



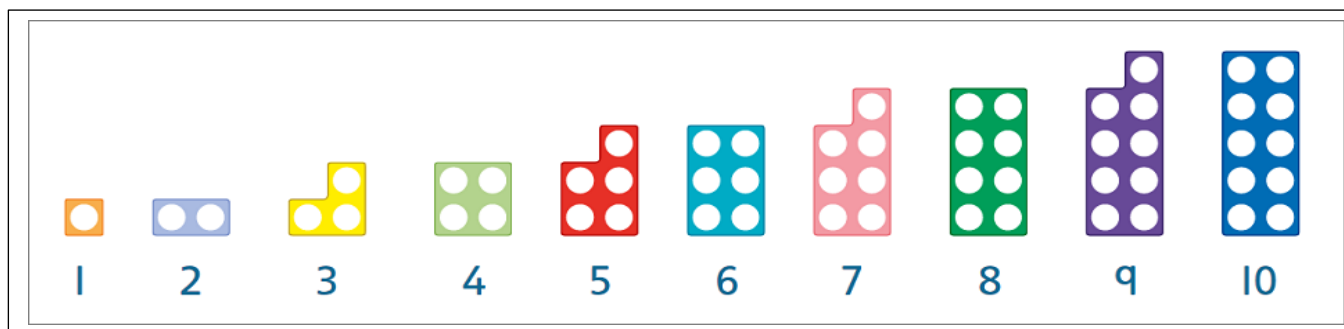
Lesson 13

LO: To recognise odd and even numbers

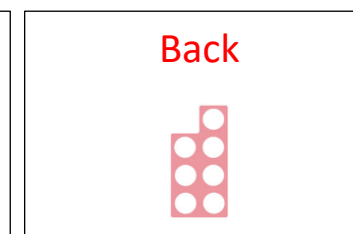
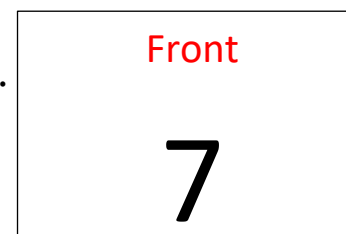
Success Criteria:

1. Write each number 1 to 10 on bits of paper
2. On the other side, draw the numicon picture of the number
3. Sort the numbers in to a pile of Odd and Even using the pictures to help
4. Sort the numbers in to a pile of Odd and Even until you can do it without looking at the pictures!

There is an easy way to spot an odd number: they all have a sticking out part! E.g.



Model: Make your own cards to sort into odd and even, e.g.



Fun Trick! You can wow your family by spotting any odd or even number. If the number ends in an odd digit (e.g. 1, 3, 5 etc) it is ODD. If it ends in an even digit (e.g. 2,4,6 etc) it is EVEN.

So: **12,895** is ODD because 5 is odd. **35,265,702** is EVEN because 2 is even!

Now you try: Odd or even?

- a) 267,829
- b) 52,908
- c) 7,301
- d) 902

Canonbury Home Learning
Year 3 Maths

Lesson 13

LO: To divide using a number line

Success Criteria:

Chunky Chimp can use multiplication to solve divisions because multiplication and division are related: they are **inverse** operations.

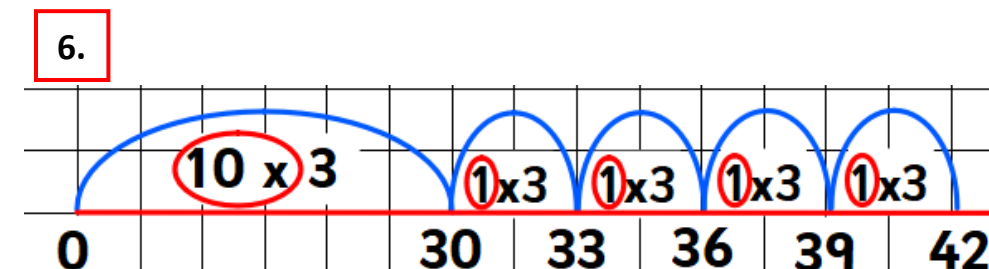
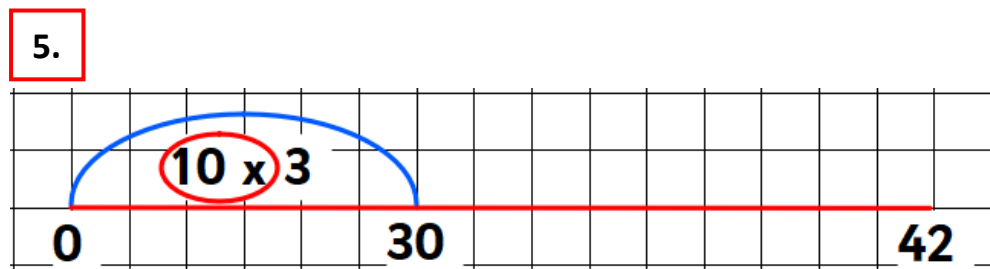
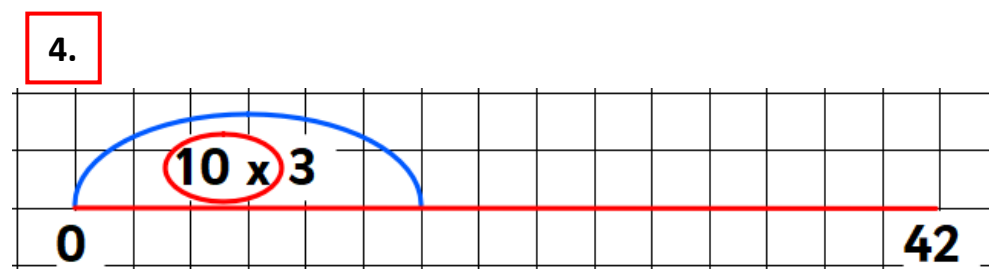
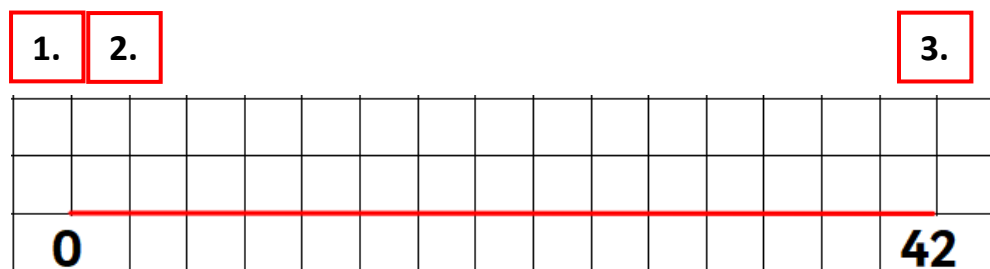
Remember he is lazy so likes to jump in chunks to save time!



1. Draw a line using a ruler
2. Label 0 at the start
3. Label the **large number** at end (e.g. 42 in $42 \div 3$)
4. Do a jump of x10 the **divisor** (i.e. in $42 \div 3$ the **divisor is 3**)
5. Mark down where your jump got you to on the number line ($10 \times 3 = 30$)
6. Jump in multiples of the **divisor** to the end (marking where you jump to on your line each time)
7. Add up the jumps you did (e.g. $10 + 1 + 1 + 1 + 1 = 14$) to find your answer

Model

$42 \div 3 =$



$42 \div 3 = 14$

Now you try: $36 \div 3$

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Year 3 Maths - Main activity

Complete at least 2 columns, more if you can!

Task 1	Task 2	Task 3
<p><u>Practice</u> Use your knowledge of times tables to solve these divisions:</p> <p>a) $40 \div 5 =$</p> <p>b) $48 \div 8 =$</p> <p>c) $? = 30 \div 6$</p> <p>d) $12 = 24 \div ?$</p> <p>e) $20 \div 4 =$</p> <p>f) $21 \div 7 =$</p> <p>g) $8 = 96 \div ?$</p> <p>h) $27 \div 3 =$</p>	<p><u>Practice</u> Use a number line to calculate these:</p> <p>$39 \div 3 = \square$</p> <p>$80 \div 5 = \square$</p> <p>$45 \div 3 = \square$</p> <p>$64 \div 4 = \square$</p> <p>$75 \div 5 = \square$</p> <p>$56 \div 4 = \square$</p> <p>$85 \div 5 = \square$</p> <p>$76 \div 4 = \square$</p> <p>$66 \div 3 = \square$</p>	<p><u>Reasoning</u> Compare the statements using $<$, $>$ or $=$</p> <p>$48 \div 4 \bigcirc 36 \div 3$</p> <p>$52 \div 4 \bigcirc 42 \div 3$</p> <p>$60 \div 3 \bigcirc 60 \div 4$</p> <hr/> <p>Which calculation is the odd one out? Explain your thinking.</p> <p>$64 \div 8$ $77 \div 4$</p> <p>$49 \div 6$ $65 \div 3$</p>