

DAY	OBJECTIVES	TEACHING ACTIVITIES (20 mins)	INDEPENDENT WORK (20 mins)	Plenary / HOMEWORK (10 mins)	Success Criteria Must/should/could <i>I can:</i>	Evaluation
	Mental: Subtract by partitioning Main: Division with remainders E1004	Mental: Revise how to partition. Give children a few differentiated questions to answer using partitioning on their WBs. Compare answers with their partner and discuss any differences. Main: G + T try HA work without listening to my model Revise how we did division with remainders earlier in the year as jumps on number lines Model how to divide with remainders e.g. $25 \div 6 = 4r1$ 6, 12, 18, 24, 30 Emphasise how the remainder cannot be bigger than the number you are dividing by e.g. $9 \div 4 = 1 r5$ (5 bigger than 4) Check G + T were OK with MA work Model for G + T how to do short division: $\begin{array}{r} 3r2 \\ 4 \overline{)13}0 \end{array}$ <ol style="list-style-type: none"> 4 doesn't go into 1 so make try 4 into 13 try 4 into 13 – 3r1, so put the 3 on top and the remainder (1) next to the 0 4 goes into 10 – 2r2, so put the 2 on top and the remainder on top as a remainder 	Divide (with remainders) by: LA – 2, 3, 4, 5 and 10 MA – 3, 4 and 6 HA – 7, 8 and 9 G + T – short division with remainders	In partners children give each other some division questions to do on their WBs.	Divide (with remainders) by: M: 2, 3, 5 and 10 S: 4, 6, 7, 8 and 9 C: use short division	