

First, begin the lesson by completing a simulation of the year 4 multiplication test.

<https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>

This link should allow you to access it. You have 25 random times table questions to answer and you are given 6 seconds to answer each one. Try not to use any times tables sheets/resources to help you, we need to be fluent by now!

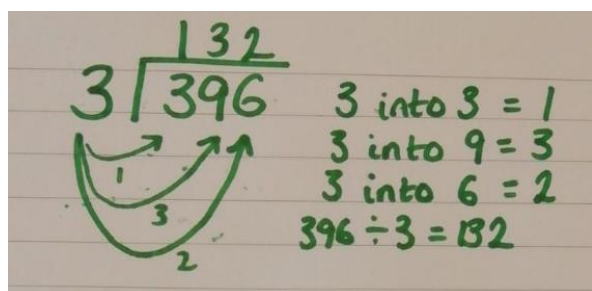
Lesson:

We will be dividing 3-digit numbers by 1-digit numbers using the bus stop method.

Remember what I taught you. The big number is a big bully, so he kicks the little number out the bus stop where he must stand in the rain. He keeps trying to get inside, so he approaches the three digits that make up the big number and asks them to let him in.

Let's look at a question:

$396 \div 3 =$



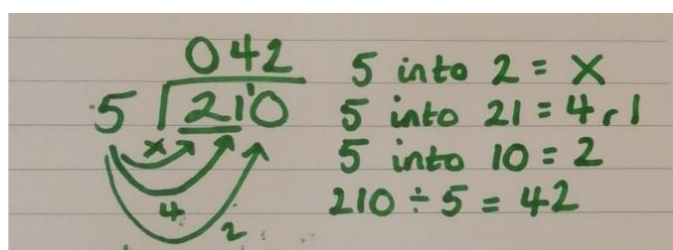
3 goes into 3 once so we write 1 on top of the bus stop.
3 goes into 9 3 times so we write 3 on top of the bus stop.
3 goes into 6 twice so we write 2 on top of the bus stop.
Your answer is 132.

Now have a go at answering $846 \div 2 =$

Sometimes, the small number will not go perfectly into the digits in the big number. If not, that's when we must carry the leftovers!

Let's look at a question:

$210 \div 5 =$



See how the 5 could not go into the 2 because it's larger? To solve this, we then had to combine the 2 and the 1 to make 21 and work out how many times 5 can go into 21. (4 remainder 1).
That remainder 1 is then carried over to the next number (0), So, it now says 1 and 0 which is 10. You now work out how many 5's go into 10 to work out your final answer!

Now have a go at answering $256 \div 8 =$

Not all division questions have answers that are whole numbers. Sometimes, there is a remainder, even at the very end of the question.

Let's have a look at a question:

$$584 \div 6 =$$

Handwritten long division for $584 \div 6$. The quotient is 97 with a remainder of 2 . The steps are: 6 into 5 is X , 6 into 58 is 9 r 4 , 6 into 44 is 7 r 2 . The final equation is $584 \div 6 = 97 \text{ r } 2$.

The 6 couldn't go into the 5 because it is too big, so the 5 and the 8 combine to make the number 58.

$9 \times 6 = 54$, so there are 9 6's in 58 with a remainder of 4. We then carry that 4 across to make the number 44.

$7 \times 6 = 42$, so there are 7 6's in 44 with a remainder of 2. Therefore, the answer is $97 \text{ r } 2$.

Now have a go at answering $368 \div 6 =$

TASK:

Answer the following division questions by using the bus stop method.

1. $286 \div 2 =$
2. $688 \div 2 =$
3. $939 \div 3 =$
4. $665 \div 5 =$
5. $504 \div 8 =$
6. $296 \div 4 =$
7. $632 \div 8 =$
8. $853 \div 5 =$
9. $459 \div 7 =$
10. $776 \div 3 =$

Challenge Questions:

Jack: $775 \div 5 = 154$. True or false?

Queen: $542 \div 2 > 750 \div 3$? Are they correct?

Ace: If you divide a number by 2, the answer will always be an even number because 2 is even and you're splitting the number into two parts.

For example: $652 \div 2 = 326$, which is even.

Now it's time for you to practise your maths skills using Mathletics and Timestables.co.uk.
Have fun! Keep learning your times tables.

If you need any help at all or would like to send me pictures of your amazing work, please email myself and Miss Senior. To those of you who received pens last week - I would love to see your handwriting!



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