## Maths - Year 3

Calculating 11: Introducing the sharing structure of dividing

| Key Vocabulary |  |
| :---: | :---: |
| Remainder | Something that has been left over when other parts have been used e.g. $25 \div 2=12$, remainder 1. |
| Equal groups/ parts | 2 or more groups with the same value in each. |
| Inverse | The reverse of the opposite. |
| Array | A rectangular arrangement of numbers in rows and columns. <br>  <br>  |

## Mathematical Skills

- Model a sharing problem with structured apparatus or on an empty number line.
- Use the $\div$ symbol appropriately and know that when writing dividing sentences, the amount shared is always written first.
- Write dividing sentences using the short division form. $3 \longdiv { 1 8 } =$
- Explain the inverse relationship between multiplying and dividing from an array.
-Use inverse relationships between multiplying and dividing to solve sharing problems.


## Mathematical Methods

-Understand dividing in a sharing context, and see the relationship between multiplication and division.



I share 15 cakes between 3 people.

- Understand the relationship between multiplying and dividing using arrays.


$$
\begin{aligned}
& 3 \times 4=12 \\
& 4 \times 3=12 \\
& 12 \div 4=3 \\
& 12 \div 3=4
\end{aligned}
$$

- Find remainders in a sharing situation e.g. $23 \div 10=2$, remainder 3 .



## Can you..?

- If $24 \div 3=8$, what is $3 \times 8$ ? Can you explain how you know?
- Is $12 \div 3$ the same as $3 \div 12$ ? Can you explain?
- 18 sandwiches are shared equally between 6 friends. How many sandwiches can they have each?
- Can you write four number sentences for this array?


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- I have 12 marbles in 5 bags. How many marbles can I put in each bag if I share them equally? How many do I have left over?

$\div 6=3 r 1$

