

Division on a number line lesson plan

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
	<p>Mental:</p> <p>Main: Understand division as 'jumps of'</p>	<p>Mental:</p> <p>Main: TA to take G+T children and practice counting in jumps of 0.2, 0.3, 0.4, 0.5, 0.6, 0.7, 0.8 and 0.9</p> <p>Revise the division symbol. Ask children if they know what it stands for Revise how division means 'shared by' or 'repeated subtraction'. Do a couple of examples of division as repeated subtraction e.g. $4 \div 2$ is the same as $4 - 2 - 2$ Division is also the inverse (opposite) of multiplication How did we learn to do multiplication yesterday? (as 'jumps of' on a number line) Explain how we can also use jumps on a number line to do division. We can do jumps back, but it is easier to do jumps forward Have children read $4 \div 2$ as 'how many jumps of 2 to get to 4?' Model how to do division on a number line: 1) always start from 0</p>	<p>Lower ability – divide by 2, 5 and 10</p> <p>Middle ability – divide by 3, 4 and 6</p> <p>Higher ability – divide by 7, 8 and 9</p> <p>Gifted and talented – divide by numbers to 1 decimal place</p> <p>Extension – make</p>	<p>In ability pairs give children a question each to do Each child to take it turns to use a number line to calculate the division sentence, explaining what they are doing as they work out the answer</p>

To access the complete lesson plan and the resources to go with it, visit

<http://www.saveteacherssundays.com/maths/year-3/99/division-on-a-number-line/>

