

DAY	OBJECTIVES	TEACHING ACTIVITIES (20 mins)	INDEPENDENT WORK (20 mins)	Plenary / HOMEWORK (10 mins)	Success Criteria Must/should/could <i>I can:</i>	Evaluation
	<p>Mental: Derive and recall multiplication facts for the 2, 3, 4, 5, 6 and 10 times-tables and the corresponding division facts</p> <p>Main: Understand division as the inverse of multiplication</p> <p>B1006</p>	<p>Mental: Play 'Around the World' with differentiated questions on Multiplication and division</p> <p>Main: Revise the term inverse meaning opposite. HA attempt dividing with remainders without listening to my model Model how to use multiplication facts to solve division problems. e.g. $10 \div 2 = ?$ can become $2 \times ? = 10$</p> <p>Model how you can tell a calculation has a remainder if it is not a multiple of the number you are dividing by e.g. $10 \div 3$; you know there will be a remainder because 10 is not in the 4 times-tables Emphasise how the remainder cannot be bigger than the number you are dividing by e.g. $10 \div 4 = 1 \text{ r}6$ (6 bigger than 4) Model how to solve calculations with remainders e.g. $10 \div 4 = 2 \text{ r}2$ 4, 8, 12 – cross out 12 because it is bigger than 10. How many fours were there in 10 (2); and then how many do you need to count on from 8 to get to 10 (2). LA and MA start work. Model for G + T how to express quotients as fractions. Explain what a quotient is (the answer to a division question) Model how to turn a remainder into a fraction by:</p> <ul style="list-style-type: none"> making the divisor (the number you are dividing by) the bottom number making the remainder the top number <p>e.g. $13 \div 2 = 6 \frac{1}{2}$</p>	<p>Use multiplication facts to solve division problems with:</p> <p>LA – 2, 3, 5 and 10 times tables</p> <p>MA – 3, 4, and 6 times tables</p> <p>Ext – 2, 3, 5 and 10 times tables, with remainders</p> <p>G + T – express quotients with remainders as fractions and answer word problems that require this skill</p>	<p>On IWB derive from a division problem e.g. $6 \div 2 = 3$, $6 \div 3 = 2$, $2 \times 3 = 6$, $3 \times 2 = 6$</p>	<p>M: use multiplication to divide without remainders</p> <p>S: divide with remainders</p> <p>C: express quotients with remainders as fractions</p>	