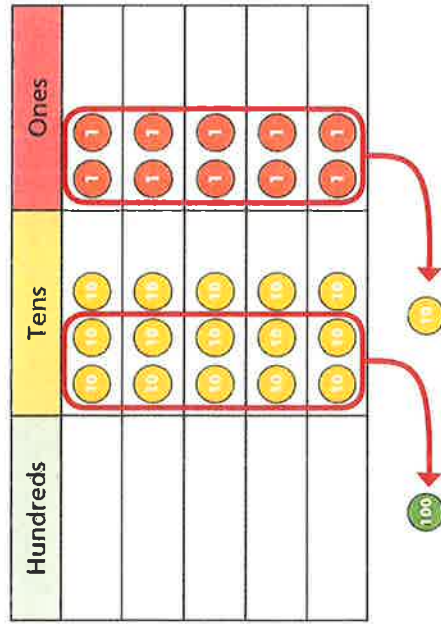


1 Brett uses a place value chart to work out 5×32



Talk about Brett's method with a partner.

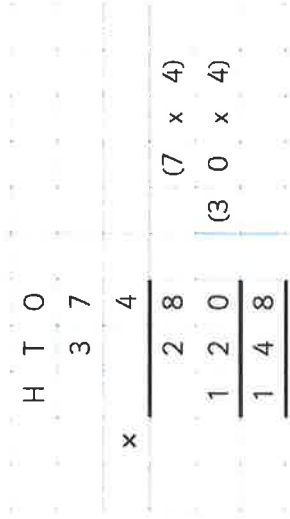
Complete the multiplication.

$5 \times 32 =$

Use Brett's method to work out 6×34

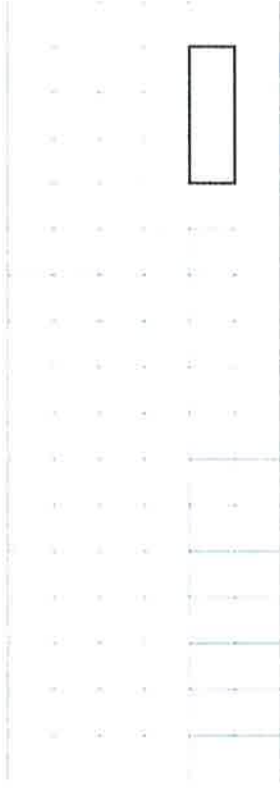
$6 \times 34 =$

2 Rosie works out 4×37 using a written method.

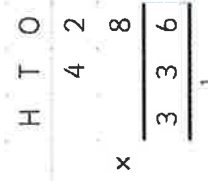


Talk about Rosie's method with a partner.

Use Rosie's method to work out 6×28



3 Dani uses a different written method to work out 8×42



Talk about Dani's method with a partner.

Use Dani's method to work out 3×27

Three sets of primary-ruled lines. The second set shows a vertical line drawn at the 10th mark, and a horizontal line drawn from the 10th mark to the 27th mark, forming a rectangle. A small box is drawn at the top right corner of this rectangle.

4 Use a written method to complete the multiplications.

a) $38 \times 6 =$

c) $45 \times 9 =$

Two sets of primary-ruled lines. The first set shows a vertical line drawn at the 10th mark, and a horizontal line drawn from the 10th mark to the 38th mark, forming a rectangle. The second set shows a vertical line drawn at the 10th mark, and a horizontal line drawn from the 10th mark to the 45th mark, forming a rectangle.

b) $71 \times 3 =$

d) $52 \times 5 =$

Two sets of primary-ruled lines. The first set shows a vertical line drawn at the 10th mark, and a horizontal line drawn from the 10th mark to the 71st mark, forming a rectangle. The second set shows a vertical line drawn at the 10th mark, and a horizontal line drawn from the 10th mark to the 52nd mark, forming a rectangle.

e) $29 \times 8 =$

f) $17 \times 4 =$

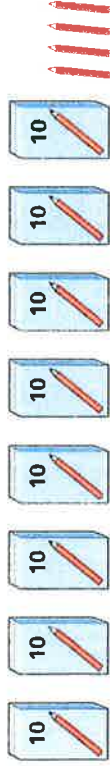
Two sets of primary-ruled lines. The first set shows a vertical line drawn at the 10th mark, and a horizontal line drawn from the 10th mark to the 29th mark, forming a rectangle. The second set shows a vertical line drawn at the 10th mark, and a horizontal line drawn from the 10th mark to the 17th mark, forming a rectangle.

- 5 Class 4 is selling tickets for a play.
Tickets cost £5 per person.
56 tickets have been sold so far.
How much money has Class 4 collected?

- 6 Rosie buys 8 bunches of flowers. Each bunch has 17 flowers.
How many flowers does she have altogether?



1 There are 84 pencils to be shared equally into 4 pots.



a) Draw the pencils on the place value chart to show how they are shared.

Tens	Ones

b) Complete the number sentences.

$$8 \text{ tens} \div 4 = \square \text{ tens} \quad 4 \text{ ones} \div 4 = \square \text{ one}$$

$$84 \div 4 = \square$$

c) How many pencils are in each pot?



2 Use a place value chart to work out the calculations.

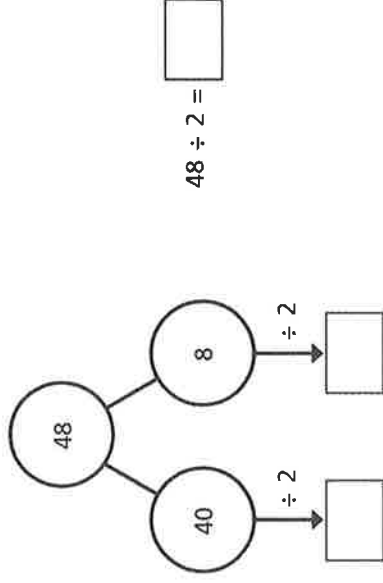
a) $39 \div 3 = \square$

b) $68 \div 2 = \square$

3 Amir solves $48 \div 2$ on a place value chart.

Tens	Ones

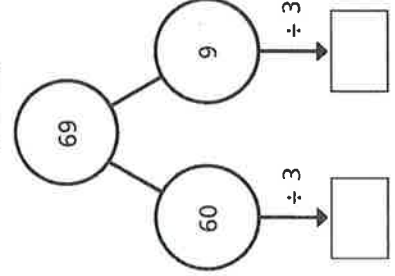
Complete the part-whole model to show what Amir has done.



4 Work out the divisions.

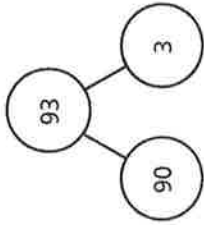
a) $69 \div 3 = \square$

b) $66 \div 2 = \square$



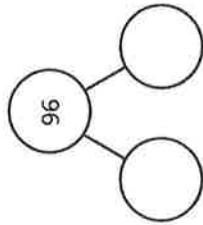
5 Work out the divisions.

a) $93 \div 3 = \square$



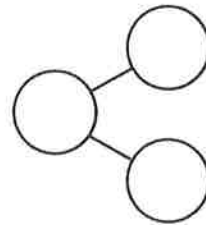
b) $82 \div 2 = \square$

$96 \div 3 = \square$



$84 \div 2 = \square$

$99 \div 3 = \square$



$86 \div 2 = \square$



6



88 can be divided equally by 2 and by 4

Do you agree with Annie? _____
Explain why. _____



Can Annie divide 88 equally by any other 1-digit numbers?

7

Esther has 2 jars of mints.

Esther shares the mints equally between 3 bowls.

How many mints are in each bowl?



There are mints in each bowl.

How many different ways can you work out the answer?



What do you notice?



Thursday

Divide 2-digits by 1-digit (2)

2 Eva has this money.



She wants to share the money equally between 3 people.

a) Use the place value chart to show how Eva can share the money.

Tens	Ones

b) How much money does each person get?

3 Divide 72 by 3



Tens	Ones

Use the place value counters to help you.

$$72 \div 3 = \boxed{}$$

1 Rosie has 56 pencils.

a) Draw base 10 to represent the pencils.



Rosie shares the 56 pencils equally between 4 pots.

b) Draw base 10 on the place value grid to share the pencils.

Tens	Ones

c) How many pencils are in each pot?

d) Did you have to make an exchange?



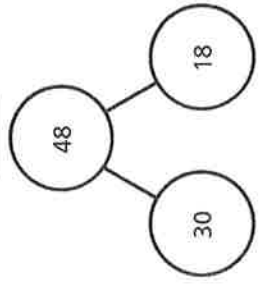
4 Use base 10 or counters to work out the divisions.

- a) $45 \div 3 =$
- b) $57 \div 3 =$
- c) $92 \div 4 =$

6

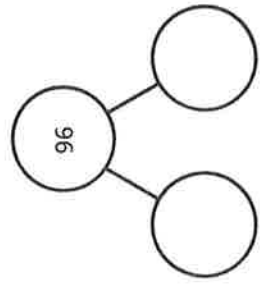
Use the part-whole models to complete the divisions.

a) $48 \div 3 =$



- $30 \div 3 =$
- $18 \div 3 =$
- $48 \div 3 =$

b) $96 \div 4 =$



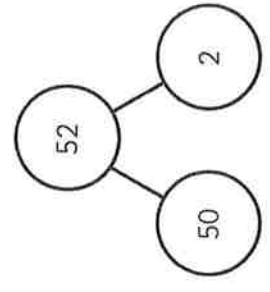
c) $65 \div 5 =$

d) $75 \div 3 =$

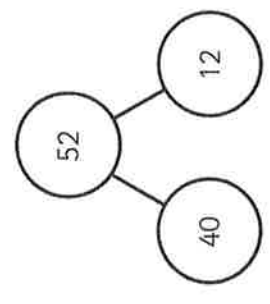
5

Rosie and Tommy are working out $52 \div 4$. They both use a part-whole model.

Rosie



Tommy



a) Whose part-whole model will help them with the division?

How do you know?

b) Use a part-whole model to work out $52 \div 4$

7

Here are 3 divisions.

$96 \div 8$

$96 \div 4$

$96 \div 2$

a) What is the same about the questions? What is different?

b) Complete the divisions.

$96 \div 8 =$

$96 \div 4 =$

$96 \div 2 =$

c) What do you notice? Talk about it with a partner.