

20.1.2021 Quick Maths



A

- $2 + 5 + 8 =$
- $20 \div 4 =$
- Which of these numbers is a multiple of 10?

408 5260 257 70

9m

Area =

B

- $721 \times 4 =$
- $1/6$ of 72 =
- $18972 + 83132 =$
- $8,150 - 2,510 =$

Which method and why?

Challenge



Sally left for school at 8:15am. It take her 45 minutes to get to school. She is at school for 6 hours and 30 minutes. She then leaves school and travels home.

At what time does Sally...

a) arrive at school? b) leave school? c) arrive at home?

Flashback 4

Year 4 | Week 3 | Day 2



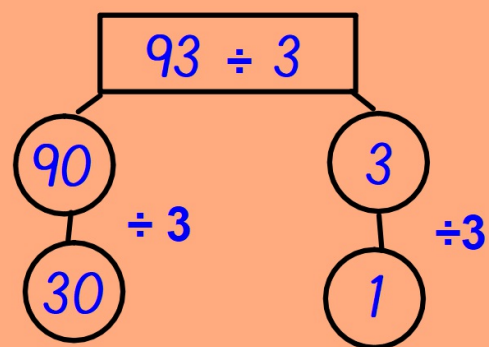
- 1) What is $96 \div 3$?
- 2) What is 32, three times?
- 3) Work out 81 divided by 9
- 4) Round 347 to the nearest 100



What we covered yesterday...

Division is the process of 'splitting a number' by sharing or grouping.

You can partition numbers to help make division calculations easier.



DIVIDING 2-DIGIT NUMBERS BY 1-DIGIT NUMBERS



Learning Objective:

Today I am learning to

- use a written method of division
- develop my understanding of the 'bus stop method'
- divide 2-digit numbers by 1-digit numbers

Key Vocabulary

- division
- divisible
- strategies
- remainder

Success Criteria

- I will be successful if I can
- understand the process of division
 - divide 2-digit numbers by 1-digit numbers using a written method

Written division methods

One of the most commonly used written division methods is known as the 'bus stop method'.

Divisor
(the number that you are dividing by)

$$\begin{array}{r} 2 \quad 3 \\ 2 \overline{) 4 \quad 6} \end{array}$$

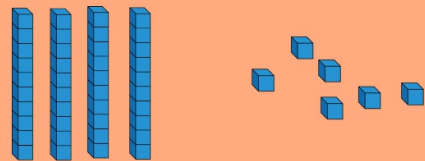
Quotient
(the answer)

Dividend
(the number that you are dividing)

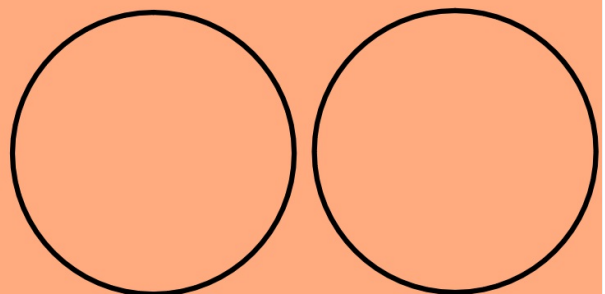
The bus stop method is different to written multiplication, as we start with the column that has the greatest value (in this case, the Tens column).

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$$\begin{array}{r} 2 \overline{) 4 \quad 6} \end{array}$$



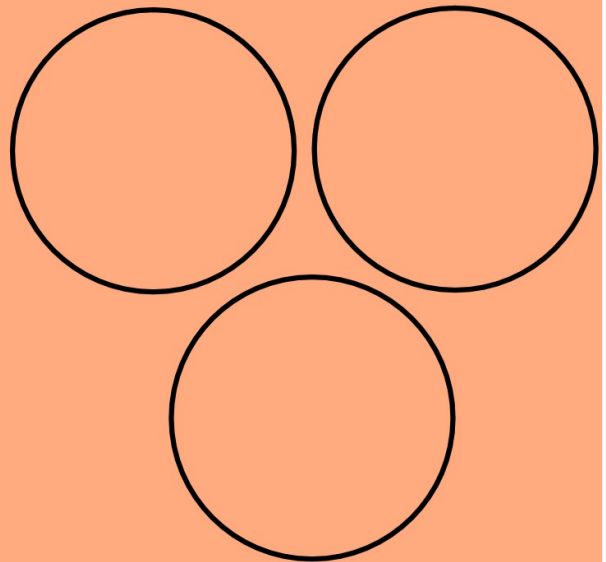
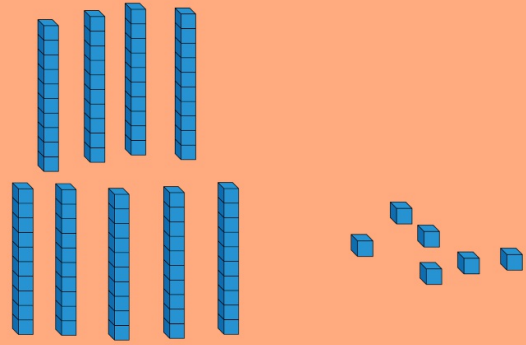
Step 1 - How many 2s go into 4?
Step 2 - How many 2s go into 6?



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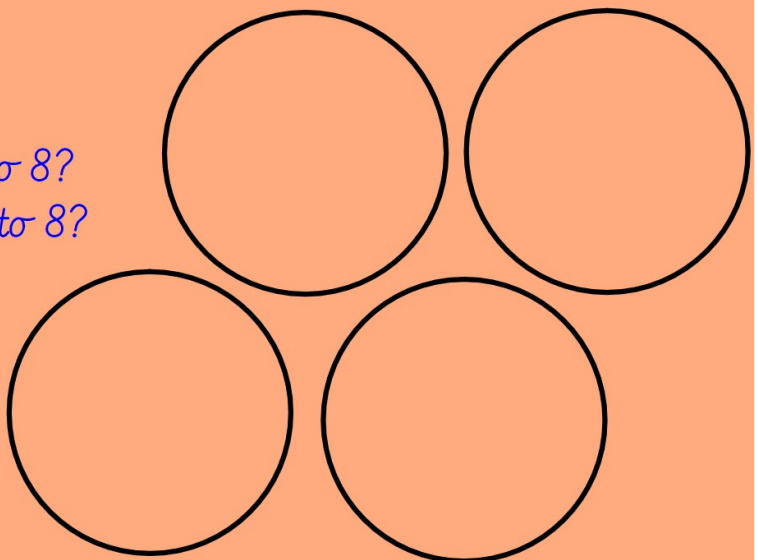
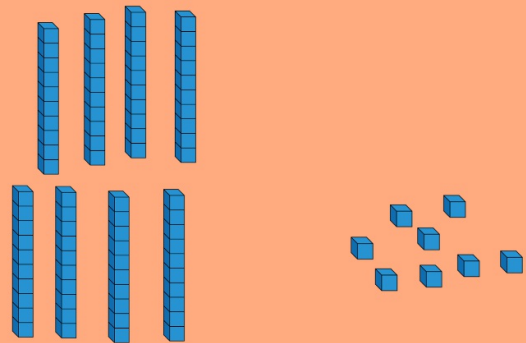
$$\begin{array}{r|l} 3 & 9 \quad 6 \end{array}$$

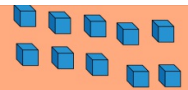
Step 1 - How many 3s go into 9?
Step 2 - How many 3s go into 6?



$$\begin{array}{r|l} 4 & 8 \quad 8 \end{array}$$

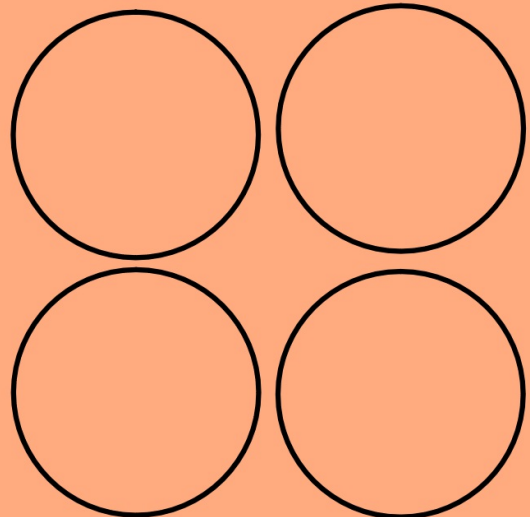
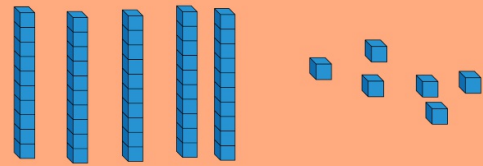
Step 1 - How many 4s go into 8?
Step 2 - How many 4s go into 8?



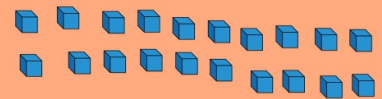


What is the main difference?

$$\begin{array}{r} 4 \overline{) 56} \end{array}$$

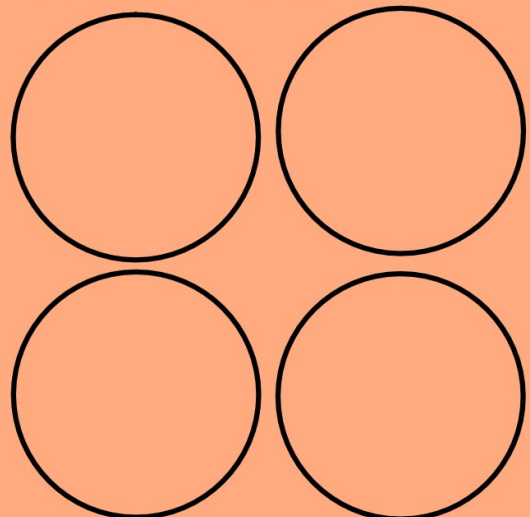
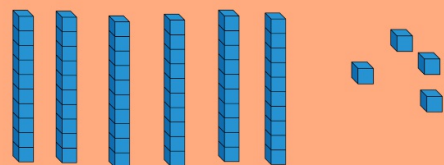


- Step 1 - How many 4s go into 5?
Step 2 - How many are 'left over'?
Step 3 - Exchange the 'left over' 10s.
Step 4 - How many 4s go into 16?



What is the main difference?

$$\begin{array}{r} 4 \overline{) 64} \end{array}$$



- Step 1 - How many 4s go into 5?
Step 2 - How many are 'left over'?
Step 3 - Exchange the 'left over' 10s.
Step 4 - How many 4s go into 16?

Show me what you know...

A

1. $26 \div 2 =$
2. $39 \div 3 =$
3. $63 \div 3 =$
4. $84 \div 4 =$
5. $48 \div 2 =$
6. $96 \div 3 =$
7. $82 \div 2 =$
8. $88 \div 4 =$

B

1. $86 \div 2 =$
2. $93 \div 3 =$
3. $96 \div 4 =$
4. $72 \div 2 =$
5. $64 \div 4 =$
6. $27 \div 3 =$
7. $54 \div 2 =$
8. $58 \div 2 =$

C

1. $78 \div 2 =$
2. $75 \div 3 =$
3. $48 \div 3 =$
4. $84 \div 7 =$
5. $96 \div 8 =$
6. $91 \div 7 =$
7. $90 \div 6 =$
8. $72 \div 6 =$

Challenge

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

Do you agree?
Explain why.

Please set your work out as the 'bus stop method'!



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