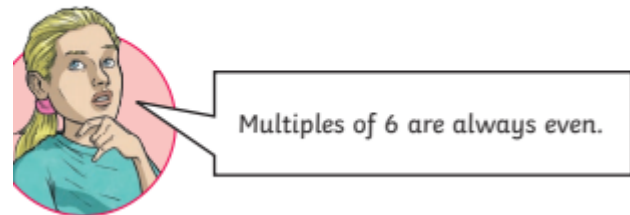

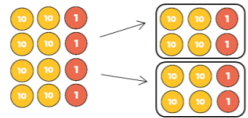


## Maths task grid for Year 3 / 4 – Summer 2 Week 5

Please select the task appropriate to your child's group.

Make sure you write the short date followed by the LI above every piece of work.

	Miss Dippie's group	Mrs Heath's group	Mrs Price/ Mrs Pittarello's group
Monday	<p><b>LI: To divide by 2</b></p> <p><b>Starter:</b> The teacher has asked a child to circle the odd numbers. Put a cross by the number incorrectly circled and tick by the number missed.</p> <p>45      22      17      93      56</p> <p>This week are going to look at division. If we know our times tables facts, then division can be easy. We are looking at dividing by 2 today. This means making two equal groups. Complete the questions by using your 2 times table knowledge or drawing circles to make two equal groups. If you have counters at home this might also help.</p> <p>When there is one remainder write this as a <math>\frac{1}{2}</math> or <math>\_5</math></p> <p><b>Task:</b></p>	<p><b>LI: To know division facts</b></p> <p>Remember if you know your multiplication facts then you know your division facts too.</p> <p>If I give you one fact- you should be able to generate another 3 from that fact. Eg My fact is <math>4 \times 3 = 12</math> You can tell me <math>3 \times 4 = 12</math>, <math>12 \div 3 = 4</math> <math>12 \div 4 = 3</math></p> <p>Write down each fact and then 3 others you know</p> <p><math>24 \times 3 = 72</math> <math>18 \times 5 = 90</math> <math>34 \times 4 = 136</math> <math>246 \div 6 = 31</math></p> <p>Make up some sums yourself (you could use a dice, number cards or a spinner to generate numbers). Do a column multiplication to work out the answer eg <math>34 \times 5</math>. Then write the other 3 facts you can find from this.</p> <p><b>Challenge</b></p> <p>John knows that <math>27 \times 8 = 216</math>. Explain how he can use this fact to find out the answer to <math>28 \times 8</math> <math>26 \times 8</math></p>	<p><b>LI: To practice division facts</b></p> <p>Practise your division facts on hit the button: <a href="https://www.topmarks.co.uk/maths-games/hit-the-button?sm=au=iHVTnDfZSnvfVD0j">https://www.topmarks.co.uk/maths-games/hit-the-button?sm=au=iHVTnDfZSnvfVD0j</a></p> <p>Activity 1: Find and colour the multiples of 6, 8 and 9</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center; margin: 0;"><b>6</b></p> <p style="margin: 5px 0;">9    36    42</p> <p style="margin: 5px 0;">6    30    72</p> <p style="margin: 5px 0;">24    50    60    20    48</p> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center; margin: 0;"><b>8</b></p> <p style="margin: 5px 0;">20    72</p> <p style="margin: 5px 0;">21    80    31</p> <p style="margin: 5px 0;">40    96    64</p> <p style="margin: 5px 0;">56    45    88</p> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center; margin: 0;"><b>9</b></p> <p style="margin: 5px 0;">45    14    81</p> <p style="margin: 5px 0;">40    54    9</p> <p style="margin: 5px 0;">63    36    10</p> <p style="margin: 5px 0;">27    57</p> </div> </div> <p>Activity 2:</p> <p>a) <math>24 \div 4 =</math>      b) <math>36 \div 6 =</math>      c) <math>96 \div 6 =</math>      d) <math>81 \div 3 =</math></p> <p><b>Challenge 1: Word Problems</b></p> <p>1) There are 3 students in the group and 42 stickers. If the stickers are divided equally among the students, how many does each student get?</p> <p>2) There was 90ml of medicine in a bottle. One teaspoon can hold 5ml. How many teaspoons of medicine can you pour out of the bottle?</p> <p>3) There were 22 blue smarties, 18 red smarties and 17 green smarties. Three children wanted to share them out. How many did they get each?</p> <p><b>Challenge 2: Word problems</b></p> <p>A)</p>

	<p>1. <math>12 \div 2 = \underline{\quad}</math></p> <p>2. <math>24 \div 2 = \underline{\quad}</math></p> <p>3. <math>2 \div 2 = \underline{\quad}</math></p> <p>4. <math>10 \div 2 = \underline{\quad}</math></p> <p>5. <math>14 \div 2 = \underline{\quad}</math></p> <p>6. <math>5 \div 2 = \underline{\quad}</math></p> <p>7. <math>23 \div 2 = \underline{\quad}</math></p> <p>8. <math>15 \div 2 = \underline{\quad}</math></p> <p>9. <math>6 \div 2 = \underline{\quad}</math></p> <p>10. <math>16 \div 2 = \underline{\quad}</math></p> <p><b>Challenge:</b> Solve the following calculations</p> <p>half of 22 = <input type="text"/>      double 9 = <input type="text"/></p> <p>5 x 5 = <input type="text"/>      7 x 2 = <input type="text"/></p>	<p>27 x 9</p>	<p>Read the statement below. Is it always, sometimes or never true? Explain your reasoning.</p> <div data-bbox="1361 199 1989 414">  </div> <p>B) Emma says 1001 is in the 7 times table ( a multiple of 7). Do you agree? Explain your answer.</p>
Tuesday	<p><b>LI: To divide by 3</b></p> <p><b>Starter:</b> I find 6 pairs of gloves in a drawer. How many gloves are there altogether?</p>  <p>Today we are going to look at dividing by 3. Watch and sing along to this video to recap your 3 x tables.</p> <p><a href="https://www.youtube.com/watch?v=dzVyBQ5uTbo">https://www.youtube.com/watch?v=dzVyBQ5uTbo</a></p>	<p><b>LI: to divide 2 digit numbers by 1 digit numbers</b></p> <p><b>Try drawing these methods in your book today to help you with division.</b></p> <p>Ron uses place value counters to solve <math>84 \div 2</math></p> <div data-bbox="815 1283 1352 1401">  <div data-bbox="1106 1289 1308 1394"> <p>I made 84 using place value counters and divided them between 2 equal groups.</p> </div> </div> <p>Use Ron's method to calculate:</p> <p><math>84 \div 4</math>      <math>66 \div 2</math>      <math>66 \div 3</math></p>	<p><b>L.I: LI:To divide 2 digit numbers by a 1 digit number 1)</b></p> <p><b>Use written methods (bus stop) to solve these calculations:</b></p>

Use your 3 times table knowledge to help you when dividing by 3 or make 3 equal groups. If you have counters at home, they might help you or using your fingers.

**Task:**

$24 \div 3 = \square \quad 3 \div 3 = \square \quad 12 \div 3 = \square$

$30 \div 3 = \square \quad 0 \div 3 = \square \quad 6 \div 3 = \square$

$9 \div 3 = \square \quad 18 \div 3 = \square \quad 15 \div 3 = \square$

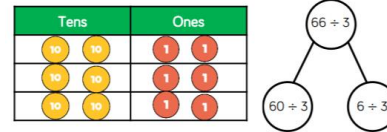
$21 \div 3 = \square \quad 27 \div 3 = \square$

**Challenge:**

Nat is thinking of a number. He multiplies it by 3 and his new number is 27. What number was he first thinking of?



Eva uses a place value grid and part-whole model to solve  $66 \div 3$



Use Eva's method to calculate:  
 $69 \div 3$

$96 \div 3$

$86 \div 2$



Dora thinks that 88 sweets can be shared equally between eight people.

Is she correct?

**Challenge**

Draw a part whole model (like the one above) to solve these

369	3
484	4
248	2
630	3
888	4
505	5

a)  $59 \div 3 = \square$  c)  $\square = 95 \div 7$

b)  $67 \div 4 = \square$  d)  $\square = 47 \div 4$

The florist is making 6 bouquets of flowers. She has 86 roses, 99 tulips and 78 daffodils to share equally between each bouquet. How many of each flower will be left over when she has finished?



2) Problem solving:

			<div>1) a) Copy the table then sort the numbers from 5 to 30 into the correct places to show what happens when they are divided by 4.</div> <div><div><div>Numbers Divisible by 4</div><div><div>Has No Remainder</div><div>Has a Remainder of 1</div><div>Has a Remainder of 2</div><div>Has a Remainder of 3</div></div><div></div></div></div> <div>b) What did you notice?</div> <div>Charlie has also spotted something interesting. Test out his hypothesis. Explain what you found out.</div> <div><div>I have noticed that when we divided by 4, the numbers in each set all had a difference of 4. I think that if I repeated the activity with numbers divisible by 3 or 5, the same thing would happen.</div></div>
Wednesday	<div>LI: To divide by 5</div> <div>Starter:</div>	<div>LI: to divide 2 digit numbers by 1 digit numbers</div> <div>Starter task:</div> <div><div></div><div></div></div>	<div>LI: To divide 3 digit numbers by a 1 digit number</div> <div>Remind yourself how to use the 'bus stop method' of division.</div> <div><a href="https://www.youtube.com/watch?v=Zw80VcCMdpM">https://www.youtube.com/watch?v=Zw80VcCMdpM</a></div> <div>Use the 'bus stop' method to work out the following division calculations:</div>

Write a multiplication or a division sentence around the fol



Each packet contains 10 seeds. How many seeds are there

Today we are going to look at dividing by 5. Watch and sing along to this video to recap your 5 x tables.

<https://www.youtube.com/watch?v=gfRVYPcfecE>

Use your 5 times table knowledge to help you when dividing by 5 or make 5 equal groups. If you have counters at home, they might help you or using your fingers.

### Task:

$$40 \div 5 = \square \quad 5 \div 5 = \square \quad 20 \div 5 = \square$$

$$50 \div 5 = \square \quad 0 \div 5 = \square \quad 10 \div 5 = \square$$

$$15 \div 5 = \square \quad 30 \div 5 = \square \quad 25 \div 5 = \square$$

$$35 \div 5 = \square \quad 45 \div 5 = \square$$

### Challenge:

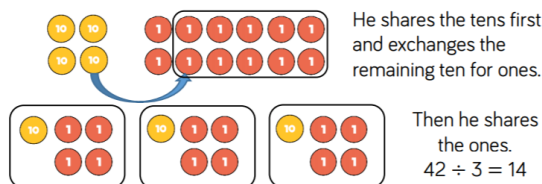


There are 60 sweets. If I put 5 in each bag, how many ba

Remind yourself about parallel, perpendicular, horizontal and vertical lines. Work out how many of each these shapes have.

### Draw these division diagrams into your book to show how you worked them out

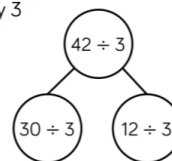
Ron uses place value counters to divide 42 into three equal groups.



Use Ron's method to calculate  $48 \div 3$ ,  $52 \div 4$  and  $92 \div 8$

Annie uses a similar method to divide 42 by 3

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



Use Annie's method to calculate:

$$96 \div 8 \quad 96 \div 4 \quad 96 \div 3 \quad 96 \div 6$$

$$1. 429 \div 3 = \quad 5. 288 \div 3 = \quad 9. 363 \div 3 =$$

$$2. 560 \div 4 = \quad 6. 670 \div 5 = \quad 10. 510 \div 5 =$$

$$3. 615 \div 5 = \quad 7. 488 \div 2 = \quad 11. 504 \div 4 =$$

$$4. 764 \div 4 = \quad 8. 920 \div 4 = \quad 12. 642 \div 6 =$$

### Challenge:

This challenge is about dividing a three-digit number by a single-digit number.

Begin by deciding which number you are going to be dividing by. This is your divisor.

Your challenge is going to be to come up with some rules for this divisor.

Now generate a three-digit number. This is your dividend.

You could use the dice to generate the digits or could just use your imagination!

Now divide your dividend by your divisor. Record the answer.

Create other dividends and divide them by the same divisor. Record the answers.

Look carefully at the answers. When is the answer a whole number? When is there a remainder of 1?

Can you spot any patterns?

Can you come up with any rules?

Thursday

LI : To divide by 10 and 100

LI: to divide with remainders

LI: To divide with remainders

**Starter:** Answer the following questions

$$5 \times 10 = \square \quad 7 \times 5 = \square$$

$$\text{half of } 24 = \square \quad \text{double } 8 = \square$$

$$12 \times 5 = \square \quad 9 \times 2 = \square$$

Today we are looking at dividing by 10 and 100. If you know your 10 times tables that will help you. When dividing by 10 or 100 you are moving the digits down the place value grid:

Th	H	T	U	.	$\frac{1}{10}$	$\frac{1}{100}$
Thousands	Hundreds	Tens	Units		Tenths	Hundredths

When dividing by 10 you move the digits **one** place down the grid

When dividing by 100 you move the digits **two** places down the grid.

**Task:**

### Spend 15 minutes practising your times tables

Some numbers won't divide exactly by another number. If there are some left over we call these remainders.

Eg  $14 \div 3$

If I take 14 objects and divide them into 3 groups, I will have 4 objects in each group and 2 left over. We call those 2 objects - remainders. We write the answer like this  $14 \div 3 = 4 \text{ r } 2$ .

Collect some small objects to use today eg a pile of lego bricks, some pasta pieces etc

Take a handful of them and count how many you have. Try and divide them by a single digit number where you think there will be a remainder. Write the sum in your book and record your answer.

Watch this short clip to remind yourself how to do division calculations with remainders.

<https://www.bbc.co.uk/bitesize/topics/z36tyrd/articles/zgxdfcw>

Solve the following problems with remainders using the bus stop method (choose your level!).

**Main questions:**

**Harder questions:**

1)  $51 \div 6$

2)  $34 \div 8$

3)  $83 \div 6$

4)  $53 \div 7$

5)  $75 \div 8$

6)  $751 \div 8$

7)  $491 \div 3$

8)  $574 \div 4$

9)  $591 \div 5$

10)  $127 \div 4$

1)  $855 \div 7$

2)  $382 \div 9$

3)  $417 \div 6$

4)  $273 \div 5$

5)  $979 \div 8$

6)  $858 \div 7$

7)  $331 \div 4$

8)  $553 \div 7$

9)  $456 \div 6$

10)  $330 \div 8$

**Challenge:**

Can you fill in the missing numbers in these calculations?

$\begin{array}{r} 2 \quad 5 \quad \text{r}1 \\ 2 \overline{) 5 \square} \end{array}$	$\begin{array}{r} 1 \quad 5 \quad \text{r}2 \\ 3 \overline{) 4 \square} \end{array}$
$\begin{array}{r} 2 \quad 4 \quad \text{r}2 \\ 3 \overline{) 7 \square} \end{array}$	$\begin{array}{r} 0 \quad 7 \quad \text{r}2 \\ 4 \overline{) 3 \square} \end{array}$
$\begin{array}{r} 1 \quad 4 \quad \text{r}5 \\ 6 \overline{) \square \square} \end{array}$	$\begin{array}{r} 0 \quad 5 \quad \text{r}3 \\ 5 \overline{) \square \square} \end{array}$

1.  $40 \div 10 = \square$
2.  $900 \div 100 = \square$
3.  $100 \div 10 = \square$
4.  $500 \div 100 = \square$
5.  $60 \div 10 = \square$
6.  $700 \div 100 = \square$
7.  $20 \div 10 = \square$
8.  $100 \div 100 = \square$
9.  $30 \div 10 = \square$
10.  $800 \div 100 = \square$
11.  $80 \div 10 = \square$
12.  $200 \div 100 = \square$
13.  $50 \div 10 = \square$
14.  $300 \div 100 = \square$

**Challenge:**

I buy 120 treats for my dog. If I give him 10 a day, how many days will they last?



Friday

**LI: Dividing by 10 and 100 with decimals**

Remember when we divide by 10 or 100 we move the digits down the place value grid. One place for 10 and two places for 100. **E.g. 6 divided by 10 = 0.6 or 24 divided by 100 = 0.24**

Use the place value grid to help you.

**LI: to divide with remainders**

**Spend 15 minutes practising your times tables**

Another way of doing division without using objects is by using a numberline like this

$$35 \div 3 =$$

**LI: To Solve problems using multiplication and division**

1. Meg walked 362 miles over a week for a sponsored walk. On average, how many miles a day did she walk?
2. A school wants to buy 1284 biscuits. They come in packets of 8. How many packs must they buy? How many biscuits are left over?

Tens	Ones	Tenths	Hundredths

### Task 1:

1.  $8 \div 10 =$

2.  $5 \div 10 =$

3.  $37 \div 10 =$

4.  $62 \div 10 =$

5.  $16 \div 10 =$

6.  $89 \div 10 =$

### Task 2:

1.  $7 \div 100 =$

2.  $6 \div 100 =$

3.  $16 \div 100 =$

4.  $72 \div 100 =$

5.  $50 \div 100 =$

6.  $85 \div 100 =$

### Challenge: 2, 5 and 10 division challenge

How fast can you complete these?

0 3 6 9 12 15 18 21 24 27 30 33

Count up in 3s until you get as close to the number as you can. How many jumps you have done is the answer. How many you still need to count on is your remainder. Eg 11 jumps to 33 and then 2 more to get to 35. The answer = 11r2

Draw a numberline to help you work out these

$29 \div 3$	$35 \div 4$	$27 \div 5$
$41 \div 4$	$32 \div 3$	$26 \div 8$
$53 \div 5$	$45 \div 8$	$13 \div 3$

### Challenge

Dora and Eva are planting bulbs. They have 76 bulbs altogether.

Dora plants her bulbs in rows of 8 and has 4 left over.

Eva plants her bulbs in rows of 10 and has 2 left over.

How many bulbs do they each have?

- A farmer has 3104 carrots and needs to send bags of 6 to a supermarket. How many bags of carrots can he send? How many are left?
- There are 341 people queuing to enter a theme park through 4 gates. To make the lines equal, how many people should queue at each gate? How many are left over?
- Toby, Jake and Hugo need to cycle 4826 miles to raise money for their football club. How many miles should they each cycle to make it fair?

### Challenge

- I'm thinking of a number that is 1 more than a multiple of 7.  
My friend is thinking of a number that is 1 more than a multiple of 4.  
Could we be thinking of the same number?
- I'm thinking of a number that is 3 more than a multiple of 5.  
My friend is thinking of a number that is 8 more than a multiple of 10.  
Could we be thinking of the same number?
- I'm thinking of a number that is 3 more than a multiple of 6.  
My friend is thinking of a number that is 2 more than a multiple of 4.  
Could we be thinking of the same number?

You can also have a try at the Nrich 'remainders' game – can you work out the number from the clues about remainders?

<https://nrich.maths.org/6402>



	$2 \div 2 =$	$4 \div 2 =$	$50 \div 5 =$	$30 \div 6 =$	$15 \div 5 =$		
	$12 \div 4 =$	$55 \div 5 =$	$90 \div 10 =$	$90 \div 10 =$	$76 \div 2 =$		
	$20 \div 10 =$	$18 \div 2 =$	$80 \div 5 =$	$15 \div 5 =$	$44 \div 2 =$		
	$42 \div 2 =$	$6 \div 2 =$	$70 \div 5 =$	$5 \div 5 =$	$10 \div 2 =$		
	$16 \div 2 =$	$40 \div 5 =$	$76 \div 2 =$	$60 \div 10 =$	$60 \div 5 =$		
	$68 \div 2 =$	$30 \div 10 =$	$35 \div 5 =$	$66 \div 2 =$	$54 \div 2 =$		
	$30 \div 10 =$	$68 \div 2 =$	$65 \div 5 =$	$90 \div 5 =$	$76 \div 2 =$		
	$10 \div 1 =$	$85 \div 5 =$	$25 \div 5 =$	$20 \div 2 =$	$95 \div 5 =$		
	$56 \div 2 =$	$22 \div 2 =$	$14 \div 2 =$	$18 \div 2 =$	$72 \div 2 =$		
	$70 \div 10 =$	$32 \div 2 =$	$60 \div 10 =$	$20 \div 5 =$	$60 \div 2 =$		