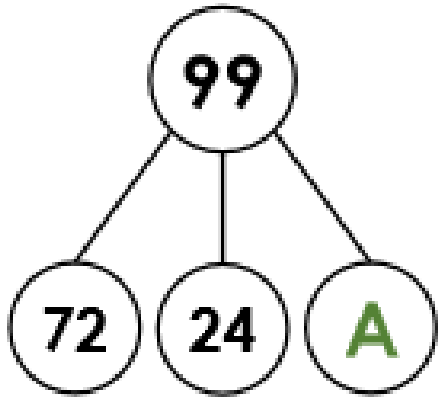
Hint: you may have a remainder

3 VF

Independent work



11a. Complete the part whole model and the calculation.

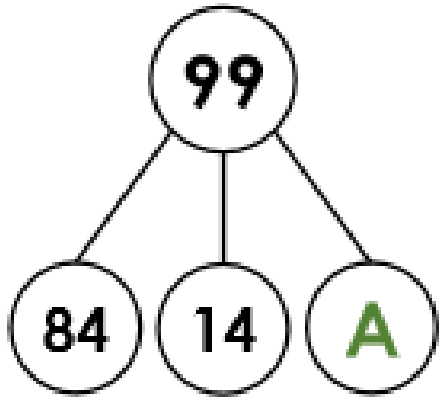


$99 \div 6 = \boxed{B}$

GD

3 VF

11b. Complete the part whole model and the calculation.



$99 \div 7 = \boxed{B}$

GD

3 VF

Independent work

12a. Write the division shown on the place value chart below.

Tens	Ones
●	●
●	●
●	●
●	●
●	●
●	●
●	●

● ● ● ● ●

GD

3 VF

12b. Write the division shown on the place value chart below.

Tens	Ones
●	● ● ● ●
●	● ● ● ●
●	● ● ● ●
●	● ● ● ●
●	● ● ● ●
●	● ● ● ●
●	● ● ● ●

● ● ● ● ● ●

GD

3 VF

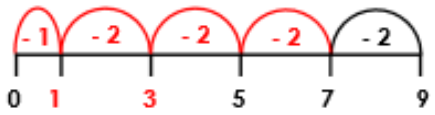
Answers

Developing

1a. 13 ÷ 2 = 6 r1

Spiders should be in 6 groups of 2 with 1 left over.

2a. 9 ÷ 2 = 4 r1



3a. A = 2, B = 11 r2

4a. 38 ÷ 3 = 12 r2

Expected

5a. 40 ÷ 3 = 13 r1

The cars should be in 13 groups of 3 with one left over.

6a. 18 ÷ 4 = 4 r2

7a. A = 4, B = 19 r4

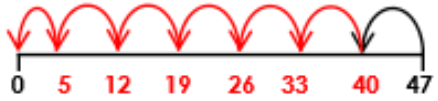
8a. 74 ÷ 5 = 14 r4

Greater Depth

9a. 34 ÷ 8 = 4 r2

Cakes should be in 4 groups of 8 with two left over.

10a. 47 ÷ 7 = 6 r5



11a. A = 3, B = 16 r3

12a. 82 ÷ 7 = 11 r5

Developing

1b. 23 ÷ 5 = 4 r3

Flowers should be in 4 groups of 5 with 3 left over.

2b. 13 ÷ 3 = 4 r1

3b. A = 4, B = 9 r4

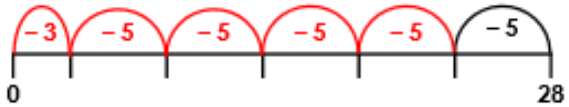
4b. 23 ÷ 2 = 11 r1

Expected

5b. 34 ÷ 5 = 6 r4

The bees should be in 6 groups of 5 with 4 left over.

6b. 28 ÷ 5 = 5 r3



7b. A = 3, B = 12 r3

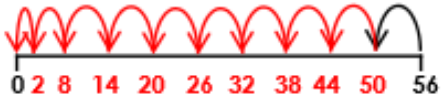
8b. 93 ÷ 8 = 11 r5

Greater Depth

9b. 19 ÷ 4 = 4 r3

Drinks should be in 4 groups of 4 with three left over.

10b. 56 ÷ 6 = 9 r2



11b. A = 1, B = 14 r1

12b. 104 ÷ 7 = 14 r6

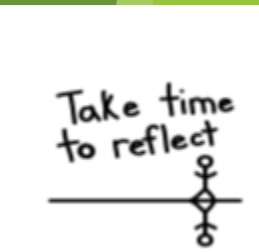
Reflection Time

Tony is thinking of a number.

My number is even. It is less than 63 but more than 22. My number can be divided by 5.

What number is Tony thinking of?

Find the 4 possible answers.



Reflection Time - Answers

Tony is thinking of a number.

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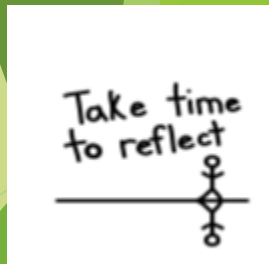
Find the 4 possible answers.

30, 40, 50 60