

# WELCOME

to today's Maths lesson

11.02.21

Division with remainders



**11.02.21**

**Division with remainders**



Good morning, Year 3.

In today's Maths lesson, we are going to be continuing with our learning about **division with remainders**.

There is no White Rose Maths video today. Please watch the video of me explaining today's lesson (link on website).

If you have any questions or would like to send in any work, please email it to:

[yearthree@st-jo-st.dudley.sch.uk](mailto:yearthree@st-jo-st.dudley.sch.uk)

Well done everyone, you are all superstars ☺

Love

Miss Robertson xxxx



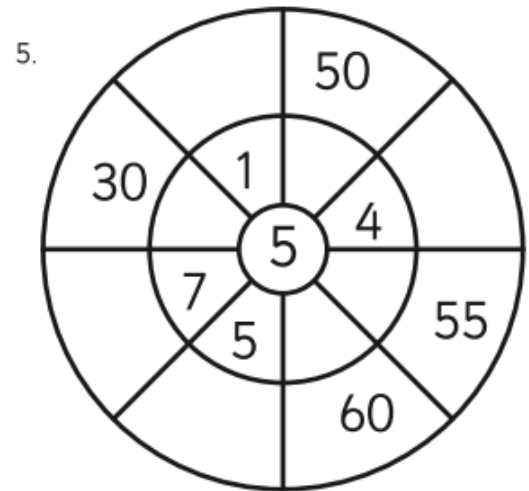
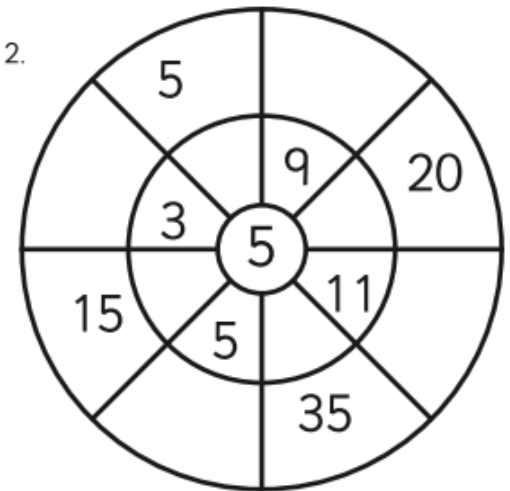
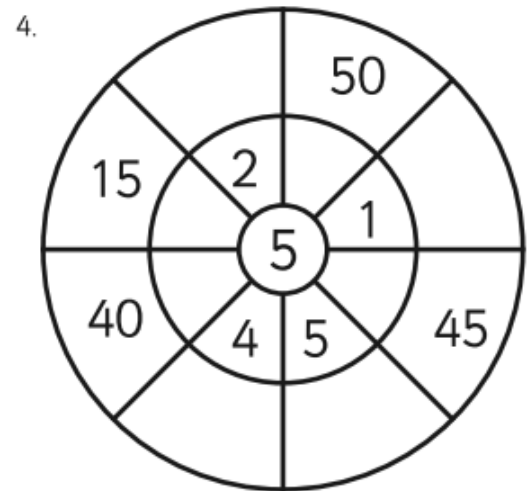
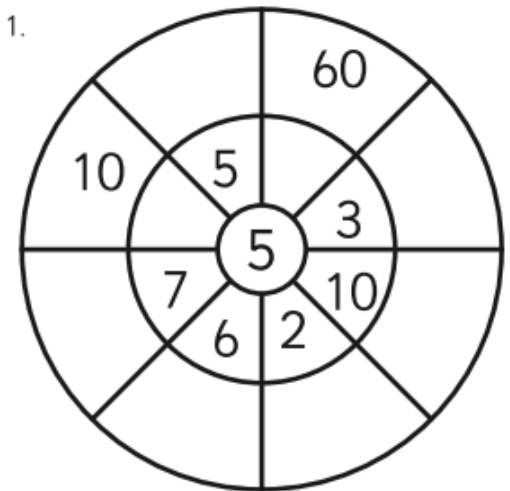
## Starter activities:

Today's Tough Ten	
1	$20 - 8 =$
2	$100 = 30 +$
3	$25 \div 5 =$
4	$= 34 + 46$
5	$= 2/4 \text{ of } 24$
6	$64 - 32 =$
7	$\div 5 = 7$
8	$77 - 19 =$
9	$46 + 18 =$
10	$60 = 5 \times$

Today's Tough Ten	
1	$5 - 3 =$
2	$7 + 3 =$
3	$2 + 5 =$
4	$4 + 6 =$
5	$9 + 1 =$
6	$2 + 3 =$
7	$10 - 0 =$
8	$= 1 + 9$
9	$= 3 + 6$
10	$= 2 + 8$

The blue tough ten is easier than the orange 😊

# Times table practise:



**Remember, you can also logon to TTRS to practise too :D**



# Multiplication grid

Use this to help you if you need to 😊

Remember, the 4 times table is just double the 2 times table and the 8 times table is just double the 4 times table.

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



## Let's **recap from yesterday:** What is a remainder?



Sometimes, when you divide a number into **equal groups**, there will be **a number left over**. This is called the '**remainder**'.

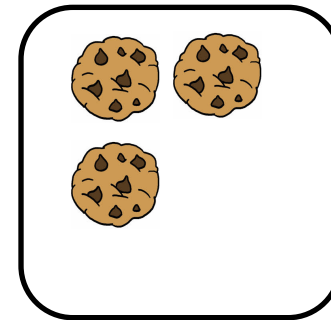
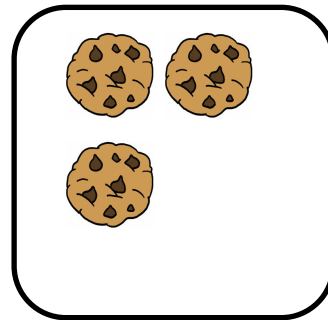
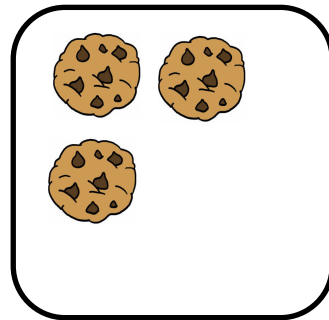
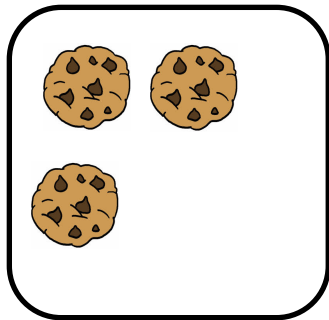
The remainder is **always less than the divisor** (the number that you are dividing by.)



Mrs Cheslin bakes 15 cookies to give to her friends. She shares them equally between 4 friends.

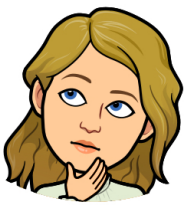
How many cookies do they each get?

How many cookies are left over?



15 is divided into **4 equal groups**. There are **3 in each group** with a remainder of **3**.

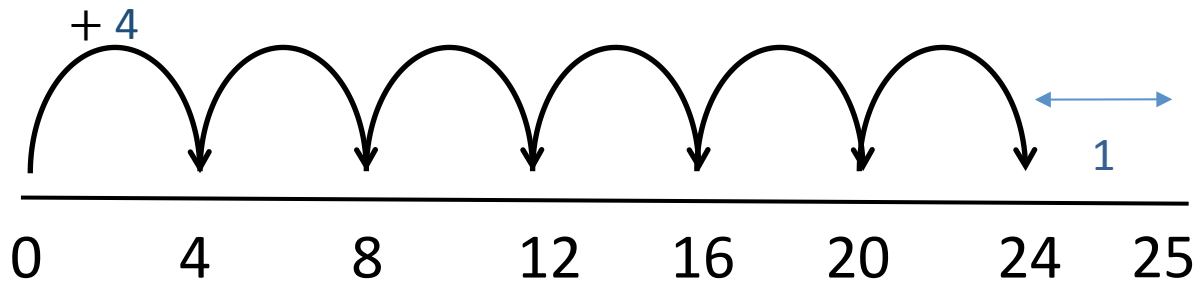
$$15 \div 3 = 3 \text{ r}3$$



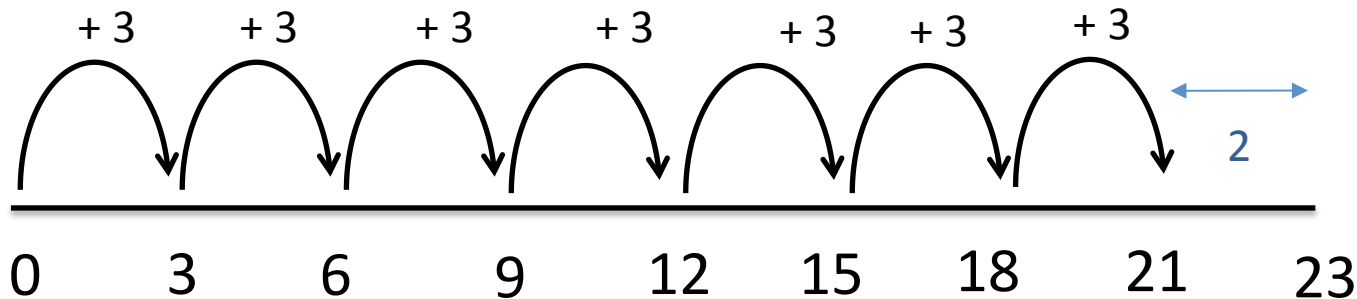
## Division on a number line examples

Remember to watch Miss R's video on the website to help you how to do this 😊

$$25 \div 4 = 6 \text{ r } 1$$



$$23 \div 3 = 7 \text{ r } 3$$

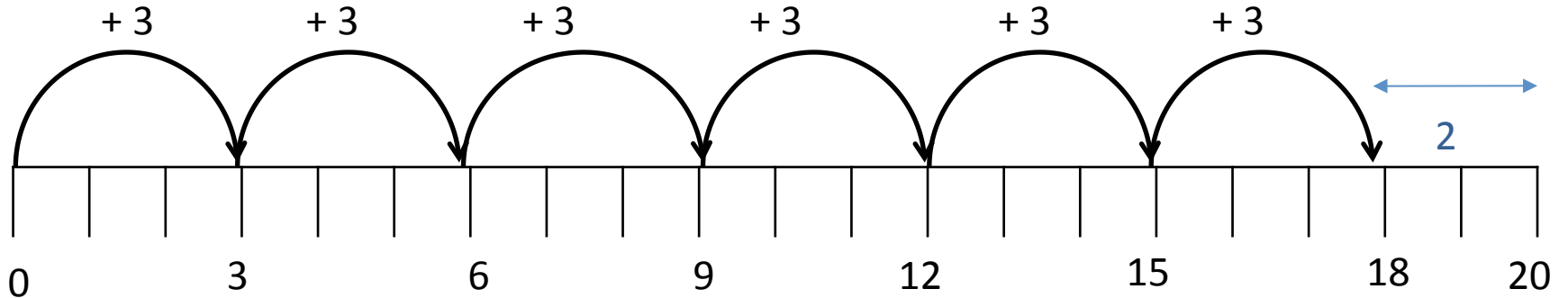




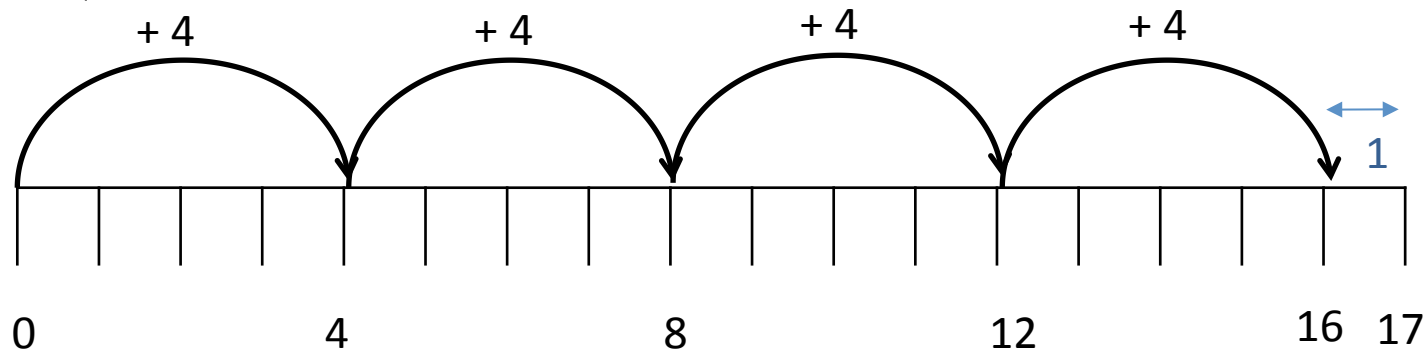
# Division on a number line examples

Remember to watch Miss R's video on the website to help you how to do this 😊

$$20 \div 3 = 6 \text{ r } 2$$



$$17 \div 4 = 4 \text{ r } 1$$

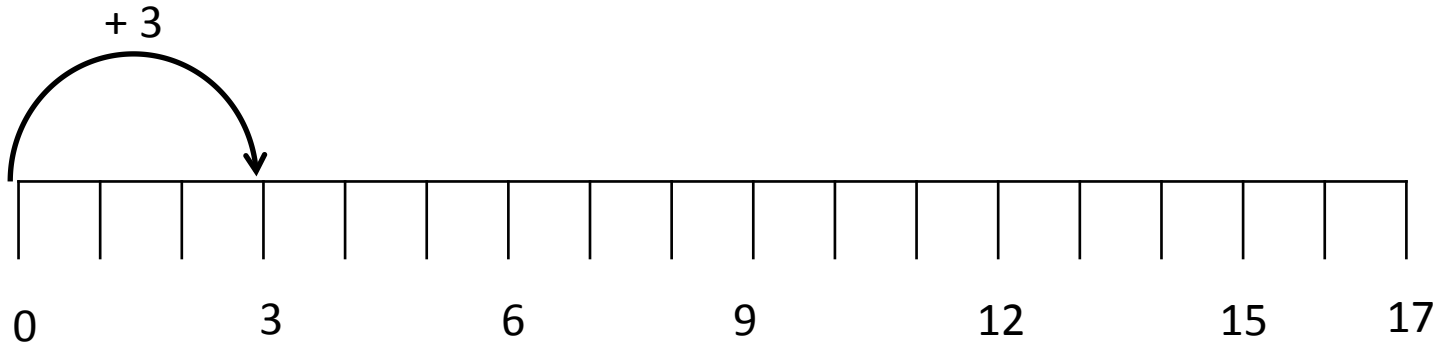




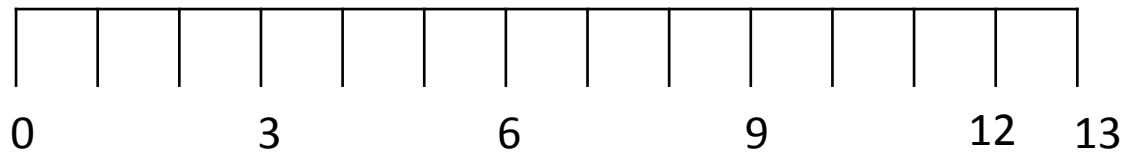
NOW IT'S  
YOUR TURN.

Use the number line method to answer these questions.

1.  $17 \div 3 =$



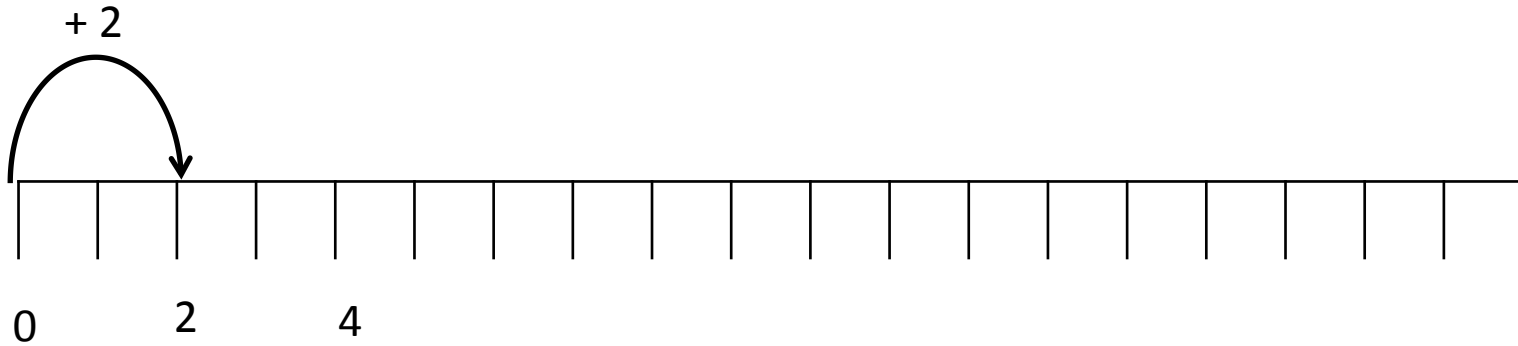
2.  $13 \div 3 =$



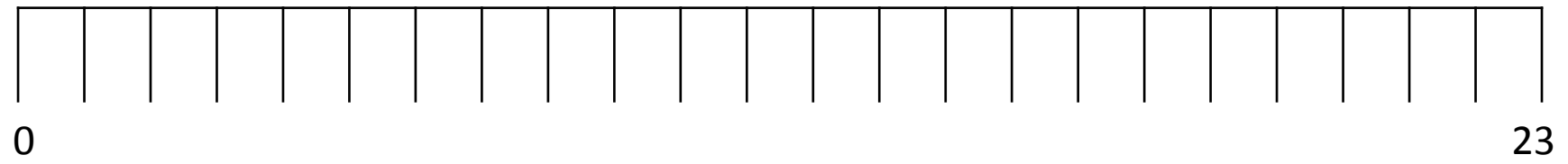


Use the number line method to answer these questions.

3.  $19 \div 2 =$



4.  $23 \div 2 =$

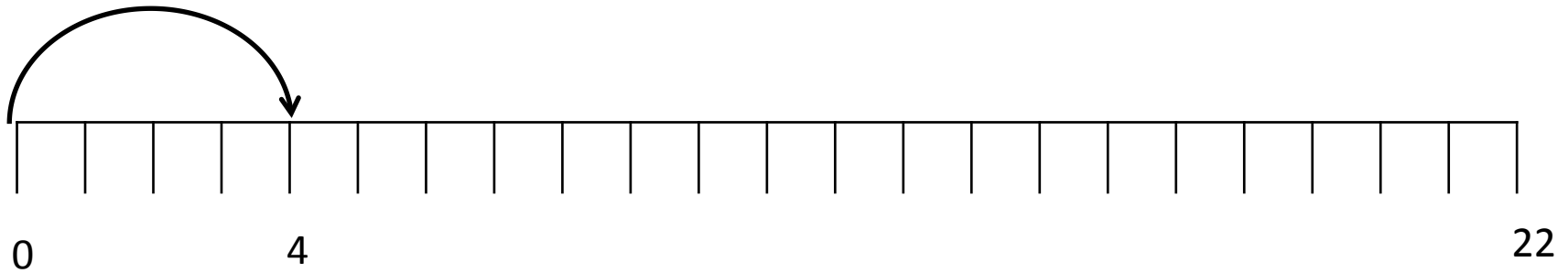


NOW IT'S  
YOUR TURN.

Use the number line method to answer these questions.

5.  $22 \div 4 =$

+ 4



6.  $21 \div 4 =$



## Deepen it:



### True or false

Each calculation will have a remainder.

$$16 \div 5$$

$$26 \div 5$$

$$30 \div 5$$

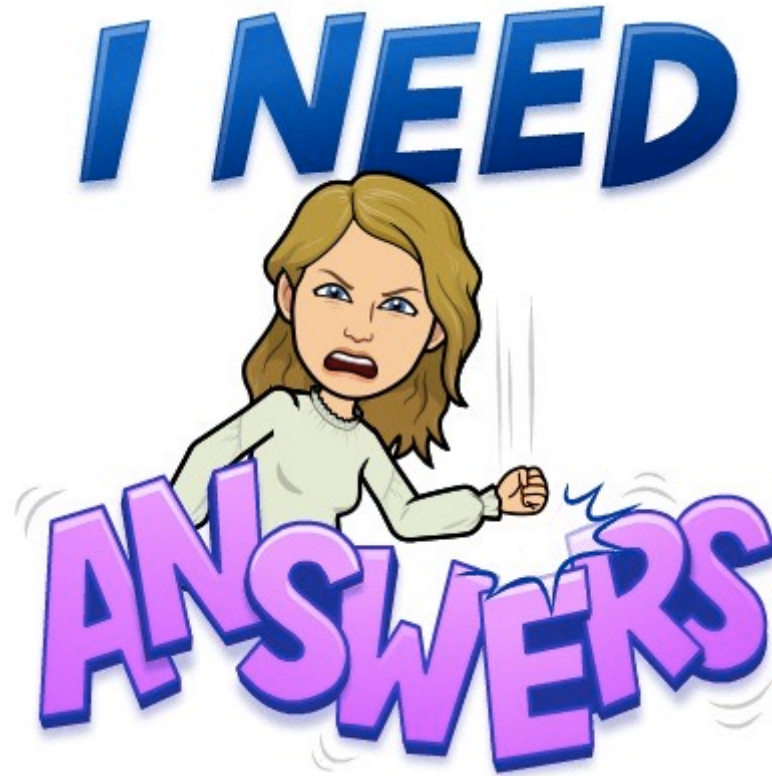
### How do you know?

Jack has 15 stickers.

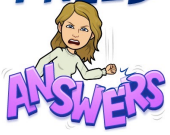


He sorts his stickers into equal groups but has some stickers remaining.

How many stickers could be in each group and how many stickers would be remaining?

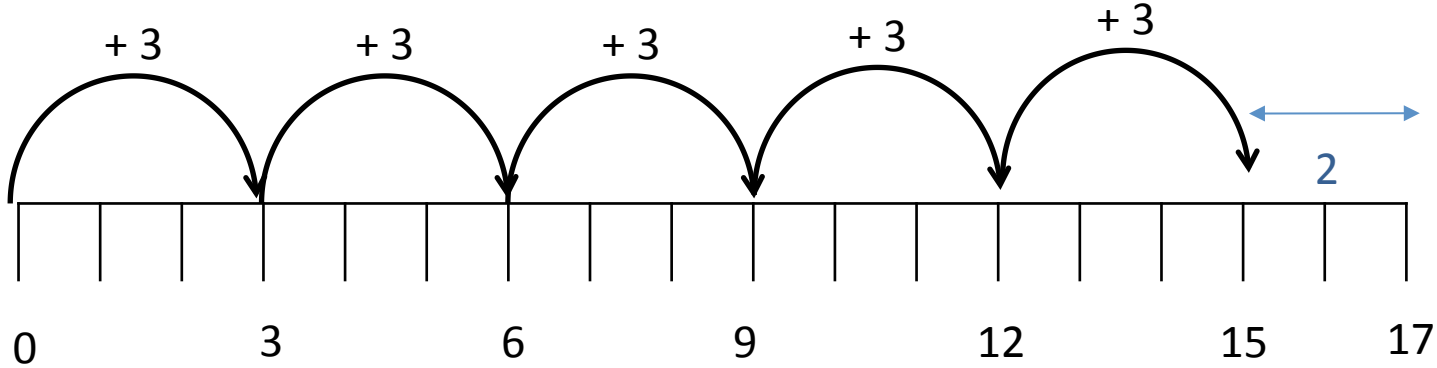


**Answers are coming up on the next slide.  
No peeking until you have completed the  
questions 😊**

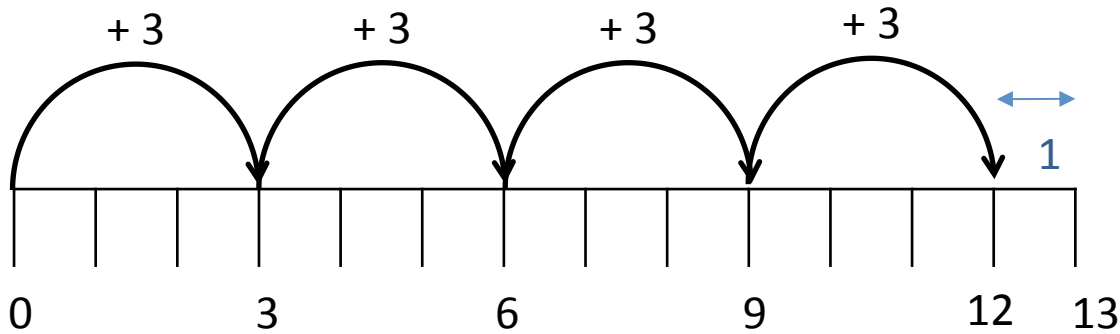


Use the number line method to answer these questions.

1.  $17 \div 3 = 5 \text{ r } 2$

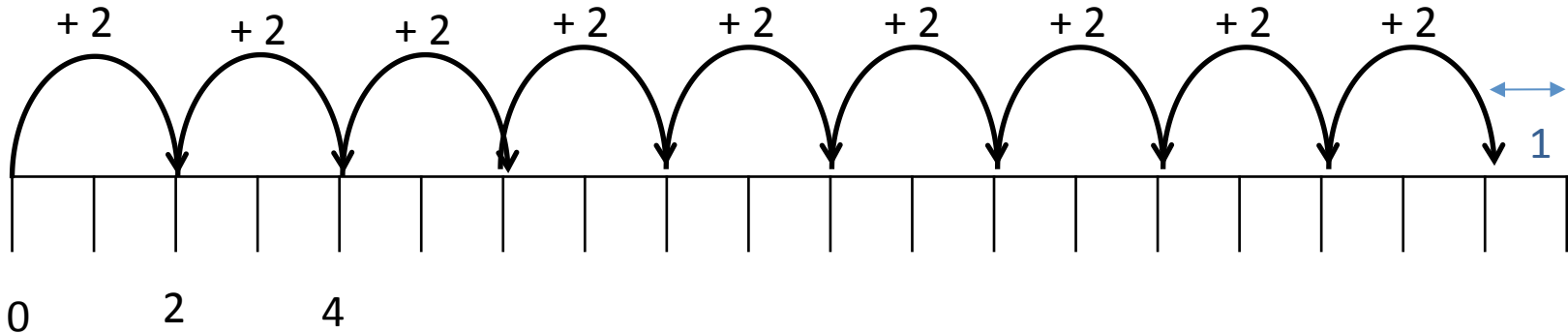


2.  $13 \div 3 = 4 \text{ r } 1$

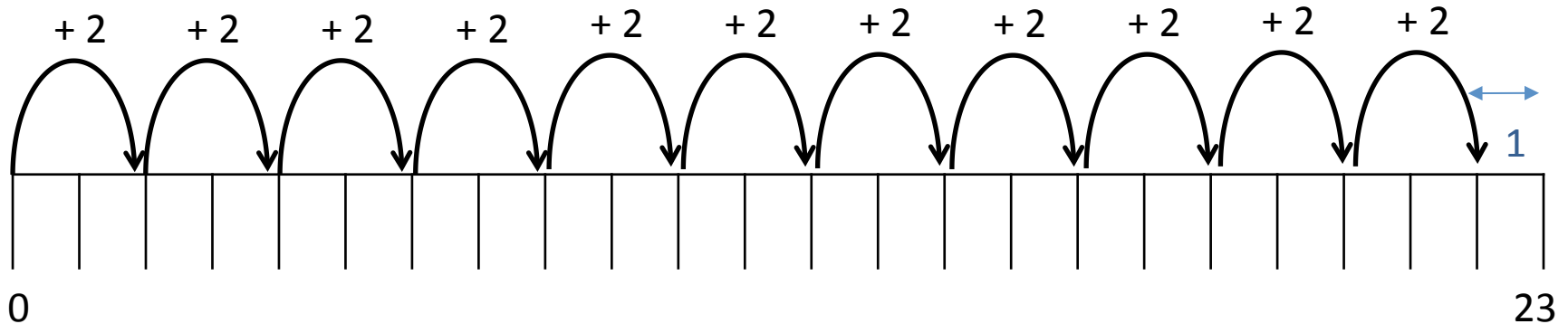


Use the number line method to answer these questions.

3.  $19 \div 2 = 9 \text{ r } 1$

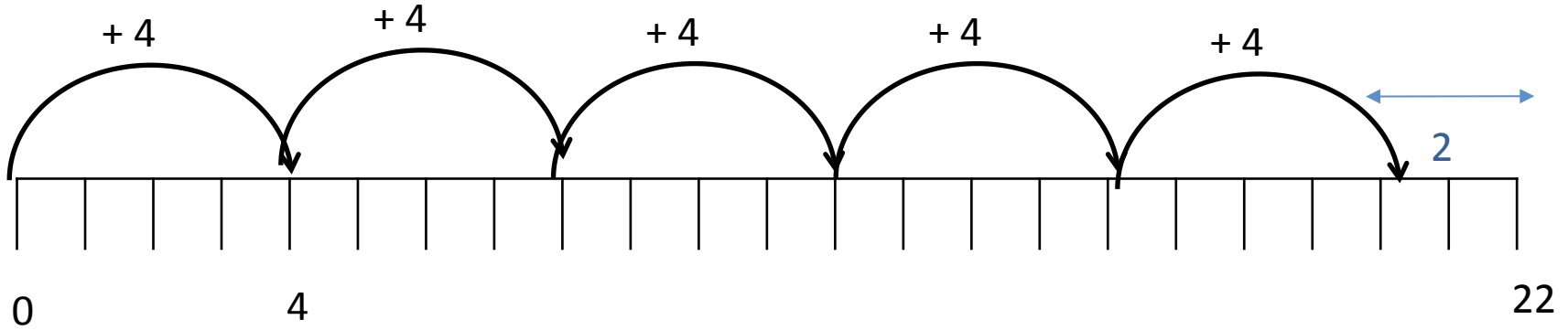


4.  $23 \div 2 = 11 \text{ r } 1$

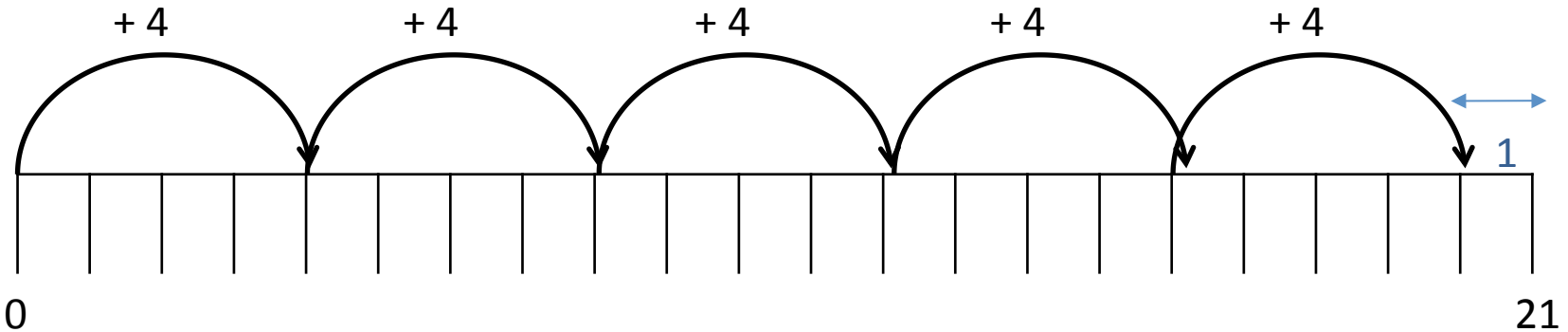


Use the number line method to answer these questions.

5.  $22 \div 4 = 5 \text{ r } 2$

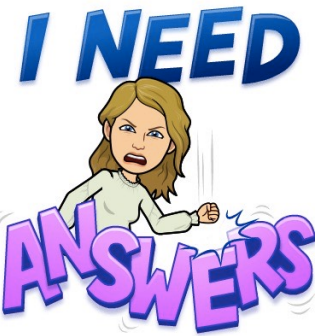


6.  $21 \div 4 = 5 \text{ r } 1$





## Deepen it:



### True or false

Each calculation will have a remainder.

$$16 \div 5$$

$$26 \div 5$$

$$30 \div 5$$

### How do you know?

Jack has 15 stickers.



He sorts his stickers into equal groups but has some stickers remaining. How many stickers could be in each group and how many stickers would be remaining?

*False.*

*30 ÷ 5 won't have a remainder because 30 is a multiple of 5. 30 can be divided equally into 5's with none left over.*

e.g. 2 groups of 7,  
remainder 1  
3 groups of 4,  
remainder 3  
2 groups of 6,  
remainder 3

Thank you for working so hard.

Please send in any photos of your work or any questions you have to [yearthree@st-jo-st.dudley.sch.uk](mailto:yearthree@st-jo-st.dudley.sch.uk)

It is always a pleasure to see all of your work.

