Reasoning and Problem Solving Step 11: Divide with Remainders

National Curriculum Objectives:

Mathematics Year 5: (5C7b) <u>Divide numbers up to 4 digits by a one-digit number using the</u> formal written method of short division and interpret remainders appropriately for the <u>context</u>

Differentiation:

Questions 1, 4 and 7 (Reasoning)

Developing Decide whether a calculation is correct and explain why when comparing answers with remainders using known division facts from 2, 3 and 5 times tables. Expected Decide whether a calculation is correct and explain why when comparing answers with remainders using known division facts from 4, 6 and 8 times tables. Greater Depth Decide whether a calculation is correct and explain why when comparing answers with remainders using known division facts from 7 and 9 times tables.

Questions 2, 5 and 8 (Problem Solving)

Developing Solve word problems using known division facts from 2, 3 and 5 times tables. Expected Solve word problems using known division facts from 4, 6 and 8 times tables. Greater Depth Solve word problems using known division facts from 7 and 9 times tables.

Questions 3, 6 and 9 (Problem Solving)

Developing Arrange number cards to create a calculation with a given remainder in the answer using known division facts from 2, 3 and 5 times tables.

Expected Arrange number cards to create a calculation with a given remainder in the answer using known division facts from 4, 6 and 8 times tables.

Greater Depth Arrange number cards to create a calculation with a given remainder in the answer using known division facts from 7 and 9 times tables.

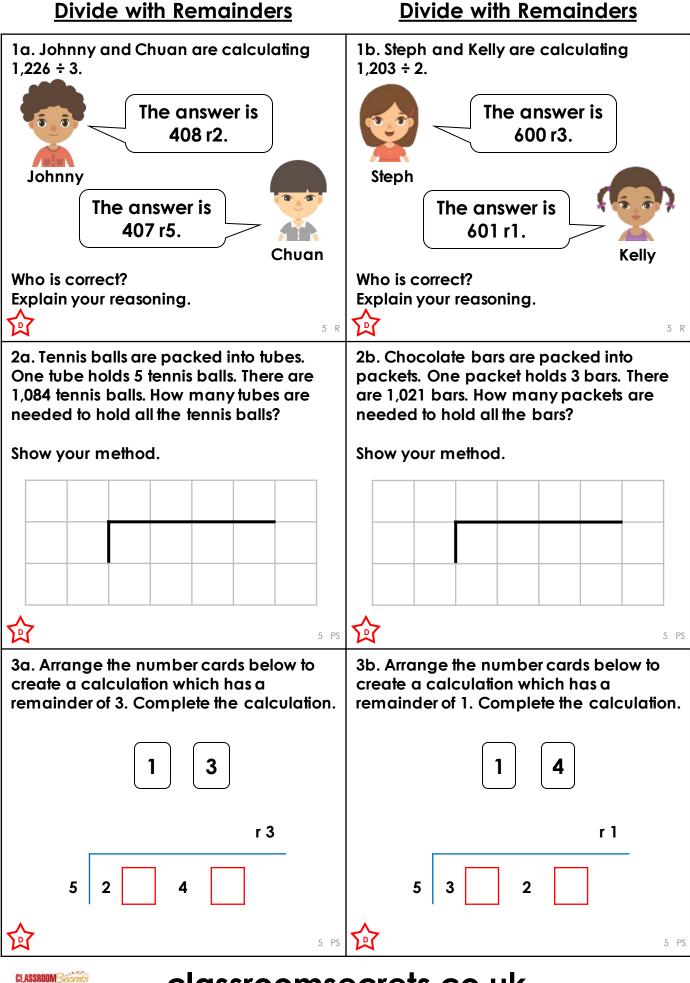
More <u>Year 5 and Year 6 Multiplication and Division</u> resources.

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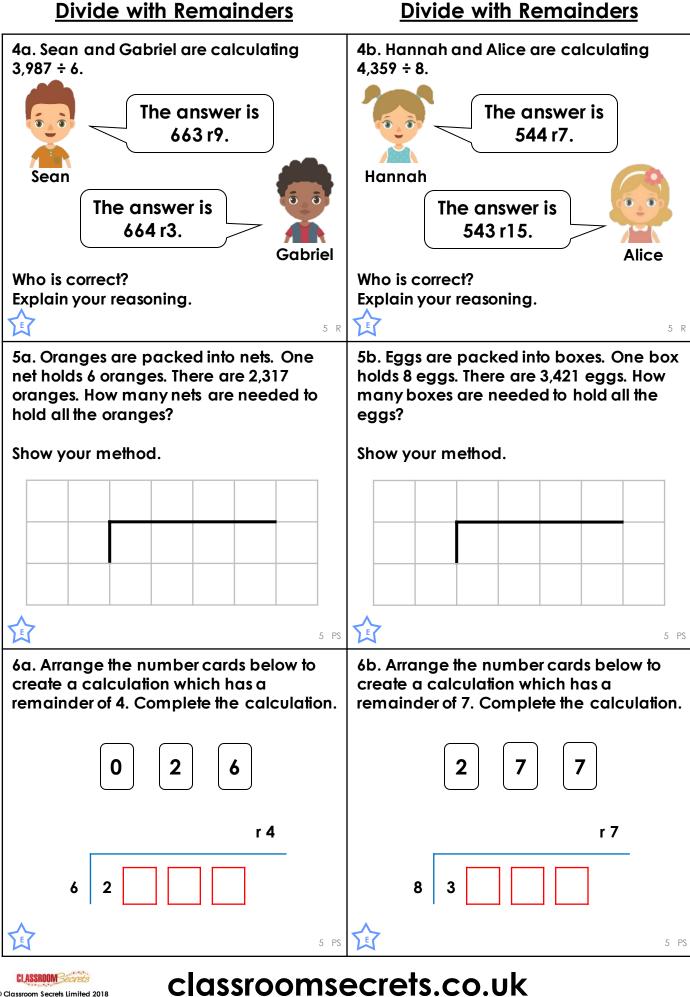
Reasoning and Problem Solving – Divide with Remainders – Teaching Information



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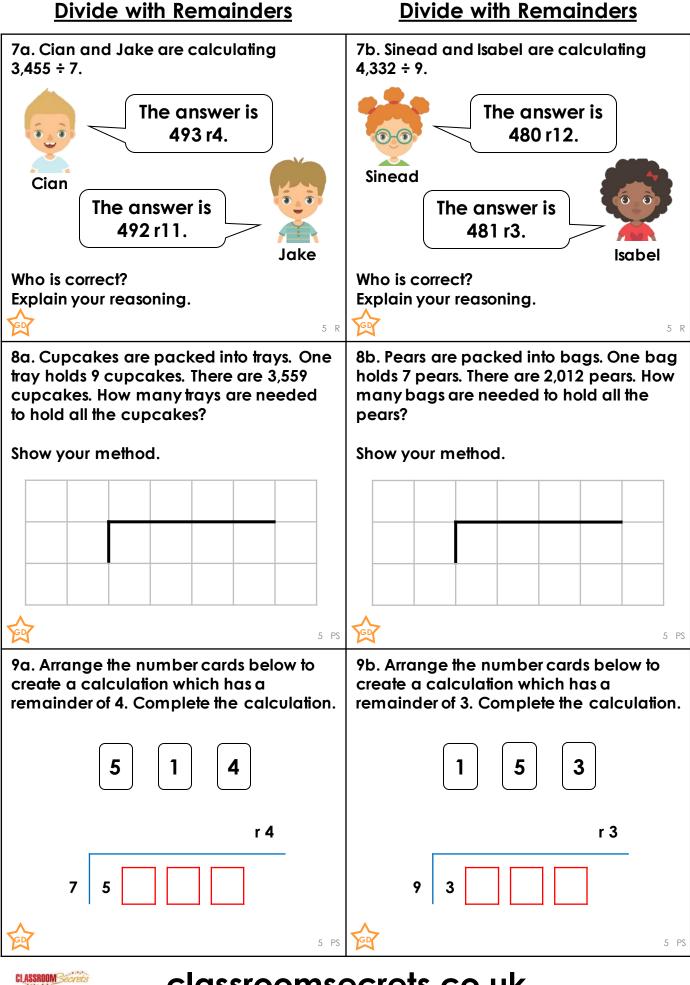
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Reasoning and Problem Solving – Divide with Remainders – Year 5 Developing



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Reasoning and Problem Solving – Divide with Remainders – Year 5 Expected



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Reasoning and Problem Solving – Divide with Remainders – Year 5 Greater Depth

<u>Reasoning and Problem Solving</u> <u>Divide with Remainders</u>

Developing

1a. Johnny is correct. Chuan's remainder is 5 which is higher than the divisor of 3.
2a. 1,084 ÷ 5 = 216 r4
217 tubes will be needed.
3a. 2,143 ÷ 5 = 428 r3

Expected

4a. Gabriel is correct. Sean's remainder is
9 which is higher than the divisor of 6.
5a. 2,317 ÷ 6 = 386 r1
387 nets will be needed.
6a. Various answers, for example:
2,602 ÷ 6 = 433 r4; 2,620 ÷ 6 = 436 r4
2,206 ÷ 6 = 367 r4; 2,260 ÷ 6 = 376 r4
2,026 ÷ 6 = 337 r4; 2,062 ÷ 6 = 343 r4

Greater Depth

7a. Cian is correct. Jake's remainder is 11 which is higher than the divisor of 7.
8a. 3,559 ÷ 9 = 395 r4
396 trays will be needed.
9a. Various answers, for example:
5,541 ÷ 7 = 791 r4; 5,415 ÷ 7 = 773 r4

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Developing

1b. Kelly is correct. Steph's remainder is 3 which is higher than the divisor of 2.
2b. 1,021 ÷ 3 = 340 r1
341 packets will be needed.
3b. 3,421 ÷ 5 = 684 r1

Expected

4b. Hannah is correct. Alice's remainder is
9 which is higher than the divisor of 8.
5b. 3,421 ÷ 8 = 427 r5
428 boxes will be needed.
6b. 3,727 ÷ 8 = 465 r7

Greater Depth 7b. Isabel is correct. Sinead's remainder is 12 which is higher than the divisor of 9. 8b. 2,012 ÷ 7 = 287 r3 288 bags will be needed. 9b. Various answers, for example: 3,153 ÷ 9 = 350 r3; 3,135 ÷ 9 = 348 r3 3,513 ÷ 9 = 390 r3; 3,531 ÷ 9 = 392 r3 3,351 ÷ 9 = 372 r3; 3,315 ÷ 9 = 368 r3



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Reasoning and Problem Solving – Divide with Remainders **ANSWERS**