

Warm-Up Challenge

Week 7 – Home Learning

Flashback 4

Year 5 | Week 7 | Day 2



- 1) Work out $3\frac{1}{2} + 2\frac{1}{4}$
- 2) Add $\frac{3}{7}$ and $\frac{5}{14}$
- 3) Change $5\frac{3}{7}$ to an improper fraction.
- 4) What number is 600 less than 4,371?

Teaching Input:

Week 7 – Home Learning

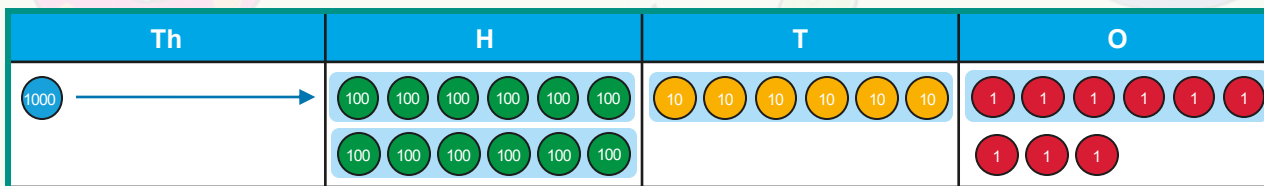
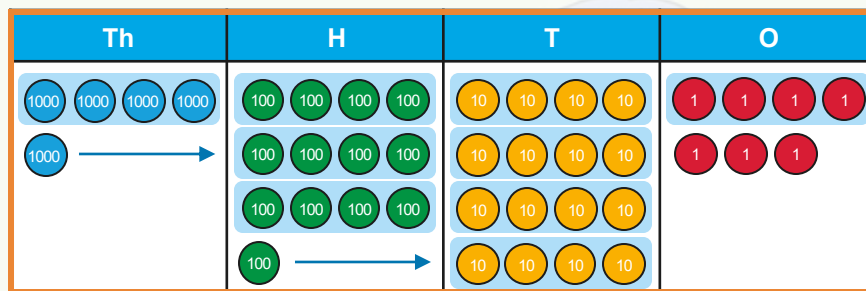
Match each division question with its place value representation and short division calculation.

$$5367 \div 4 = 1341\text{r}3$$

$$1269 \div 6 = 211\text{r}3$$

$$4 \overline{) 5367}$$

$$\begin{array}{r} 0211\text{r}3 \\ 6 \overline{) 1269} \end{array}$$



Remainders

$$53 \div 4 = 13 \text{ r}1$$

$3 \times 4 = 12$, and we were trying to share 13, so there is 1 left over!

$$\begin{array}{r} 13 \text{ r}1 \\ 4 \overline{) 53} \end{array}$$

Question 1: How many lots of 4 are there in 5?

Question 2: How many lots of 4 are there in 13?

There is 1 left over. This is a remainder. So we write r1 on the line.

Find the Remainders

Work this calculation out using the written method for division.

$$26 \div 5 = 5 \text{ r}1$$

$$\begin{array}{r} 0 \quad 5 \quad \text{r}1 \\ 5 \overline{) 26} \end{array}$$

Find the Remainders

Work this calculation out using the written method for division.

$$47 \div 4 = 11 \text{ r}3$$

$$\begin{array}{r} 11 \text{ r}3 \\ 4 \overline{) 47} \end{array}$$

Find the Remainders

Work this calculation out using the written method for division.

$$86 \div 6 = 14 \text{ r}2$$

$$\begin{array}{r} 14 \text{ r}2 \\ 6 \overline{) 86} \\ \underline{6} \\ 26 \\ \underline{24} \\ 2 \end{array}$$

Find the Remainders

Work this calculation out using the written method for division.

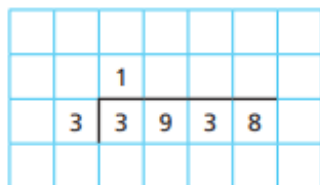
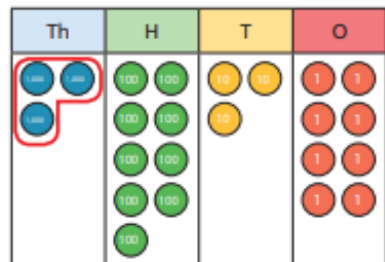
$$263 \div 4 = 65 \text{ r}3$$

$$\begin{array}{r} 0 \quad 6 \quad 5 \quad \text{r}3 \\ 4 \overline{) 263} \\ \underline{2} \\ 6 \\ \underline{6} \\ 3 \end{array}$$

Independent Activity: Now grab a pen and paper and see how many questions you can answer

- 1 a) Circle the groups of 3 to help complete the sentences and calculation.

The first step has been done for you.



There is 1 group of 3 thousands.

There are groups of 3 hundreds.

There is group of 3 tens.

There are groups of 3 ones.

There are ones left over.

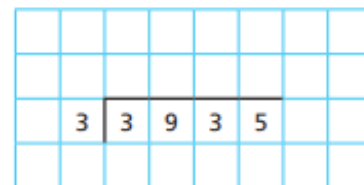
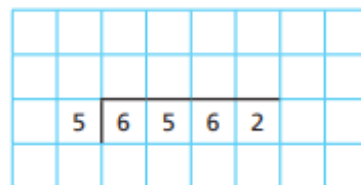
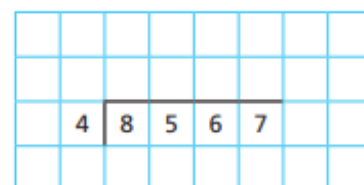
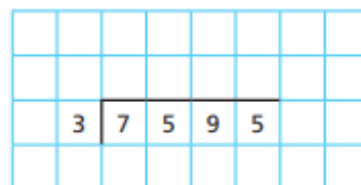
$3,938 \div 3 =$ remainder

- b) Use place value counters to work out $8,407 \div 4$

$8,407 \div 4 =$ remainder

- 2 a) Complete the divisions.

Use place value counters to help you.



- b) Write $<$, $>$ or $=$ to complete the statements.

$7,595 \div 3$ $8,567 \div 4$

$6,562 \div 5$ $3,935 \div 3$

- 3 Write the calculations in the correct column of the table.

$5,066 \div 4$

$9,513 \div 4$

$1,234 \div 4$

$6,562 \div 4$

$6,563 \div 4$

$9,515 \div 4$

Remainder of 1	Remainder of 2	Remainder of 3	Remainder of 4

Independent Activity: *Now grab a pen and paper and see how many questions you can answer*

4

7,816

7,861

6,781

1,786

I know that if I divide these numbers by 5 the remainder will be 1



Is Eva correct?

How do you know?

5

There are 459 children in a school.

They are sitting at tables in groups of 7



We will need 65 tables.

Do you agree with Mo?

Explain your answer.

6

Bags of crisps are put into multipacks of 6

The multipacks are then packed into boxes of 8

Yesterday, 6,500 bags of crisps were packed.

How many boxes of crisps were packed?

7

2

3

4

5

$$\square \square \square \div \square$$

a) How many ways can you complete the calculation using all the digit cards so that there is a remainder of 1?

b) What do you notice?

8

Dora is thinking of a number between 500 and 600

When she divides it by a 1-digit number it has a remainder of 4

What could Dora's number be?

Mastery Challenge: Now grab a pen and paper and see if you can challenge your brain a little further...

Explain the mistakes

$$564 \div 3$$

Mistake 1

$$\begin{array}{r} 121 \\ 3 \overline{) 564} \end{array}$$

Mistake 2

$$\begin{array}{r} 194 \text{ r } 2 \\ 3 \overline{) 5^2 6^1 4} \end{array}$$

Mistake 3

$$\begin{array}{r} 187 \\ 3 \overline{) 5^2 6^2 4} \end{array}$$