





Steps to success

Lockdown work	
Date	18.1.21
Subject/s	Maths
Learning Objective 	To divide 2 digit numbers by 1 digit numbers.

SA 	TA 

Success Criteria 	I can partition numbers to help me divide.		
	I know that sometimes when I divide there will be remainders.		
	I can divide numbers where my answer has remainders.		
Support	Independently	Support ()	Group work

Pre-task:

Use what you learnt yesterday to solve these questions:

1. $44 \div 4 =$
2. $36 \div 3 =$
3. $96 \div 4 =$

Don't forget to exchange if you need to.

Fluency 1:

What division calculation do these place value counters represent?



Write the matching calculation and answer.

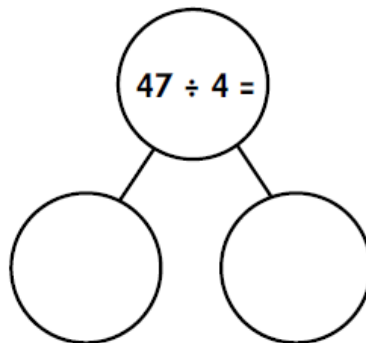
Can you represent this in another way using a part-whole model?

47 ÷ 4 = _____

How can we partition 47?

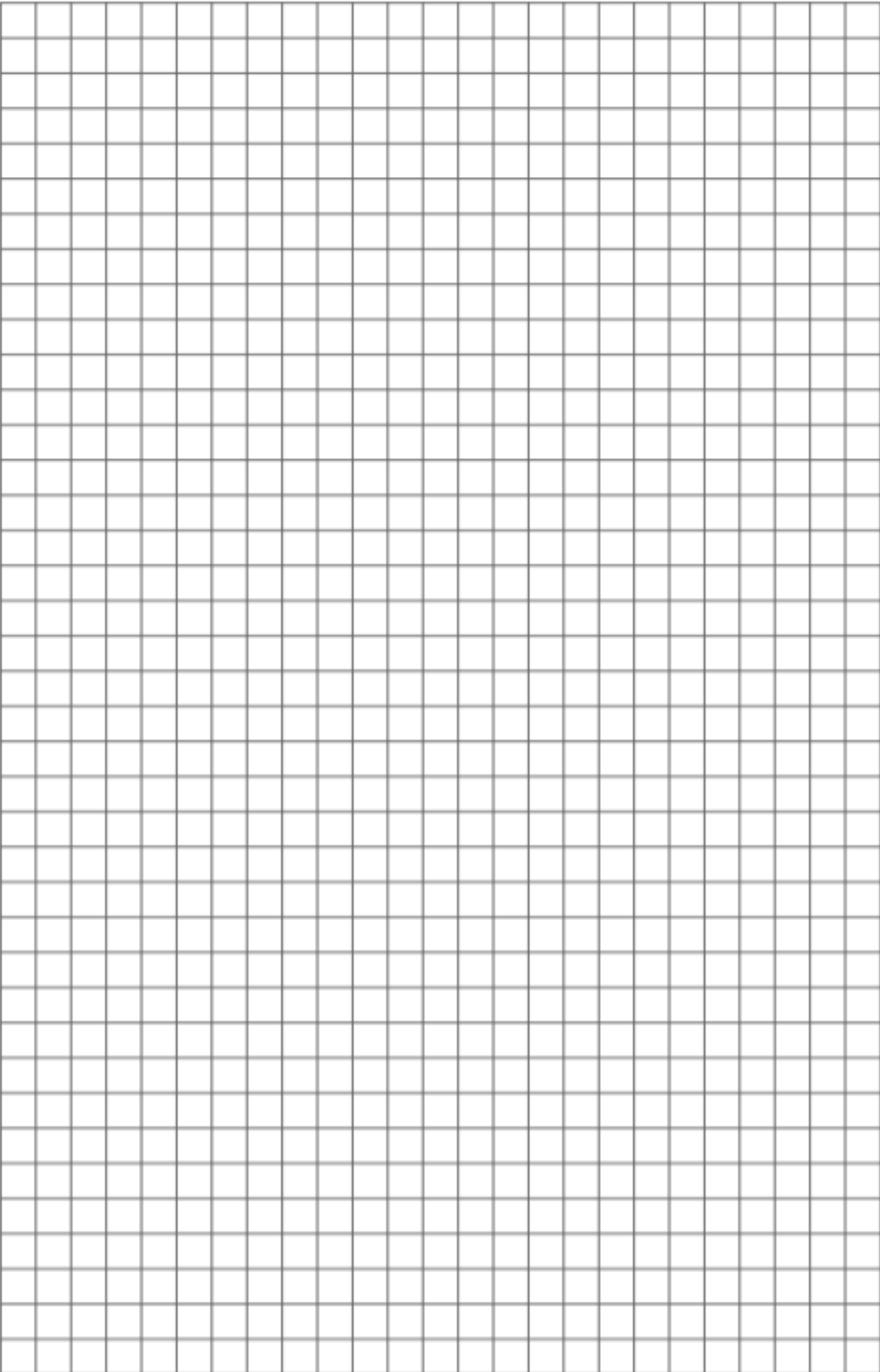
How many rows do we need to share equally between?

Tens	Ones



Fluency 2: Choose a method that you find easiest and find the answer to these questions.

1. $83 \div 2 =$
2. $65 \div 3 =$
3. $49 \div 4 =$
4. $54 \div 5 =$
5. $62 \div 4 =$



Problem solving and reasoning:



Rosie writes,
 $85 \div 3 = 28 \text{ r } 1$

She says 85 must be 1 away from a multiple of 3
Do you agree?



37 sweets are shared between 4 friends.
How many sweets are left over?

Four children attempt to solve this problem.

- Alex says it's 1
- Mo says it's 9
- Eva says it's 9 r 1
- Jack says it's 8 r 5

Can you explain who is correct and the mistakes other people have made?

Further Challenge

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?