

Maths Flip


Please watch the following videos.

Year 3: [Y3 Spring Block 2 TS5 Equivalent lengths \(m and cm\) on Vimeo](#)

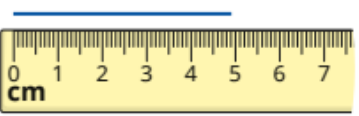
Year 4: [Y4 Spring Block 2 TS1 Measure in kilometres and metres on Vimeo](#)

Measure in centimetres and millimetres

1 What is the length of each line?

a) 

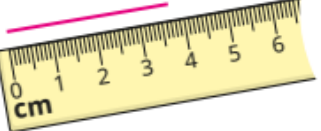
cm and mm

b) 

cm and mm

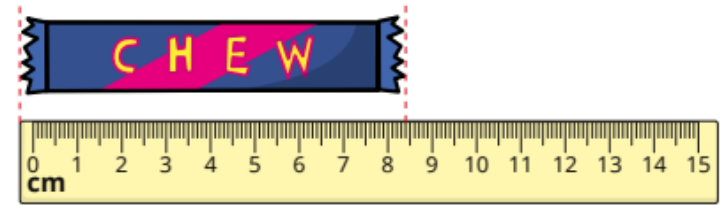
c) 

cm and mm

d) 

cm and mm

2 Tiny is measuring the length of a sweet chew.



What mistake has Tiny made?

3 Measure the lengths of the lines.
Give your answers in centimetres and millimetres.



A cm and mm

C cm and mm

B cm and mm

D cm and mm

- 4 Measure the lengths of some items in your classroom.

Sort your items into the table.

Less than 80 mm	Between 80 mm and 150 mm	Greater than 150 mm

- 5 Use a ruler to draw lines of these lengths.

a) 5 cm and 7 mm

b) 9 cm and 1 mm

c) 2 cm and 3 mm



- 6 Annie and Dexter have each drawn a line.



Annie

My line is 5 cm and 4 mm long.

My line is 5 mm shorter than Annie's line.



Dexter

Draw Dexter's line.

- 7 Draw a line that is longer than 38 mm, but shorter than 4 cm and 3 mm.

Compare answers with a partner.



Divide a 3-digit number by a 1-digit number

1 Max is using a place value chart to work out $844 \div 4$

H	T	O
100 100	10	1
100 100	10	1
100 100	10	1
100 100	10	1

- a) Talk about Max's method with a partner.
- b) Complete the division.

$$844 \div 4 = \square$$

2 Work out the divisions.

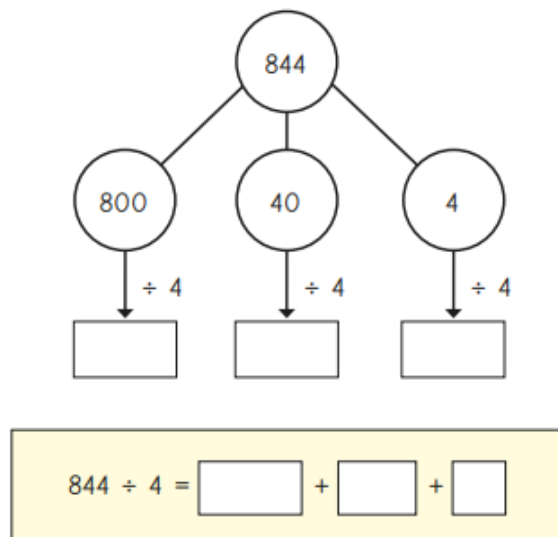
a) $525 \div 5 = \square$

c) $840 \div 8 = \square$

b) $636 \div 6 = \square$

d) $903 \div 3 = \square$

3 Eva is using a part-whole model to work out $844 \div 4$



- a) Complete Eva's workings.
- b) Complete the division.

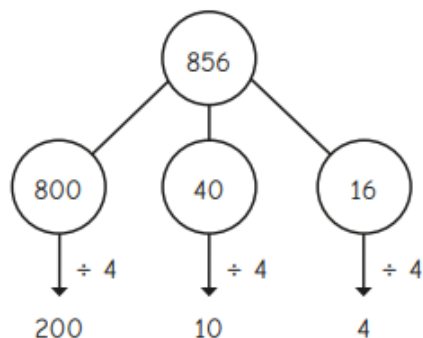
$$844 \div 4 = \square$$

4 A ball of string is 848 cm long.

It is cut into 4 equal pieces.

What is the length of one piece of string?

- 5 Whitney is using flexible partitioning to divide a 3-digit number.



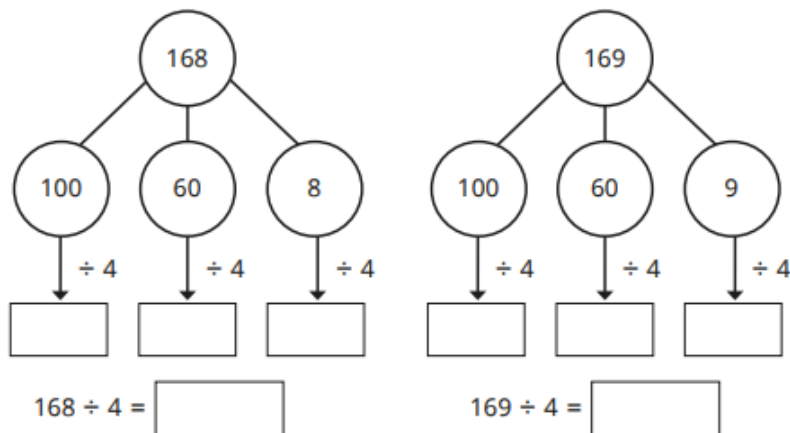
Could Whitney have partitioned the number another way?

- 6 Work out the divisions.

a) $585 \div 5 = \square$ c) $648 \div 4 = \square$

b) $672 \div 6 = \square$ d) $847 \div 7 = \square$

- 7 Complete the part-whole models and divisions.



What is the same and what is different about the calculations?
Talk about it with a partner.

- 8 Complete the divisions.

a) $258 \div 6 = \square$ c) $864 \div 4 = \square$

b) $623 \div 5 = \square$ d) $824 \div 3 = \square$

- 9 Eva has a piece of ribbon.
The ribbon is 839 cm long.



- a) Work out how much ribbon would be left over if she cut it into:

- 4 equal pieces
- 6 equal pieces
- 8 equal pieces

- b) Can Eva cut the ribbon into equal pieces with no ribbon left over?

Explain your answer.

