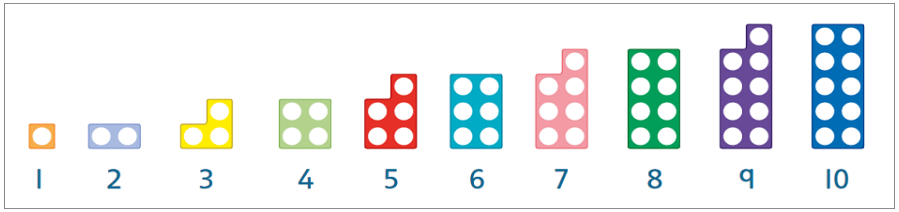
Canonbury Home Learning

Year 3 Maths

Steppingstone activity



Lesson 15

LO: To divide by two

Success Criteria:

1. Find the amount of objects around your house (or draw them if you cannot find them)
2. Divide the objects into two groups (halve them)
3. Count each pile
4. Fill in the table, cross if it can't be equally halved, tick if it can and write the answer like this: Half of 6 is 3

Model:

Can you find half of 6?

Yes! Half of 6 is 3

Model:

Can you find half of 3?

No. 3 doesn't divide into 2 equal groups.

Think back to our work on **Odd and Even Numbers:**

What do you notice about the numbers that can be halved and those that cannot?

Can you write a maths fact about odd and even numbers you have learnt?

Number	Can be halved	Cannot be halved
Model: 6	√ Half of 6 is 3	
Model: 3		X
Now try: 7		
12		
15		
20		
13		
16		
11		

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CANONBURY PRIMARY SCHOOL
Create, discover and succeed together

Year 3 Maths

Lesson 15
LO: To divide using a number line (with remainders)

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

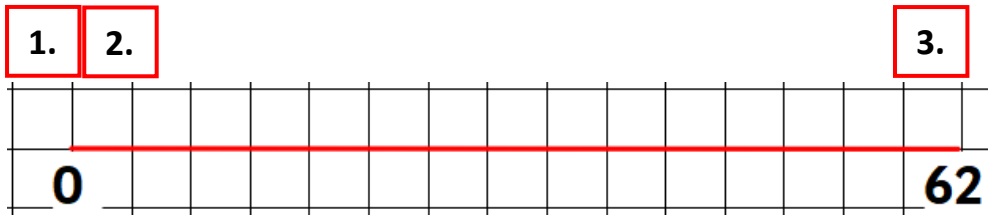
Remember he is lazy so likes to jump in chunks to save time!

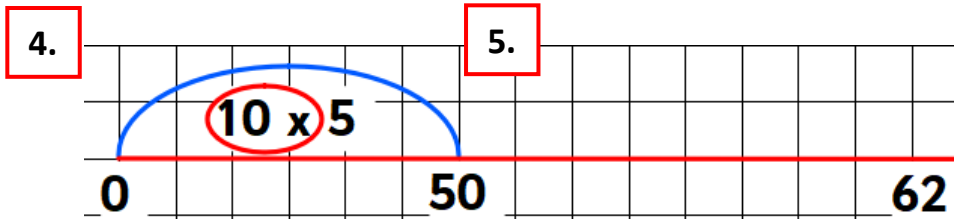
Success Criteria:

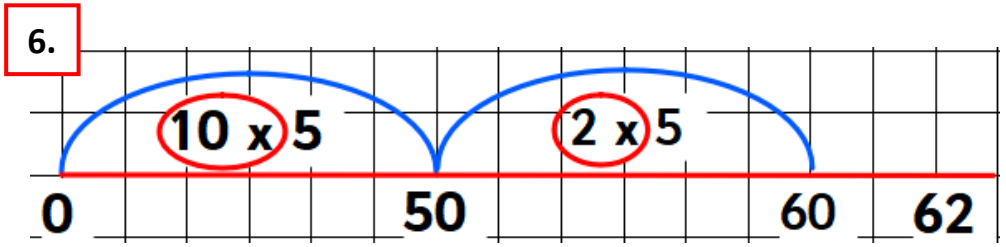
1. Draw a line using a ruler
2. Label 0 at the start
3. Label the large number at end (e.g. 62 in 62 ÷ 5)
4. Do a jump of 10x the **divisor** (i.e. in 62 ÷ 5 the divisor is 5)
5. Mark down where your jump got you to on the number line (10 x 5 = 50)
6. Jump in multiples of the **divisor** as close to the end as you can get (marking where you jump to on your line each time)
7. If you can't do a final jump of the divisor, this is called the **remainder**
8. Add up the jumps you did (e.g. 10 + 2 = 12) to find your answer, write the remainder after it (e.g. 12 r 2).

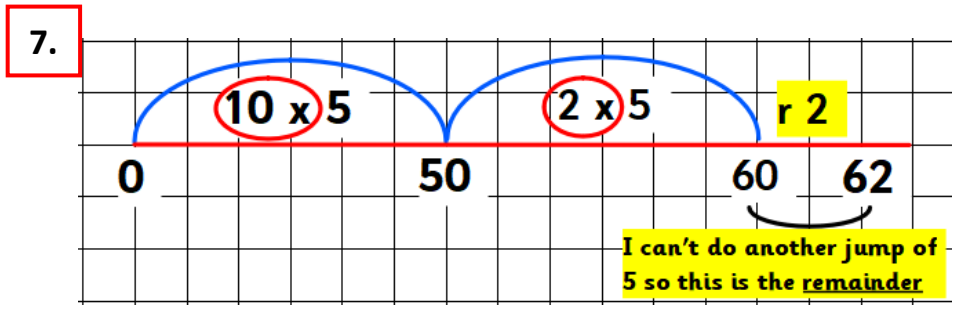
Model

62 ÷ 5 = 12 r2









Now you try: 38 ÷ 3

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Year 3 Maths - Main activity

Complete at least 2 columns, more if you can!

Task 1

Practice

These divisions do not involve remainders. Use a number line to solve them:

1. 44 ÷ 4 = ☐
2. 75 ÷ 5 = ☐
3. 54 ÷ 3 = ☐
4. 104 ÷ 8 = ☐
5. 72 ÷ 4 = ☐
6. 63 ÷ 3 = ☐
7. 95 ÷ 5 = ☐
8. 120 ÷ 8 = ☐
9. 92 ÷ 4 = ☐
10. 78 ÷ 3 = ☐

Task 2

Practice

Use a number line to calculate these:

1. 87 ÷ 5 = ☐
2. 92 ÷ 5 = ☐
3. 80 ÷ 5 = ☐
4. 77 ÷ 5 = ☐
5. 72 ÷ 3 = ☐
6. 55 ÷ 3 = ☐
7. 49 ÷ 3 = ☐
8. 68 ÷ 3 = ☐

Task 3

Problem solving

Apples are put into bags of four. How many apples would be left over if there are:

a) 50 apples

b) 59 apples

Write numbers in each division to make it true:

☐ ÷ 5 = ☐ r 1

☐ ÷ 5 = ☐ r 2

☐ ÷ 5 = ☐ r 3

☐ ÷ 5 = ☐ r 4