

# Wednesday- maths

## Power Up

Count forwards and backwards in 1,000s to find the missing numbers.

0  2,000

4,000

9,000

I can explain how counting in 1s helps me to count in 10s, 100s and 1,000s.



What is 1,000 more and 1,000 less than each of these numbers?

3,000

7,000

3,500

# Answers

## Power Up

Count forwards and backwards in 1,000s to find the missing numbers.

0  2,000

4,000

9,000

I can explain how counting in 1s helps me to count in 10s, 100s and 1,000s.



What is 1,000 more and 1,000 less than each of these numbers?

2,000 ←

→ 4,000

6,000 ←

→ 8,000

2,500 ←

→ 4,500

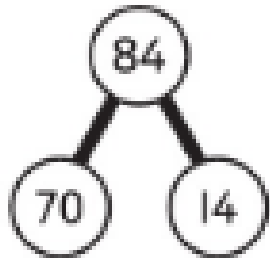
# LO: To divide a 2 digit number by a 1 digit with remainders



- What calculation has Lee done to get the answer 12?
- What mistake has Lee made? What should the answer be?

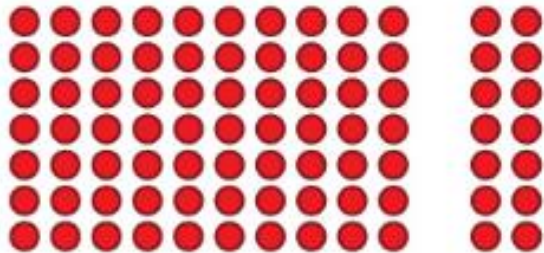
# LO: To divide a 2 digit number by a 1 digit with remainders

a) There are 7 days in a week.



$$70 \div 7 = 10 \quad 14 \div 7 = 2$$

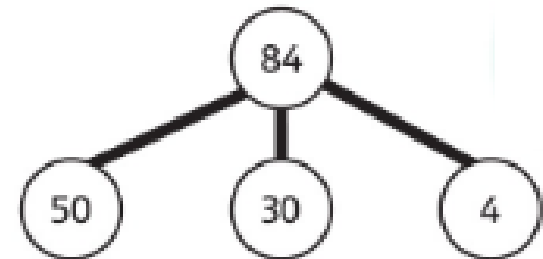
Lee has divided 84 by 7.



b) Lee has used full weeks, not school weeks.  
There are only 5 days in a school week.

$$50 \div 5 = 10 \quad 30 \div 5 = 6$$

$$84 \div 5 = 16 \text{ remainder } 4$$



The answer should be: they have 16 full school weeks and 4 days left.

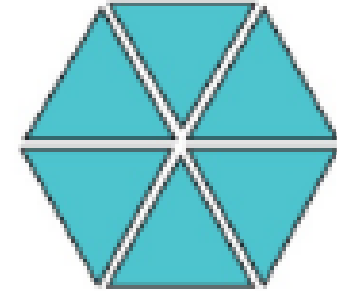
LO: To divide a 2 digit number by a 1 digit with remainders

## Success Criteria

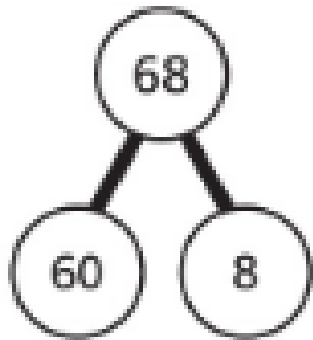
- Read question/calculation carefully
- Look at divisor (number you are sharing)
- Partition dividend (number you are sharing into)
- Recombine (add together) subtotals including any remainders

# LO: To divide a 2 digit number by a 1 digit with remainders

Ambika has 68 triangles. She puts them into groups of 6, to make hexagons.



a) How many hexagons can she make?



$$60 \div 6 = \square$$

$$8 \div 6 = \square \text{ remainder } \square$$

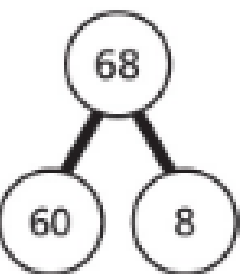
$$68 \div 6 = \square \text{ remainder } \square$$

Ambika can make  hexagons.

b) How many triangles will Ambika have left over?

She will have  triangles left over.

# LO: To divide a 2 digit number by a 1 digit with remainders



$$60 \div 6 = \square$$

$$8 \div 6 = \square \text{ remainder } \square$$

$$68 \div 6 = \square \text{ remainder } \square$$

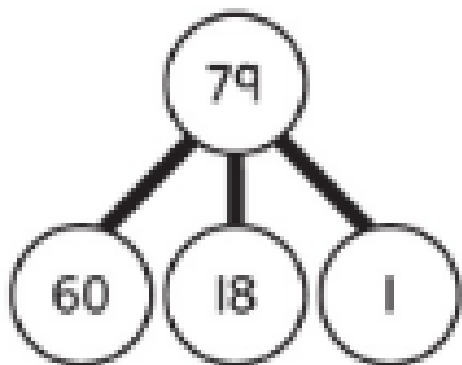
Answers from previous question

Ambika can make  hexagons.

b) How many triangles will Ambika have left over?

She will have  triangles left over.

Use the part-whole model to help you to work out  $79 \div 3$ .



$$\square \div \square = \square \text{ r } \square$$

## Fluency

Then try working these out in the same way:-

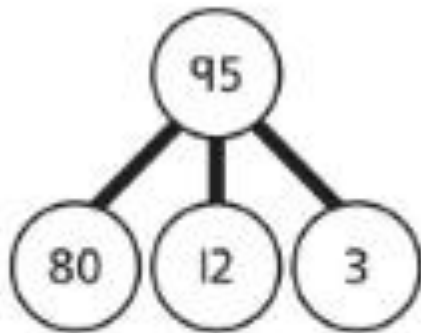
- 1)  $53 \div 2$
- 2)  $47 \div 3$
- 3)  $65 \div 4$
- 4)  $97 \div 6$
- 5)  $86 \div 7$

# LO: To divide a 2 digit number by a 1 digit with remainders

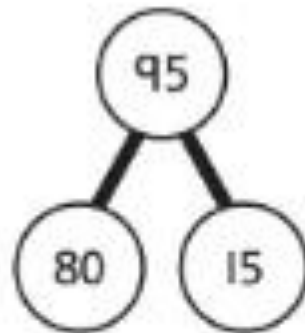
## Reasoning

Olivia and Lexi are working out  $95 \div 4$ .

They each use a different part-whole model.



Olivia



Lexi

I wonder if you could partition 95 in other ways.



**How many other ways could you partition 95?**

- Work out the answer to  $95 \div 4$  using both methods.
- Which part-whole model do you prefer? Why?



LO: To divide a 2 digit number by a 1 digit with remainders

Reasoning Answer – 23 remainder 3

## Problem Solving

Whitney is thinking of a 2-digit number that is less than 50

When it is divided by 2, there is no remainder.

When it is divided by 3, there is a remainder of 1

When it is divided by 5, there is a remainder of 3

What number is Whitney thinking of?

LO: To divide a 2 digit number by a 1 digit with remainders

Problem Solving Answer

Whitney is thinking  
of 28

Whitney is thinking of a 2-digit number  
that is less than 50

When it is divided by 2, there is no  
remainder.

When it is divided by 3, there is a  
remainder of 1

When it is divided by 5, there is a  
remainder of 3

What number is Whitney thinking of?