Maths - Year 3
Calculating 7: Revising dividing as 'How many...in…?'
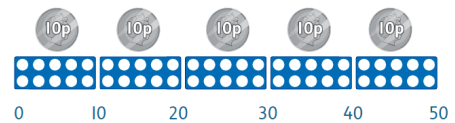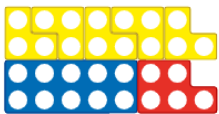
Key Vocabulary

How many in	How many groups of the same amount are there e.g. 6 groups of 2 is the same as 6 x 2 = 12 or 12 ÷ 2 = 6.
inverse	The reverse or the opposite.
Dividing...into	Sharing an amount into equal groups.
Remainder	Something that is left over when other parts have been used.

Mathematical Skills

- Understand dividing as finding 'how many groups there are in…'
- Understand the inverse relationship between multiply and dividing.
- Learn and use the ÷ sign/symbol.
- Recognise that dividing can be expressed in different words e.g. 'between', 'shared', 'how many in' etc.
- Read and write dividing sentences to express their solutions.
- Use knowledge of the 5 times table to model their working on an empty number.
- Interpret the remainder as what is left after grouping.

Mathematical Methods
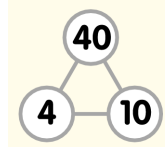
- Understand division as how many….in…., and understand the relevant symbols e.g.

$15 ÷ 3 =$ or $3\overline{)15}$ or how many 10ps in 50p?
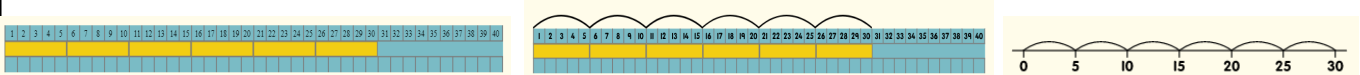

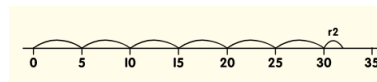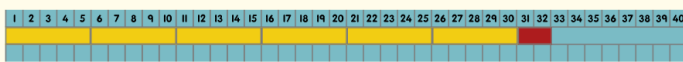- Understand inverse relationships through the use of number trios e.g.

$4 \times 10 = 40$ $10 \times 4 = 40$

$40 ÷ 4 = 10$ $40 ÷ 10 = 4$

- Move from concrete to pictorial to represent and solve division calculations e.g. $30 ÷ 5 =$

- Solve calculations that involve a remainder e.g.

$6r2$
$6\overline{)32}$

Can you..?

- Complete these dividing sentences: $12 ÷ 2 =$; $70 ÷ 10 =$; $21 ÷ 3 =$

- How many £2 toys can you buy for £16?

- How many fives are there in these numbers and what would their remainder be: 17, 36, 43, 22?

- How could you write the dividing calculation for this number line?