home learning tasks:

Focus: Division

* Monday:

Outcome: To practice dividing multiples of 10 and 100

Task: Ask what is 12 divided by 4 and get an answer. Then ask what is 120 divided by four. Tell your child to think back to last week and spot the difference the questions (120 is 10 times bigger than 12, so the answer must be ten times bigger). Now ask about 1200 divided by 4, following the same steps of comparison.

Do a few more practice questions with them, then give your child the worksheet.

* Tuesday:

Outcome: To practice division by counting up

Task: Give your child a division question slightly out of their comfort zone (E.g. 72 divided by 4). Explain that when dividing big numbers, they don’t need to work it all out in one go, but can count up it. Draw a number line and put 0 on one end, and 72 on the other. Have your child count up in 4s until they get to 72, then ask them to tell you how many 4s that is. Explain that this is the answer to their question.

Do a few more practice questions with them, then give your child the worksheet.

* Wednesday:

Outcome: To practice division by chunking

Task: Start the same as before. Give your child a division question slightly out of their comfort zone (E.g. 68 divided by 4). Explain that when dividing big numbers, they don’t need to work it all out in one go. They can use their times tables knowledge and work out the question in chunks. For example: They might know that 4 x 10 is 40. They take that away from 68, leaving them with 28 to divide into 4, which is 7.

Do a few more practice questions with them, then give your child the worksheet.

* Thursday:

Outcome: To practice division by using the “bus stop” method.

Task: Give your child a particularly challenging division question for them (e.g. 108 divided by 6). Explain that for really big numbers, counting up or chunking might take too long. Show them the “bus stop” method. For example: draw a bus stop and place 108 on top, then place 6 by the side. Next see how many times the 6 goes in each number fully, writing that number “inside the shelter” and attaching any leftover numbers to the next one. Keep doing this until there are no numbers leftover. Once they have done some practice, have your child complete the worksheet.

* Friday:

Outcome: To solve division problems

Task: Using the methods they have learned, have your child complete the worksheet.