DAY	OBJECTIVES	TEACHING ACTIVITIES (20 mins)	INDEPENDENT WORK (20 mins)	Plenary / HOMEWORK (10 mins)	Success Criteria Must/should/could *I can:*	Evaluation
	Mental: · Derive and recall all number pairs that total 100 Main: Understand division through arrays B1005	Mental: Gladiators with number bonds to 100 Main: HA do MA work without listening to my model. Model how to do division as sharing, using system of arrays for multiplication from the day before. You need to draw as many rows or columns of the number you are dividing by as you need to get the number you are dividing. e.g. 6 ÷ 2 One row of 2 gets 2 squares  Two rows of 2 gets 4 squares  Three rows of 2 gets 6 squares  So 6 ÷ 2 = 3 This will hopefully encourage the class to see the relationship between multiplication and division. Revise the terms row and column. Explain how each array can be drawn in 2 different ways that show the same thing. LA and MA start work. Model for HA how to use known division facts to work out unknown ones e.g. 48 ÷ 6 = 8, so 4.8 ÷ 6 = 0.8 Revisit idea of division as repeated subtraction / counting up in the number you are dividing by to check answers are sensible e.g. does 0.8 + 0.8 + 0.8 + 0.8 + 0.8 + 0.8 = 4.8	Division as arrays with: LA – (use cubes) 2, 3, 4, 5 and 10 times tables MA – 6, 7, 8 and 9 times tables HA – Use known division facts to calculate similar decimals e.g. 48 ÷ 6 = 8, so 4.8 ÷ 6 = 0.8	On IWB derive all 4 facts from an array e.g. 2 rows, 3 columns: 6 ÷ 2 = 3, 6 ÷ 3 = 2, 2 X 3 = 6, 3 X 2 = 6	Division as sharing through arrays with: M: 2, 3, 4, 5 and 10 times tables S: 6, 7, 8 and 9 times tables C: use known multiplication facts to calculate unknown decimals	