

YEAR 4 – Down the Hatch



Hello, Year 4! We hope you are all continuing to enjoy your learning. We have again certainly enjoyed hearing about and seeing what you have been up to! Whilst we have been in lockdown, there have been positive Eco changes to the planet, can you find out what they are? Please continue to post pictures on Twitter @oldburypark. Have fun! #StaySafe

Ms Condon Mrs Screen Miss Doughty Mrs Sheppard

EVERY DAY

Daily Maths lessons – WEEK 3 (4th May this week please) <https://whiterosemaths.com/homelearning/year-4/>

Mathletics – 15-20 minutes (more if you wish).

Read for at least 15 minutes.

Additional tasks for this week (11/5/20)

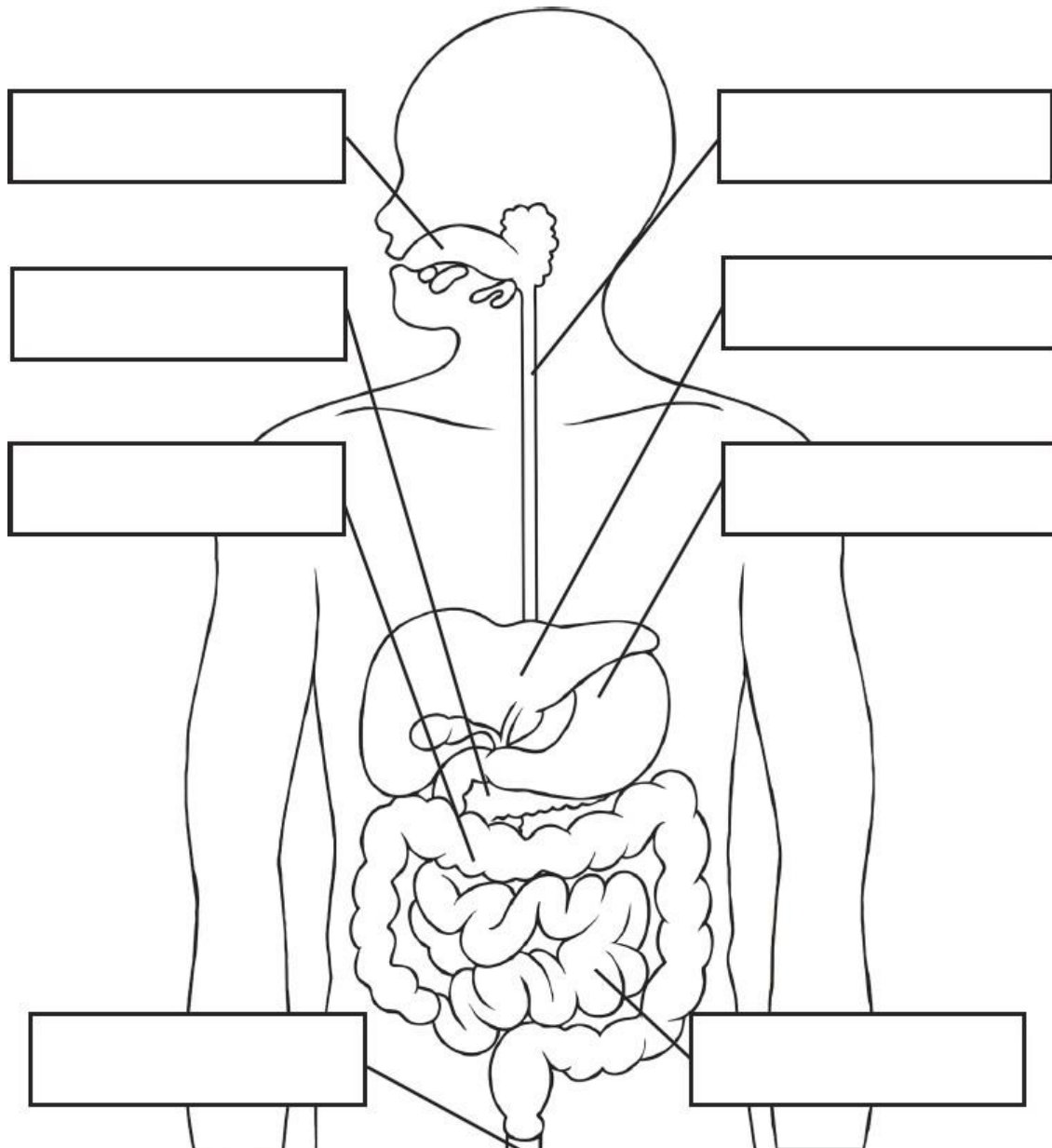
<u>English</u>	<u>Topic</u>
<p><u>Monday</u> This week we are going to be poets! To start with, let's find out about Michael Rosen, who is famous for his poetry. Watch him perform a narrative poem here. https://www.bbc.co.uk/bitesize/clips/zp9b4wx Find out more about Michael Rosen and what inspires him to write here. https://www.michaelrosen.co.uk/about/ https://www.michaelrosen.co.uk/purbrook/ What three things do you think you need to be a poet?</p> <p><u>Tuesday</u> Watch this clip of Michael Rosen performing a poem called 'Fast Food'. https://www.youtube.com/watch?v=XHPEO58FjZo Does this remind you of anything? (Gingerbread Man) What poetry features have been used? (repetition, rhyme, imagery) Watch the video again. Draw a map of the hamburgers journey in the poem and label it.</p> <p><u>Wednesday</u> Plan your own poem. Design your own food item that will feature in your poem and come up with a catchy rhyme to replace, "Eating me is cruel, eating me is murder, you can't catch me, I'm the speedy hamburger!" It is OK to keep some of the same words (you might only change murder and hamburger). Next, draw out your own map for your food's journey.</p> <p><u>Thursday</u> Write your poem based on Michael Rosen's Fast Food. Structure it in the same way, describing the journey of your food item. Include the catchy rhyme every time the food meets someone new. Your poem does not have to rhyme all the way through and it does not need to be as long as Michael Rosen's. Just have a go and have fun!</p> <p><u>Friday</u> How does Michael Rosen bring his poems to life when he performs them? Can you perform your poem?</p>	<p>This week we want you to complete at least one of the following –</p> <ol style="list-style-type: none">Swallow and trace down your throat to where you think your stomach is. Watch www.kitses.com/animation/swfs/digestion.swf recreate the digestive system following the video. Story map it and accurately label it. https://www.twinkl.co.uk/resource/us2-s-156-human-digestive-system-labeling-activity-sheet(post Its- if possible) Make these labels:- mouth, oesophagus, stomach, duodenum, ileum (small intestine), colon (large intestine), and rectum . Place them on a willing volunteer and check if you have them in the correct place!Re-Create the passage of some food: Explain to your adult/friend what happens in each section. You will need: Crackers, Zip Lock Bags, Water, Orange Juice, Tights, Kitchen Roll or similar objects. https://www.bbc.co.uk/bitesize/topics/z27kng8 https://www.youtube.com/watch?v=VwrsL-ICZYoMake a 3D model of the digestive system- use some inventive materials to represent each labelled organ.ICT-E-Safety. https://www.thinkuknow.co.uk/globalassets/thinkuknow/documents/thinkuknow/parents/pdf/thinkuknow-8-10s-home-activity-sheet-2.pdf

1. Recreate the digestive system. Story map it and accurately label it.

<https://www.twinkl.co.uk/resource/t2-s-448-digestive-system-labelling-worksheet>

2. Digestive System Labelling

Cut out the labels and stick them onto the correct digestive parts



oesophagus anus liver small intestine

large intestine mouth pancreas stomach

3. Re-Create the passage of some food: Explain to your adult/friend what happens in each section. You will need: Crackers, Zip Lock Bags, Water, Orange Juice, Tights, Kitchen Roll or similar objects.

For example: Step 1 [**mouth**]: put a cracker into their zip-lock bag. Start crushing it up to represent the **teeth**. What does our mouth produce to make food easier to swallow?

Step 2 [**stomach**]: what does the stomach have that helps break down food?

Step 3 [**ileum** - small intestine]:

Step 4 [**colon** - large intestine]:

OR

Use the next diagram to help you. Our Digestive System.

ADULT Answers: Don't look.

a. Saliva: softens the food and starts breaking it down (add water to the bag). The food then travels down the **oesophagus**.

b. Acid and digestive juices break down the food (add orange juice). Continue gently squeezing the bag to represent the stomach churning the food to break it down. This is completed in the **duodenum**.

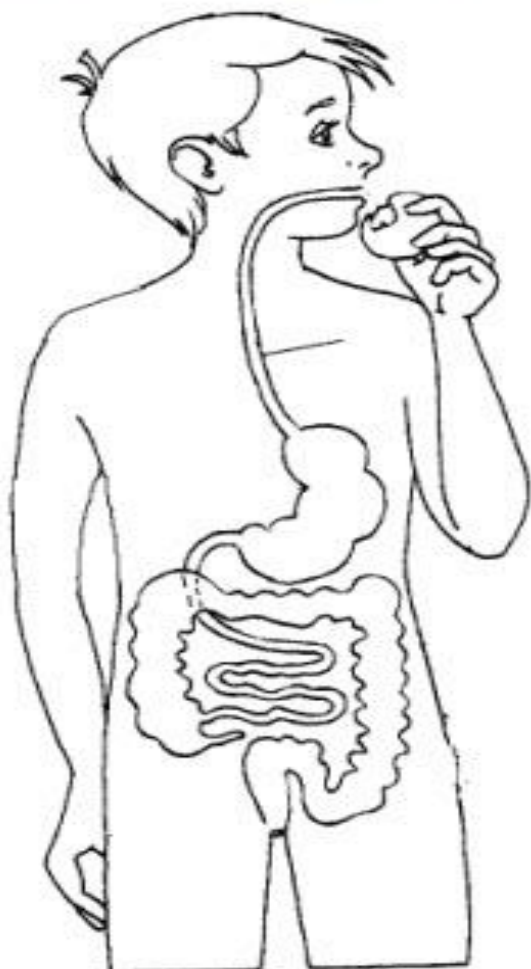
c. proteins, fats and vitamins are absorbed from the food. The walls of the ileum are lined with tiny finger like **villi** expanding the surface area so it can absorb more.

d. Absorbs the water from the remaining waste to be used by the body before it is excreted through the **anus**. Pour the stomach contents for each table into a pair of tights, lay to rest over kitchen roll. The liquid will pass through the tights and be absorbed by the kitchen roll, leaving only the **waste**.

Our Digestive System

Name _____

Draw a line showing which part of the digestive system performs this function:



The food is chewed and mixed with saliva.

The food moves to the food tube.

The food moves to the food tube/esophagus.

The food moves into the stomach.

The food moves into the stomach.

Intestinal juices help to digest the food.

The stomach juices mashes the food and turns it to paste.

Nutrients get absorbed.

Waste is released.

4. Make a 3D model of the digestive system- use some inventive materials to represent each labelled organ.

Labels for the digestive system:

MOUTH	ILEUM (SMALL INTESTINE)	DUODENUM
OESOPHAGUS	COLON (LARGE INTESTINE)	RECTUM
STOMACH	RECTUM	

English Resources – Week 4

Monday



About Michael Rosen

I was born on May 7th 1946 in a place called Harrow, Middlesex. My parents told me that the night I was born, the church next door to where we lived burned down. For the first eighteen months of my life, we lived in a flat at 30A Bridge Street, Pinner, Middlesex. Then until I was 17, we lived in a flat at 6A Love Lane, Pinner. Both these two flats are still there and they are flats over the top of shops. Out the back of the shops there was a wide alleyway where all the cars, vans and lorries came to deliver the things that were sold in the shops. It was also our playground. At one end of it, there was a builders' yard where carpenters, plumbers and painters prepared the windows, doors, pipes and things for the jobs they were doing in nearby houses. Their dump was my playground too.

I was brought up by my mum and dad. When I was born, my dad was in the American Army in Germany but when he came home, he became an English teacher in secondary schools. In 1948, when I was two, my mum trained to be a primary school teacher. When they were young, my parents had been very poor – my father especially.

Some of their parents and grandparents were immigrants from Poland, Russia and Romania and these people spoke a language that some Jewish people speak, Yiddish. My parents sometimes spoke bits of Yiddish too, though after English, my father's best language was French. He could also read Latin.

My parents were very, very, very interested in education, schools, learning and books. They were very keen that my brother and I should do well at school. But at the same time, I have to say they were very funny, humorous people who loved jokes, stories and songs. My father loved to sing songs in lots of different languages as well as saying bits of poetry or plays – especially Shakespeare. This meant that my head was full of all kinds of words and expressions.

My brother is four years older than me and he was like a third parent. Anything they taught him at school, he thought he had to teach me. He was (and still is) a very funny person too. He was very good at imitating people he knew, including our mum and dad, which he liked to do in the bedroom we shared on the top floor at 6A Love Lane. A good deal of my poems are about my life between the ages of about 2 and 12, so I won't say much more about that now.

When I was 11, I went to a school called Harrow Weald County Grammar School. My brother was there already. It was a mixed school, with a grey school uniform. While I was there, I loved doing acting and writing stories and I started to write poems. I had some very good friends, especially someone called David, who was very interested in painting and jazz. In my spare time, I loved going to an acting club.

When I was 17, we moved house, so I moved schools to Watford Boys Grammar School. Around this time, I thought that I would quite like to be a doctor. A friend of ours who was a doctor said that I could carry on studying English, History and French, and I could start doing all the science and medical things when I went to medical school. So that's what I did.

So I went off to the Middlesex Hospital Medical School. But I wasn't happy and I hatched a plan: if I went to the same college as my brother, it would be fairly easy to change back to doing English. So I was very lucky and got into Wadham College, Oxford. I did one more year of medical things, and then changed to English Language and Literature. All the time I was at university, I spent many, many hours writing, acting and directing plays. While I was at university, I wrote a play called 'Backbone' that was put on at the Royal Court Theatre, in London. This was my first ever book.

When I finished university, I went to work for the BBC. First of all I worked on radio plays and documentaries, then I went to work for a children's programme called 'Playschool' and after that, I worked in BBC Schools Television where I wrote a programme helping very young children to learn how to read. My first book for children was called *Mind Your Own Business* and it came out in 1974. Quentin Blake did wonderful line drawings for it.

Ever since then, I've been doing these things:

- writing books
- writing articles for newspapers and magazines
- coming to schools, libraries and theatres and performing the poems in my books
- helping children write poems and stories
- appearing on TV, either reading books, or talking about books
- teaching at universities about children's literature
- running workshops for teachers about poetry

In any week, I might be doing all of these things! To tell the truth, I don't really know what I'm doing tomorrow, unless I look in my diary to see.

Tuesday

Fast Food by Michael Rosen

A hamburger sat in a hamburger bar, waiting to be fried,

“No-one’s gonna put me,” it said, “into anyone’s insides.”

“Cause eating me is cruel, eating me is murder,

You can’t catch me, I’m the speedy hamburger!”

So up jumped the hamburger and ran out of the bar,

“Hey, come back here!” said the hamburger cook, “You won’t get very far!”

He rolled out of the door and off down the street,

Who do you think was the first person, hamburger happened to meet?

Lollipop lady was walking home with her lollipop in her hand,

“Get out of the way!” hamburger yelled, “I’m the fastest in the land!”

“Catch that hamburger!” the cook yelled out,

So lollipop lady turned and gave hamburger a shout,

“Hey little hamburger you can’t run away,”

But as hamburger rushed past, he just had time to say,

“Eating me is cruel, eating me is murder,

You can’t catch me, I’m the speedy hamburger!”

Hamburger, cook and lollipop lady ran off down the street,

And who do you think is the next person, hamburger happened to meet?

Lemonade boy with lemonade bottles, was loading up the van,

When hamburger rushed past and shouted, “I’m the fastest in the land!”

“Catch that hamburger,” said hamburger cook, “it’s trying to run away!”

“We’re gonna catch the little burger,” the lollipop lady began to say,

“I’ll catch it,” said lemonade boy, “I’m really fast.”

But just then, he heard hamburger shout, as it went hurtling past,

“Eating me is cruel, eating me is murder,

You can’t catch me, I’m the speedy hamburger!”

So hamburger cook and lollipop lady, followed by lemonade boy,

Ran off up the street, shouting Ahoy,

And hamburger rolled and hamburger ran, and hamburger couldn’t be caught,

And hamburger rolled and hamburger ran, right into an airport,

“Stop right there,” said security guard, “Where do you think you’re trying to go?”

“I’m just a little hamburger,” it said, “and I don’t know where to go.”

For a moment it stood in front of the guard, then it darted past,

“You can’t catch me!” it shouted, “you can’t run very fast!”

“Eating me is cruel, eating me is murder,

You can’t catch me, I’m the speedy hamburger,”

Hamburger rolled through the terminal and out onto the runway,

It ran up to a plane to Jamaica, that was waiting to get away,

The aeroplane took off and flew into the air,

And all the people heard something as they were standing there,

“Eating me is cruel, eating me is murder,

You can’t catch me, I’m the speedy hamburger!”

Convert pounds and pence

1 a) Circle £1



b) Circle £1



c) Circle £1

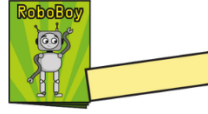


d) Circle £10

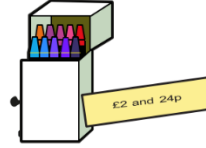


2 How many 1p coins do you need to make £1?

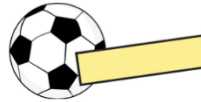
3 Write the price of each item in pence.



p



p



p

4 Write each amount in pounds and pence.

a) 274p = £ and p b) 592p = £ and p

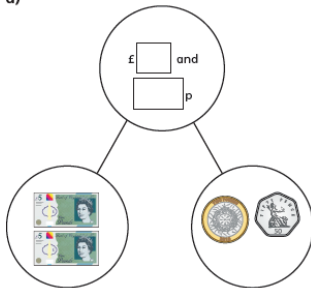
374p = £ and p 591p = £ and p

474p = £ and p 590p = £ and p

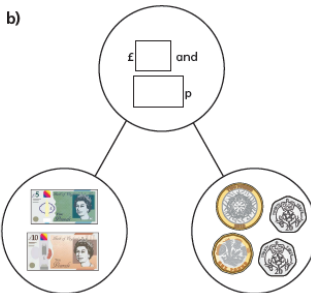
Add money

1 Complete the part-whole models.

a)



b)



2 Dora buys two birthday cards.



Complete the sentences to show how much money Dora spends.

£ + £ = £

p + p = p

Dora spends £ and p.

3 Complete the number sentences.

a) £3 and 12p + £5 and 12p = £ and p

b) £3 and 30p + £5 and 30p = £ and p

c) £3 and 50p + £5 and 50p = £ and p

d) £4 and 50p + £5 and 50p = £ and p

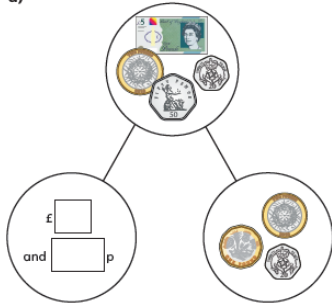
What do you notice?



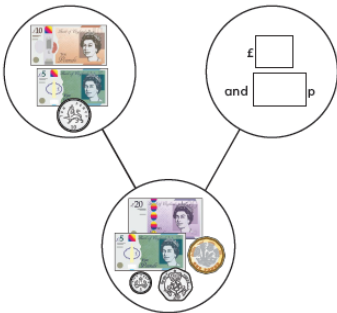
Subtract money

1 Complete the part-whole models.

a)



b)



2 Tommy has £5 and 75p in his pocket.



He puts £2 and 50p in his money box.

How much is left in his pocket?

£ and p

3 Whitney has £4 and 80p.

She buys this pair of socks.

How much money does Whitney have left?



£ and p

The 3 times-table

1 Complete the multiplications.



× =



× =

2 Dani makes an array using counters.



Write two multiplication and two division facts represented by the array.

× =
 × =
 ÷ =
 ÷ =

3 Complete the number sentences.

- a) $6 \times 3 = \square$ d) $\square \div 3 = 5$
 b) $3 \times \square = 27$ e) $12 \times 3 = \square$
 c) $\square \div 11 = 3$ f) $\square \times 3 = 0$

4 Complete the number sentences.

- a) $2 \times 3 = \square$ b) $6 = 3 \times \square$
 $4 \times 3 = \square$ $12 = 3 \times \square$
 $8 \times 3 = \square$ $18 = 3 \times \square$

What patterns do you notice?

5 Write <, > or = to compare the statements.

- a) $33 \div 11$ ○ 3 d) 6×3 ○ $6 \div 3$
 b) 27 ○ $30 \div 3$ e) 3×6 ○ $18 \div 3$
 c) $9 \div 3$ ○ 3×6 f) 0×3 ○ $3 \div 3$

Year 3 answers

Convert pounds and pence



1 a) Circle £1



b) Circle £1



c) Circle £1



d) Circle £10



2 How many 1p coins do you need to make £1?

3 Write the price of each item in pence.

RoboBoy

£1 and 24p

p



£2 and 24p

p



£6 and 45p

p

4 Write each amount in pounds and pence.

a) 274p = £ and p b) 592p = £ and p

374p = £ and p 591p = £ and p

474p = £ and p 590p = £ and p

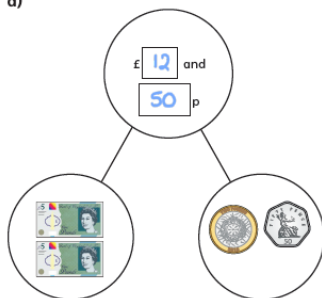
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Add money

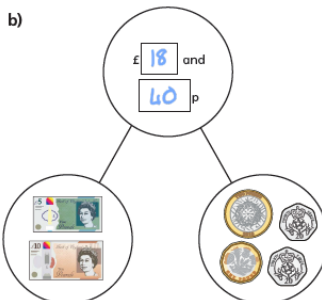


1 Complete the part-whole models.

a)



b)



2 Dora buys two birthday cards.



Complete the sentences to show how much money Dora spends.

£ + £ = £

p + p = p

Dora spends £ and p.

3 Complete the number sentences.

a) £3 and 12p + £5 and 12p = £ and p

b) £3 and 30p + £5 and 30p = £ and p

c) £3 and 50p + £5 and 50p = £ and p

d) £4 and 50p + £5 and 50p = £ and p

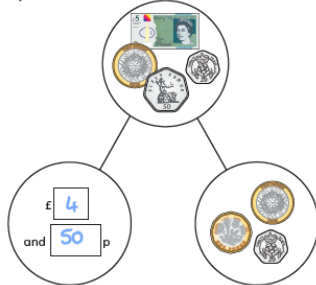
What do you notice?



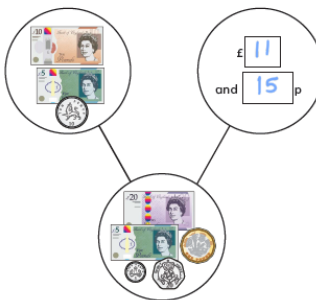
Subtract money

1 Complete the part-whole models.

a)



b)



2 Tommy has £5 and 75p in his pocket.



He puts £2 and 50p in his money box.
How much is left in his pocket?

£ 3 and 25 p

3 Whitney has £4 and 80p.

She buys this pair of socks.

How much money does Whitney have left?



£ 2 and 15 p

The 3 times-table

1 Complete the multiplications.

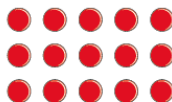


$$8 \times 3 = 24$$



$$3 \times 4 = 12$$

2 Dani makes an array using counters.



Write two multiplication and two division facts represented by the array.

$$3 \times 5 = 15$$

$$5 \times 3 = 15$$

$$15 \div 3 = 5$$

$$15 \div 5 = 3$$

3 Complete the number sentences.

$$a) 6 \times 3 = 18$$

$$d) 15 \div 3 = 5$$

$$b) 3 \times 9 = 27$$

$$e) 12 \times 3 = 36$$

$$c) 33 \div 11 = 3$$

$$f) 0 \times 3 = 0$$

4 Complete the number sentences.

$$a) 2 \times 3 = 6$$

$$b) 6 = 3 \times 2$$

$$4 \times 3 = 12$$

$$12 = 3 \times 4$$

$$8 \times 3 = 24$$

$$18 = 3 \times 6$$

What patterns do you notice?

5 Write <, > or = to compare the statements.

$$a) 33 \div 11 = 3$$

$$d) 6 \times 3 > 6 \div 3$$

$$b) 27 > 30 \div 3$$

$$e) 3 \times 6 > 18 \div 3$$

$$c) 9 \div 3 < 3 \times 6$$

$$f) 0 \times 3 < 3 \div 3$$

Multiply 2-digits by 1-digit



1 Brett uses a place value chart to work out 5×32



Talk about Brett's method with a partner.
Complete the multiplication.

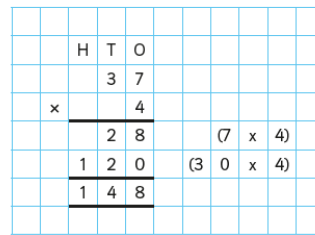
$5 \times 32 = \square$

Use Brett's method to work out 6×34

$6 \times 34 = \square$

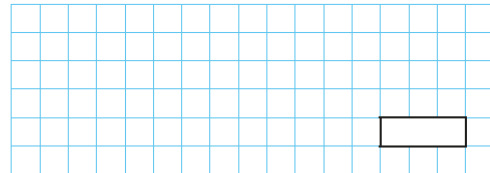


2 Rosie works out 4×37 using a written method.

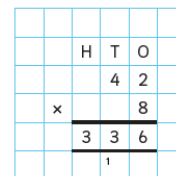


Talk about Rosie's method with a partner.

Use Rosie's method to work out 6×28



3 Dani uses a different written method to work out 8×42

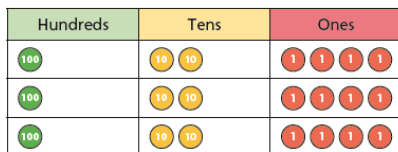


Talk about Dani's method with a partner.

Multiply 3-digits by 1-digit



1 Filip uses a place value chart to help him multiply a 3-digit number by a 1-digit number.



a) What multiplication is Filip working out?

$\square \times \square$

b) What is the answer to Filip's multiplication?

\square

2 Use place value counters to complete the multiplications.

a) $3 \times 213 = \square$

d) $6 \times 106 = \square$

b) $4 \times 216 = \square$

e) $4 \times 209 = \square$

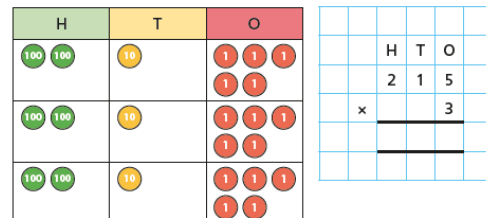
c) $5 \times 106 = \square$

f) $317 \times 3 = \square$

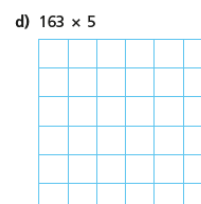
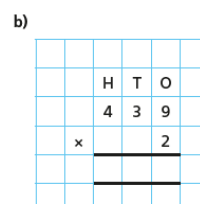
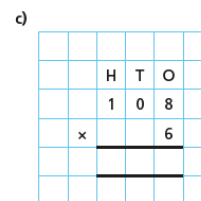
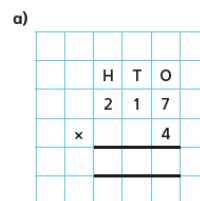


3 Complete the multiplication.

Use the place value chart to help you.



4 Complete the multiplications.



Divide 2-digits by 1-digit (2)

- 1 Whitney is working out $49 \div 4$ using a place value chart.

Tens	Ones
10	1 1
10	1 1
10	1 1
10	1 1

- a) Talk about Whitney's method with a partner.
b) Why is there one counter left over?

- c) Complete the division.

$$49 \div 4 = \square$$

- d) Use place value counters to complete the divisions.

$$50 \div 4 = \square \qquad 51 \div 4 = \square$$

What do you notice?

- 2 Complete the divisions.

a) $47 \div 3 = \square$ e) $49 \div 6 = \square$

b) $26 \div 5 = \square$ f) $47 \div 4 = \square$

c) $89 \div 4 = \square$ g) $74 \div 3 = \square$

d) $32 \div 5 = \square$ h) $81 \div 7 = \square$

- 3 Complete the divisions.

a) $36 \div 4 = \square$ c) $45 \div 3 = \square$

$37 \div 4 = \square$ $46 \div 3 = \square$

$38 \div 4 = \square$ $47 \div 3 = \square$

$39 \div 4 = \square$ $48 \div 3 = \square$

$40 \div 4 = \square$ $49 \div 3 = \square$

b) $70 \div 5 = \square$ d) $92 \div 4 = \square$

$71 \div 5 = \square$ $91 \div 4 = \square$

$72 \div 5 = \square$ $90 \div 4 = \square$

$73 \div 5 = \square$ $89 \div 4 = \square$

$74 \div 5 = \square$ $88 \div 4 = \square$

Divide 3-digits by 1-digit

- 1 Jack is working out $844 \div 4$ using a place value chart.

H	T	O
100 100	10	1
100 100	10	1
100 100	10	1
100 100	10	1

- a) Talk about Jack's method with a partner.
b) Complete the division.

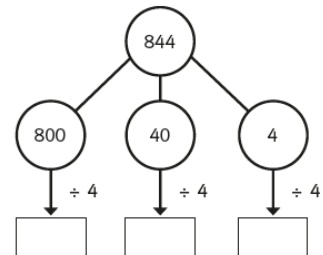
$$844 \div 4 = \square$$

- 2 Use Jack's method to work out these divisions.

a) $525 \div 5 = \square$ c) $840 \div 8 = \square$

b) $636 \div 6 = \square$ d) $903 \div 3 = \square$

- 3 Eva is working out $844 \div 4$ using a part-whole model.



Complete Eva's method.

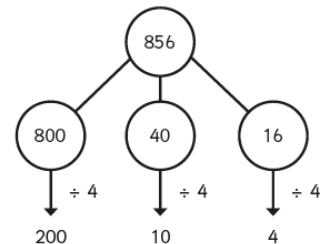
$$844 \div 4 = \square$$

- 4 A ball of string is 848 cm long.

It is cut into 4 equal pieces.

What is the length of one piece of string?

- 5 Whitney is using flexible partitioning to divide a 3-digit number.



Could Whitney have partitioned her number another way?

Year 4 Answers

Multiply 2-digits by 1-digit



1 Brett uses a place value chart to work out 5×32



Talk about Brett's method with a partner.
Complete the multiplication.

$$5 \times 32 = \boxed{160}$$

Use Brett's method to work out 6×34

$$6 \times 34 = \boxed{204}$$



2 Rosie works out 4×37 using a written method.

	H	T	O	
		3	7	
x			4	
		2	8	(7 x 4)
	1	2	0	(30 x 4)
	1	4	8	

Talk about Rosie's method with a partner.

Use Rosie's method to work out 6×28

	2	8		
x		6		
		4	8	(8 x 6)
	1	2	0	(20 x 6)
	1	6	8	

Answer: $\boxed{168}$

3 Dani uses a different written method to work out 8×42

	H	T	O
		4	2
x			8
	3	3	6
			1

Talk about Dani's method with a partner.

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Multiply 3-digits by 1-digit



1 Filip uses a place value chart to help him multiply a 3-digit number by a 1-digit number.

Hundreds	Tens	Ones
100	10 10	1 1 1 1
100	10 10	1 1 1 1
100	10 10	1 1 1 1

a) What multiplication is Filip working out?

$$\boxed{124} \times \boxed{3}$$

b) What is the answer to Filip's multiplication?

$$\boxed{372}$$

2 Use place value counters to complete the multiplications.

a) $3 \times 213 = \boxed{639}$

d) $6 \times 106 = \boxed{636}$

b) $4 \times 216 = \boxed{864}$

e) $4 \times 209 = \boxed{836}$

c) $5 \times 106 = \boxed{530}$

f) $317 \times 3 = \boxed{951}$



3 Complete the multiplication.

Use the place value chart to help you.

H	T	O
100 100	10	1 1 1
100 100	10	1 1 1
100 100	10	1 1 1

H	T	O
2	1	5
x		3
	6	4
		5

4 Complete the multiplications.

a)

	H	T	O
	2	1	7
x			4
	8	6	8
			2

c)

	H	T	O
	1	0	8
x			6
	6	4	8
			4

b)

	H	T	O
	4	3	9
x			2
	8	7	8
			1

d) 163×5

	H	T	O
	1	6	3
x			5
	8	1	5
			3

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Divide 2-digits by 1-digit (2)



- 1 Whitney is working out $49 \div 4$ using a place value chart.

Tens	Ones
10	1 1
10	1 1
10	1 1
10	1 1

1

- a) Talk about Whitney's method with a partner.
b) Why is there one counter left over?

It is a remainder.

- c) Complete the division.

$$49 \div 4 = 12 \text{ r } 1$$

- d) Use place value counters to complete the divisions.

$$50 \div 4 = 12 \text{ r } 2$$

$$51 \div 4 = 12 \text{ r } 3$$

What do you notice?

- 2 Complete the divisions.

$$\text{a) } 47 \div 3 = 15 \text{ r } 2$$

$$\text{e) } 49 \div 6 = 8 \text{ r } 1$$

$$\text{b) } 26 \div 5 = 5 \text{ r } 1$$

$$\text{f) } 47 \div 4 = 11 \text{ r } 3$$

$$\text{c) } 89 \div 4 = 22 \text{ r } 1$$

$$\text{g) } 74 \div 3 = 24 \text{ r } 2$$

$$\text{d) } 32 \div 5 = 6 \text{ r } 2$$

$$\text{h) } 81 \div 7 = 11 \text{ r } 4$$

- 3 Complete the divisions.

$$\text{a) } 36 \div 4 = 9$$

$$\text{c) } 45 \div 3 = 15$$

$$37 \div 4 = 9 \text{ r } 1$$

$$46 \div 3 = 15 \text{ r } 1$$

$$38 \div 4 = 9 \text{ r } 2$$

$$47 \div 3 = 15 \text{ r } 2$$

$$39 \div 4 = 9 \text{ r } 3$$

$$48 \div 3 = 16$$

$$40 \div 4 = 10$$

$$49 \div 3 = 16 \text{ r } 1$$

$$\text{b) } 70 \div 5 = 14$$

$$\text{d) } 92 \div 4 = 23$$

$$71 \div 5 = 14 \text{ r } 1$$

$$91 \div 4 = 22 \text{ r } 3$$

$$72 \div 5 = 14 \text{ r } 2$$

$$90 \div 4 = 22 \text{ r } 2$$

$$73 \div 5 = 14 \text{ r } 3$$

$$89 \div 4 = 22 \text{ r } 1$$

$$74 \div 5 = 14 \text{ r } 4$$

$$88 \div 4 = 22$$

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Divide 3-digits by 1-digit



- 1 Jack is working out $844 \div 4$ using a place value chart.

H	T	O
100 100	10	1
100 100	10	1
100 100	10	1
100 100	10	1

- a) Talk about Jack's method with a partner.
b) Complete the division.

$$844 \div 4 = 211$$

- 2 Use Jack's method to work out these divisions.

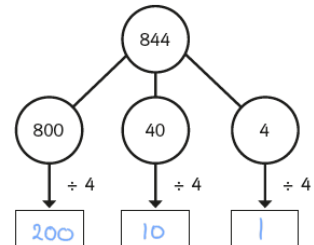
$$\text{a) } 525 \div 5 = 105$$

$$\text{c) } 840 \div 8 = 105$$

$$\text{b) } 636 \div 6 = 106$$

$$\text{d) } 903 \div 3 = 301$$

- 3 Eva is working out $844 \div 4$ using a part-whole model.



Complete Eva's method.

$$844 \div 4 = 211$$

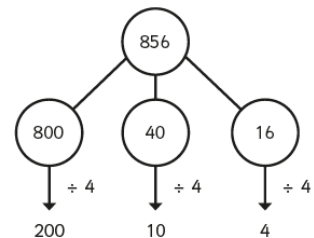
- 4 A ball of string is 848 cm long.

It is cut into 4 equal pieces.

What is the length of one piece of string?

$$212 \text{ cm}$$

- 5 Whitney is using flexible partitioning to divide a 3-digit number.



Could Whitney have partitioned her number another way?

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