

*Dr Fog Presents*

# Flexible approaches to division.

Year 5 (National Numeracy Strategy)  
(Based on DFEE Sample Lessons)



# Resources

- 1 - 10 spinner



# Mental Learning Objective

- I can recall multiplication facts.
- I can think strategically.



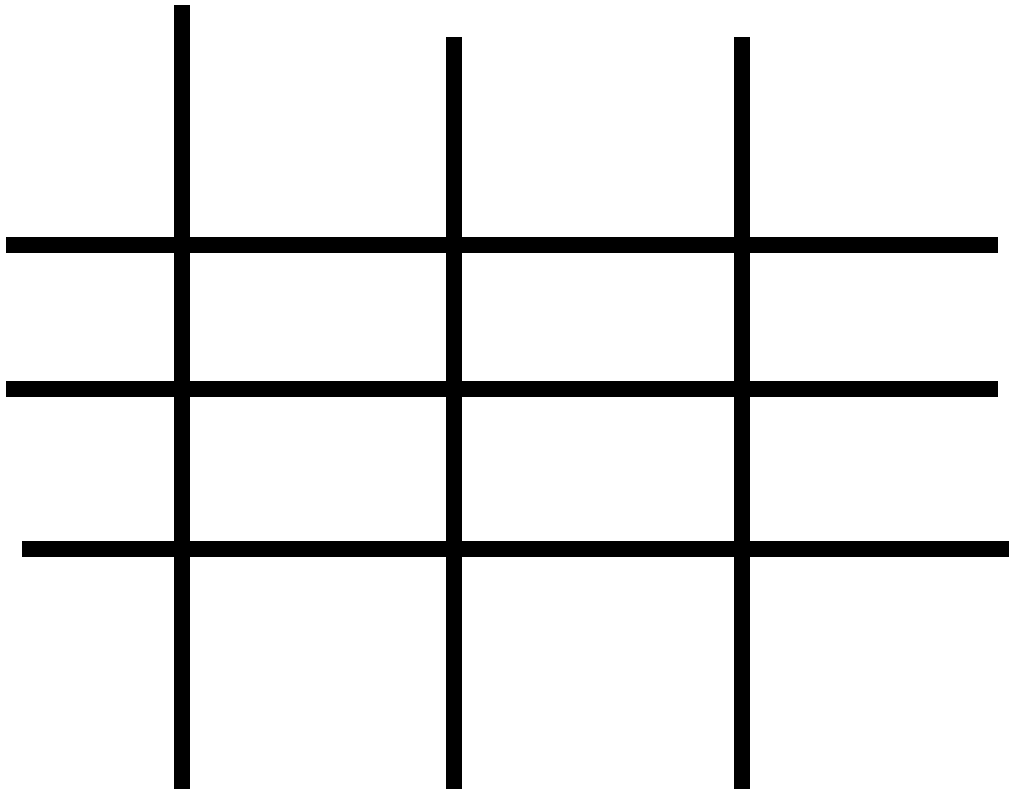
# Mental Learning Task

- Today we are going to practice our multiplication skills



# Mental Learning Task

- Draw a 4 x 4 grid.



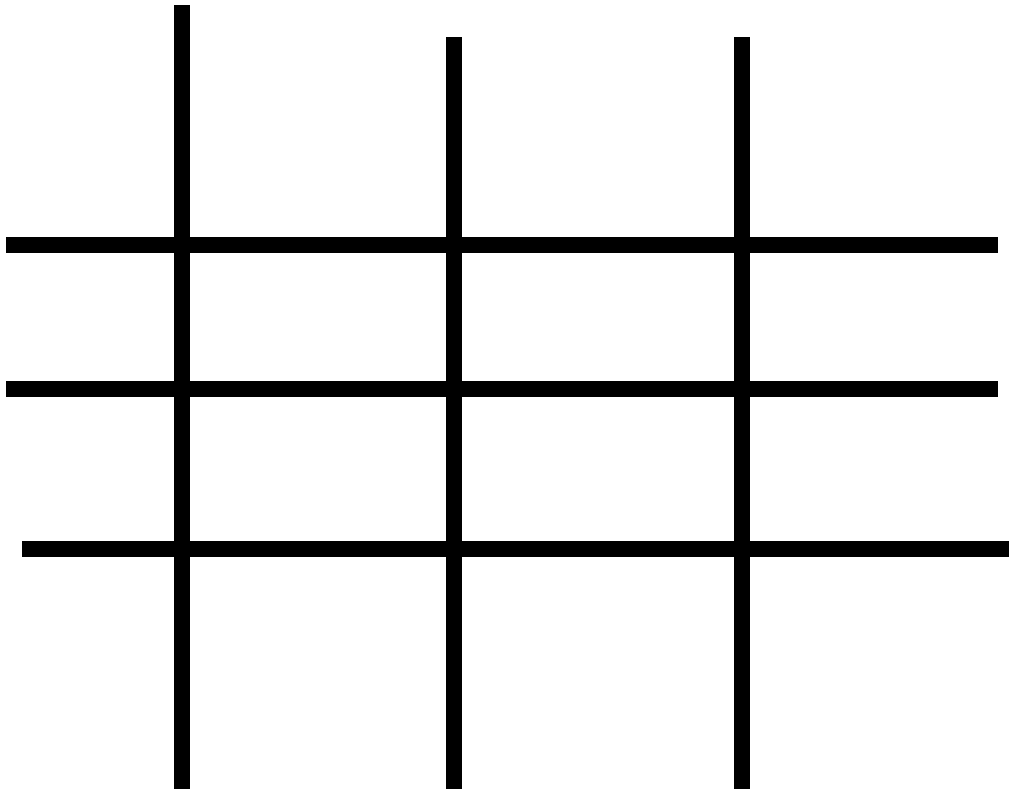
# Mental Learning Task

- Write an 'answer' from the multiplication tables in each box.



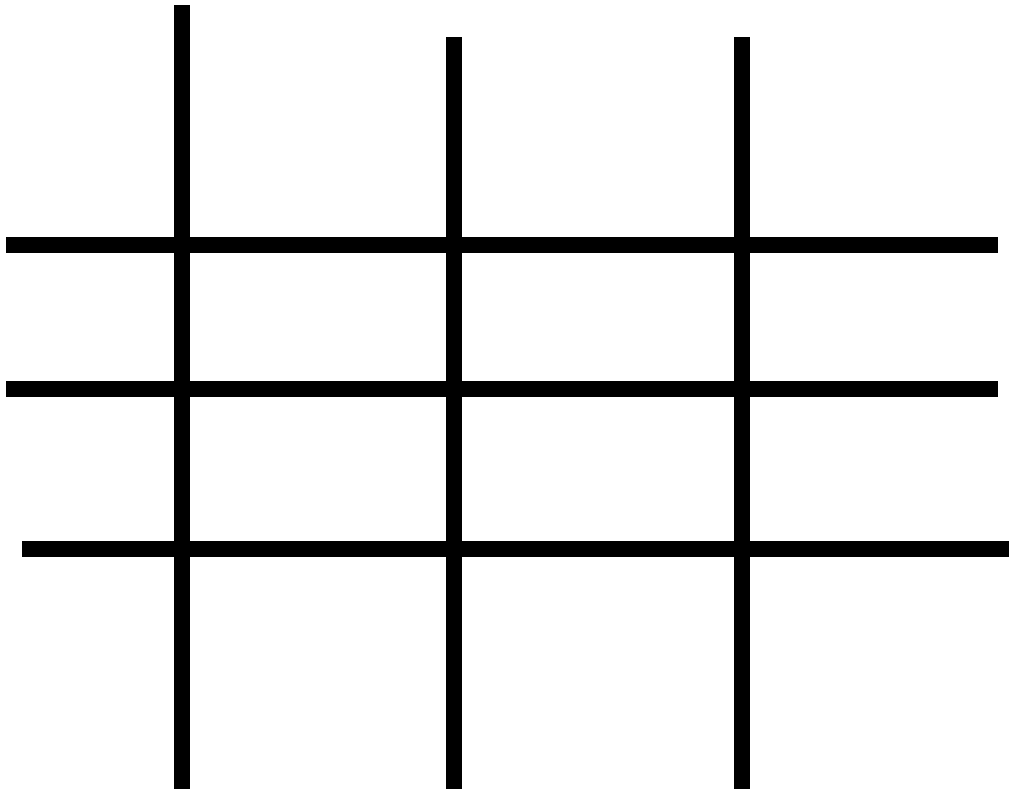

# Mental Learning Task

- Spin a 1 - 10 spinner twice.
- Read out both numbers



# Mental Learning Task

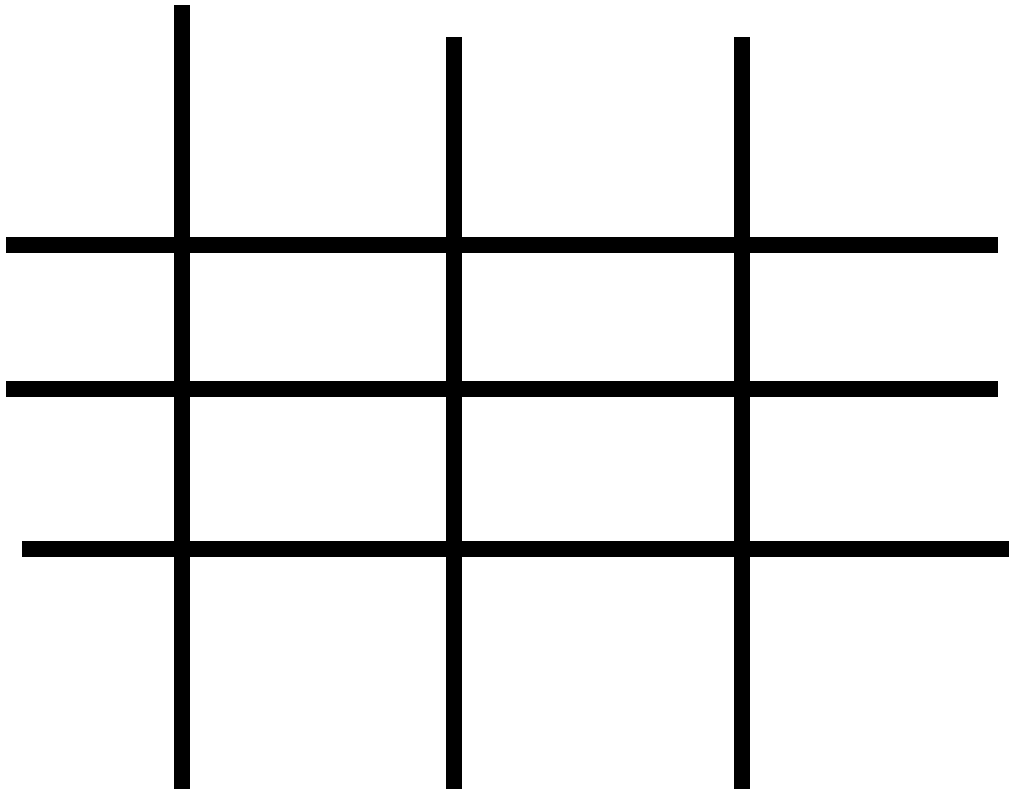
- What is the product of the numbers?
- Any pupil who has that number crosses it out.





# Mental Learning Task

- The first pupil to cross out three numbers in a line is the winner.



# Mental Learning Objective

- I can recall multiplication facts.
- I can think strategically.



# Main Learning Objective

- I can think about methods of solving division problems.
- I can interpret division problems.



# Key idea

**I can use a range  
of ways to solve  
division problems.**



# Main Learning Task

- Today you are going to have to think flexibly about multiplication and division problems.



# Main Learning Task

- Now you are going to look at some division problems
- You will work in groups to decide what they mean,
- You have to decide which is the easiest and which is the hardest.



# Main Learning Task

- In order to decide how easy or hard they are, think how you would do them.
- Today you do not need to find the answers.



# Main Learning Task

- Decide which problems look easy to you.
- Talk about these problems in your group.
- Everyone copy them out and number them.





# Main Learning Task

- Call the easiest one 'number 1', the next easiest 'number 2', and so on... the hardest will be number 7.
- You don't have to agree with everyone in the group.



# Main Learning Task

- Here is your list of problems.

$$363 \div 3 =$$

$$6000 \div 6 =$$

$$34 \div 7 =$$

$$6 \div 12 =$$

$$68 \div 17 =$$

$$4 \div \frac{1}{2} =$$

How many 30g servings can you get from a 500g packet of cereal?



# Main Learning Objective

- I can think about methods of solving division problems.
- I can interpret division problems.



# Plenary

- Ask children to say which problem was the easiest and why.
- How did you decide on each question?
- How would you work out the answer?



# Plenary

- Record opinions on the board.

Question	Rating
$363 \div 3$	
$6000 \div 6$	
$34 \div 7$	
$6 \div 12$	
$68 \div 17$	
$4 \div \frac{1}{2}$	
Cereal servings	

# Plenary

- In the last five to ten minutes ask the children to write down a problem they judged middling easy and solve it.
- Using either of the methods taught recently.
- The most confident can try the one they thought was the hardest.



# Review of Key Idea

- I can use a range of ways to solve division problems.
- Did you learn this today?



# Where Can I Find More Resources Like This?

- You can now visit my teaching resource website at <http://www.DrFog.co.uk>
- You can [click here](#) to search for more of my teaching resources.
- [Click here](#) to visit my **YES** shop!

