

Wednesday - Yr 5 Maths - All

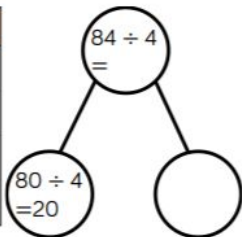
Jack is dividing 84 by 4 using place value counters.



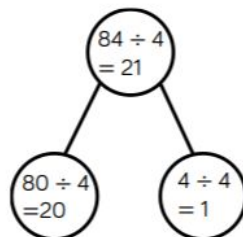
First, he divides the tens.

Then, he divides the ones.

| Tens | Ones |
|-------|------|
| 10 10 | |
| 10 10 | |
| 10 10 | |
| 10 10 | |



| Tens | Ones |
|-------|------|
| 10 10 | 1 |
| 10 10 | 1 |
| 10 10 | 1 |
| 10 10 | 1 |



Use Jack's method to calculate:

$69 \div 3$

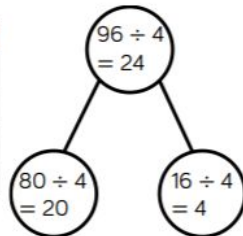
$88 \div 4$

$96 \div 3$

Rosie is calculating 96 divided by 4 using place value counters.

First, she divides the tens. She has one ten remaining so she exchanges one ten for ten ones. Then, she divides the ones.

| Tens | Ones |
|-------|---------|
| 10 10 | 1 1 1 1 |
| 10 10 | 1 1 1 1 |
| 10 10 | 1 1 1 1 |
| 10 10 | 1 1 1 1 |



Use Rosie's method

to solve

$65 \div 5$

$75 \div 5$

$84 \div 6$

Wednesday - Yr 5 Maths - ** and ***

Dora is calculating $72 \div 3$
Before she starts, she says the
calculation will involve an exchange.

Do you agree?
Explain why.

Eva has 96 sweets.
She shares them into equal groups.
She has no sweets left over.
How many groups could Eva have shared
her sweets into?

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Whitney is working out $49 \div 4$ using a place value chart.

| Tens | Ones |
|------|------|
| 10 | 1 1 |
| 10 | 1 1 |
| 10 | 1 1 |
| 10 | 1 1 |

1

- a) Talk about Whitney's method with a partner.
b) Why is there one counter left over?

- c) Complete the division.

$$49 \div 4 = \boxed{}$$

Complete the divisions.

a) $47 \div 3 = \boxed{}$

b) $26 \div 5 = \boxed{}$

c) $89 \div 4 = \boxed{}$

d) $32 \div 5 = \boxed{}$

e) $49 \div 6 = \boxed{}$

f) $47 \div 4 = \boxed{}$

g) $74 \div 3 = \boxed{}$

h) $81 \div 7 = \boxed{}$

Thursday - Yr 5 Maths - ** and ***

Dora has been working out some divisions.

$$72 \div 4 = 18$$

$$73 \div 4 = 18 \text{ r}1$$

$$74 \div 4 = 18 \text{ r}2$$

$$75 \div 4 = 18 \text{ r}3$$



I know without working it out that $76 \div 4$ must be $18 \text{ r}4$

a) Why does Dora think this?

b) Explain why Dora is wrong.

Jack has these bulbs.



Daffodils 49



Tulips 63



Crocuses 98

Equal numbers of each bulb are put into 4 tubs.

How many of each bulb will be in each tub?

Daffodils Tulips Crocuses

How many of each bulb will be left over?

Daffodils Tulips Crocuses

Friday - Yr 5 Maths - All

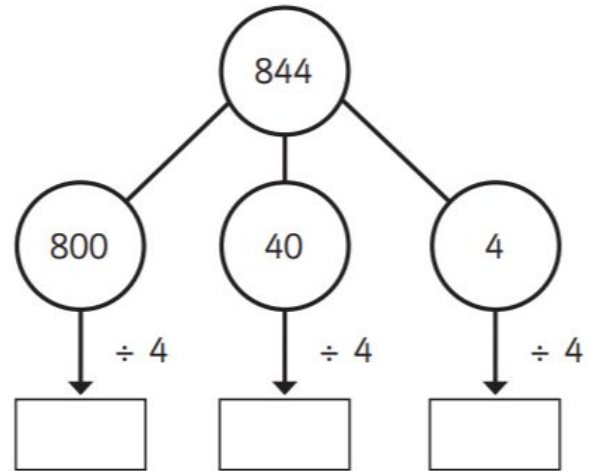
Jack is working out $844 \div 4$ using a place value chart.

| H | T | O |
|---------|----|---|
| 100 100 | 10 | 1 |
| 100 100 | 10 | 1 |
| 100 100 | 10 | 1 |
| 100 100 | 10 | 1 |

Complete the division.

$$844 \div 4 = \boxed{}$$

Eva is working out $844 \div 4$ using a part-whole model.



Complete Eva's method.

$$844 \div 4 = \boxed{}$$

Friday - Yr 5 Maths - **

Eva has a piece of ribbon.

The ribbon measures 839 cm long.



How much ribbon would be left over if she cuts it into:

a) 4 equal pieces

b) 6 equal pieces

c) 8 equal pieces

Can Eva cut the ribbon into equal pieces with no ribbon left over? _____

Explain your answer.

Use 15 counters and a place value chart.

a) Can you make a number that is divisible by 3? _____

b) Can you make a number that has a remainder of 1 when divided by 3? _____

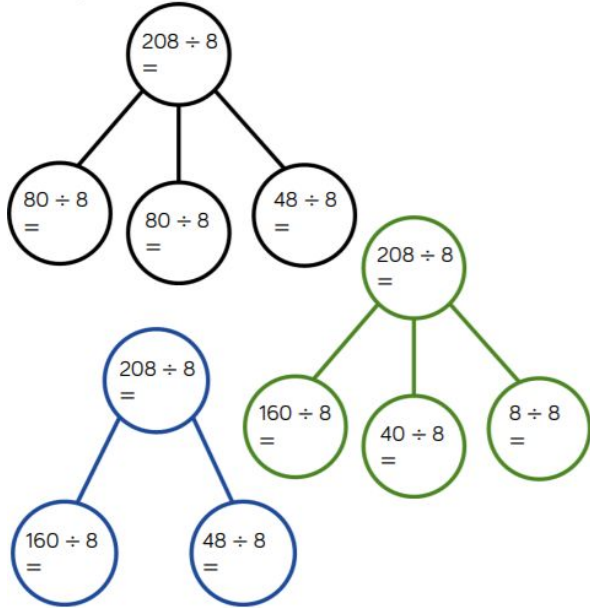
c) Can you make a number that has a remainder of 2 when divided by 3? _____

What do you notice? Talk about your findings with a partner.

Friday - Yr 5 Maths - ***

Dexter is calculating $208 \div 8$ using part-whole models.

Can you complete each model?



How many part-whole models can you make to calculate $132 \div 4$?

You have 12 counters and the place value grid. You must use all 12 counters to complete the following.

| Hundreds | Tens | Ones |
|----------|------|------|
| | | |
| | | |
| | | |



- Create a 3-digit number divisible by 2
- Create a 3-digit number divisible by 3
- Create a 3-digit number divisible by 4
- Create a 3-digit number divisible by 5
- Can you find a 3-digit number divisible by 6, 7, 8 or 9?