

Division with remainders lesson plan

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
	<p>Mental:</p> <p>Main: Divide with remainders</p>	<p>Mental:</p> <p>Main: Revise how division is the inverse (opposite) of multiplication Revise how we have previously learnt to use jumps on a number line to do division Today we are going to use the same strategy, but without a number line because it is quicker not to draw number lines and jumps Have children read $5 \div 2$ as 'how many jumps of 2 to get to 5?' Model how to divide with remainders by: <ul style="list-style-type: none"> • counting up in multiples of the divisor until you go past the number you are dividing • crossing out this final jump and seeing how big your final jump needs to be e.g to calculate $5 \div 2$, the working out would be 2, 4, 6, so we need to do jumps of 2 and a final jump of just 1, so $5 \div 2 = 2r1$ </p>	<p>Lower ability – divide by 2, 5 and 10 with remainders</p>	<p>In ability pairs give children a question each to do</p>

To access the complete lesson plan, and all of the resources needs to teach it, visit

<http://www.saveteacherssundays.com/maths/year-3/99/division-with-remainders/>

