

Maths HW

Year 3 and 4

Divide a 2-digit number by a 1-digit number – no exchange

- 1 There are 84 pencils to be shared equally into 4 pots.



- a) Draw the pencils on the place value chart to show how they are shared.

Tens	Ones

- b) Complete the number sentences.

$$8 \text{ tens} \div 4 = \square \text{ tens}$$

$$4 \text{ ones} \div 4 = \square \text{ one}$$

$$84 \div 4 = \square$$

- c) How many pencils are there in each pot?

- 2 Use a place value chart to work out the calculations.

a) $39 \div 3 = \square$

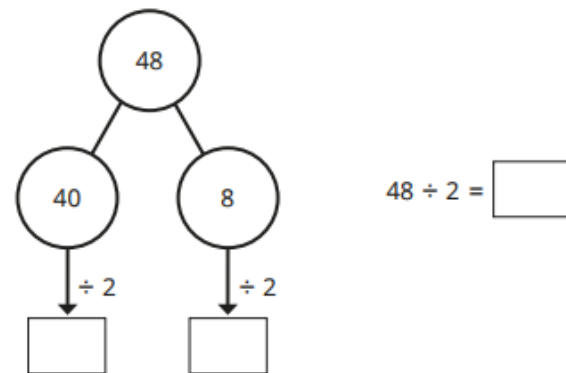
b) $68 \div 2 = \square$



- 3 Amir solves $48 \div 2$ on a place value chart.

Tens	Ones
10 10	1 1 1 1
10 10	1 1 1 1

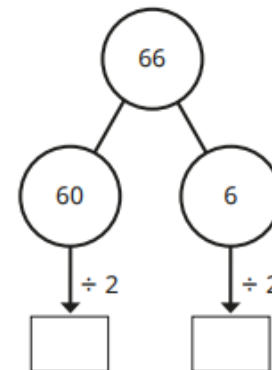
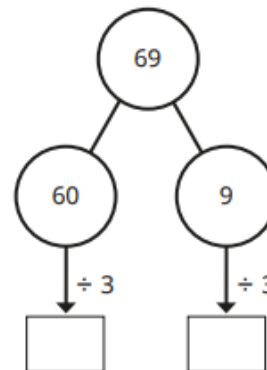
Complete the workings to show what Amir has done.



- 4 Work out the divisions.

a) $69 \div 3 = \square$

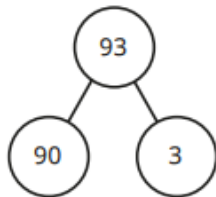
b) $66 \div 2 = \square$



Year 3

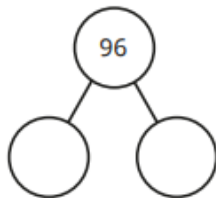
5 Work out the divisions.

a) $93 \div 3 = \square$



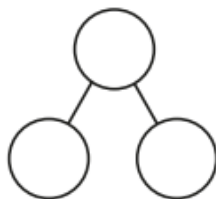
b) $82 \div 2 = \square$

$96 \div 3 = \square$



$84 \div 2 = \square$

$99 \div 3 = \square$



$86 \div 2 = \square$

What do you notice?



6



88 can be divided equally by 2 and by 4

Do you agree with Annie? _____

Explain why.

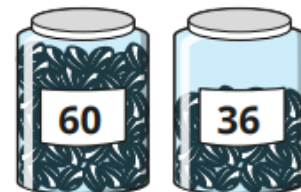
Can Annie divide 88 equally by any other 1-digit numbers?

7

Esther has 2 jars of mints.

She shares all the mints equally between 3 bowls.

How many mints are in each bowl?



How many different ways can you work out the answer?



1 Dora uses base 10 to work out 24×3

Tens	Ones

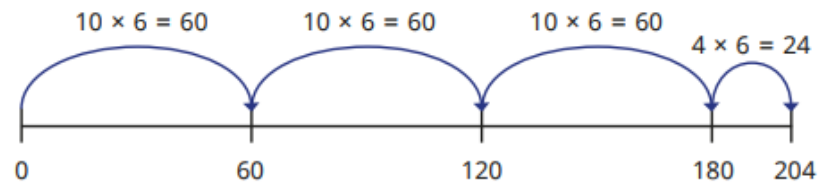
$$24 \times 3 = 12 + 60 = 72$$

Use Dora's method to work out the multiplications.

a) $28 \times 3 =$

b) $3 \times 36 =$

2 Class 4 are using number lines to work out 6×34



Talk about Class 4's method with a partner.

3 Use number lines to complete the multiplications.

a) $5 \times 32 =$



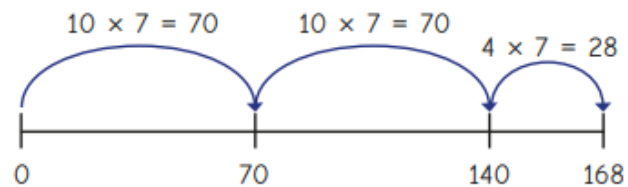
b) $7 \times 32 =$



c) $4 \times 56 =$



- 4 Tiny uses a number line to work out 7×34



- a) What mistake has Tiny made?

Talk about it with a partner.

- b) What should the number line look like?

- 5 Sam is working out 43×5

$$40 \times 5 = 200$$

$$3 \times 5 = 15$$

$$43 \times 5 = 215$$



- a) Talk about Sam's method with a partner.

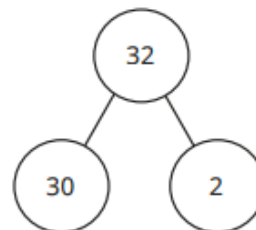
- b) Use Sam's method to complete the multiplications.

$27 \times 6 = \square$

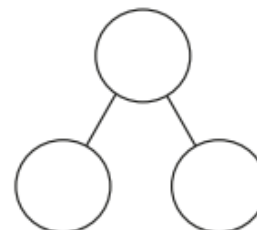
$42 \times 7 = \square$

- 6 Use part-whole models to complete the calculations.

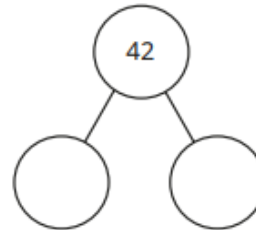
a) $32 \times 6 = \square$



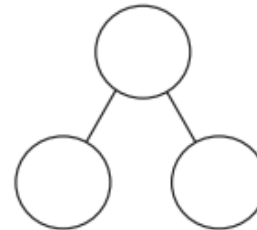
c) $7 \times 31 = \square$



b) $8 \times 42 = \square$



d) $9 \times 51 = \square$



- 7 A farmer is working out the number of sheep on her farm.

She has 6 fields.

Each field has 35 sheep.

Use a written method to work out how many sheep there are altogether.

Maths FLIP

Please watch the video for your class. You will be asked questions on the topic in the upcoming lessons.

Year 3: [Y3 Spring Block 2 TS1 Measure in metres and centimetres on Vimeo](#)

Year 4: [Y4 Spring Block 2 TS1 Measure in kilometres and metres on Vimeo](#)