

Homework/Extension

Step 5: Divide 2-Digits by 1-Digit 1

National Curriculum Objectives:

Mathematics Year 3: (3C6) [Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables](#)

Mathematics Year 3: (3C7) [Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods](#)

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)

Developing Decide whether a statement is true or false, using knowledge of the 3 times table. Includes pictorial support.

Expected Decide whether a statement is true or false, using knowledge of the 3 times table. Includes pictorial support and some incomplete calculations.

Greater Depth Complete three representations of divisions, using knowledge of the 3 times table to find out whether a statement is true or false. Includes various missing digits.

Questions 2, 5 and 8 (Varied Fluency)

Developing Match two representations to the correct division number sentence, using knowledge of the 2 and 3 times tables. Includes pictorial support.

Expected Complete two representations and match to the correct division number sentence, using knowledge of the 2 and 4 times tables. Includes pictorial support and some incomplete calculations.

Greater Depth Complete three division number sentences and match to the correct answers, using knowledge of the 3, 4 and 5 times tables. Calculations include some missing digits.

Questions 3, 6 and 9 (Reasoning)

Developing Investigate the accuracy of a given statement, using knowledge of the 4 times tables. Includes pictorial support.

Expected Investigate the accuracy of a given statement, using knowledge of the 8 times tables. Includes pictorial support and an incomplete calculation.

Greater Depth Investigate the accuracy of a given statement, using knowledge of the 4 times table. No pictorial support.

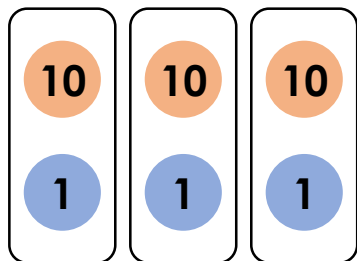
More [Year 3 Multiplication and Division](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

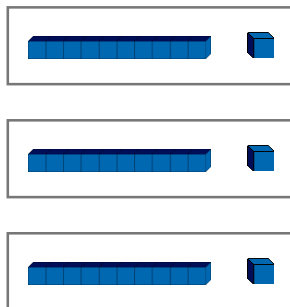
Divide 2-Digits by 1-Digit 1

1. True or false? All of the representations below show $33 \div 3 = 11$.

A.



B.



C.

Tens	Ones



VF
HW/Ext

2. Match each image below to the correct division number sentence.

A.

Tens	Ones

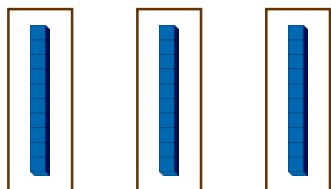
$$22 \div 2 = 11$$

$$36 \div 3 = 12$$

$$30 \div 3 = 10$$

$$44 \div 4 = 11$$

B.



VF
HW/Ext

3. Declan says,



44 can be divided into 4 equal groups of 12.

Tens	Ones

Do you agree with him? Explain your reasoning.



RPS
HW/Ext

Divide 2-Digits by 1-Digit 1

4. True or false? All of the representations below show $60 \div 3 = 20$.

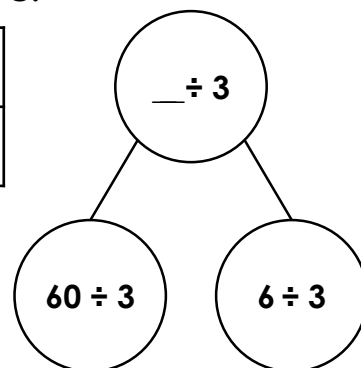
A.

Tens	Ones
	
	
	

B.

60		
20	20	20

C.



VF
HW/Ext

5. Complete the images below and match to a division calculation.

A.

Tens	Ones
	

$$36 \div 3 = 12$$

$$44 \div 4 = 11$$

$$68 \div 2 = 34$$

$$39 \div 3 = 13$$

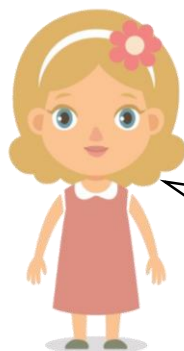
B.



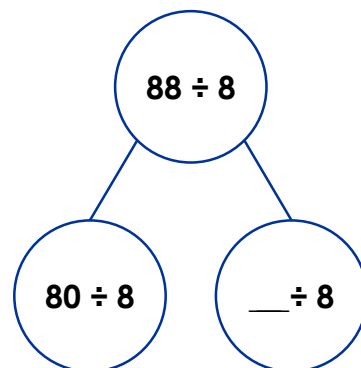
VF
HW/Ext

6. Lydia says,



88 can be divided into 8 equal groups of 10.

Do you agree with her? Explain your reasoning.

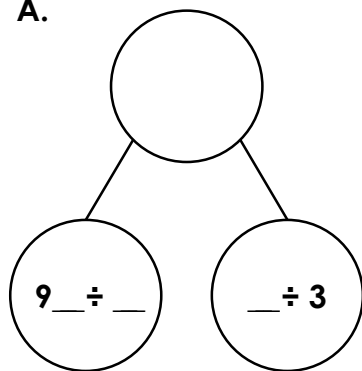


RPS
HW/Ext

Divide 2-Digits by 1-Digit 1

7. True or false? Each representation below can be completed to show $93 \div 3 = 31$.

A.



B.

9 _

C.

Tens	Ones
	● ●



VF
HW/Ext

8. Fill in the missing digits and match the divisions to the correct answers on the right.

A. $6_ \div 3$

12

B. $5_ \div 5$

21

C. $_ 8 \div _$

23

10



VF
HW/Ext

9. Connor says,



These digit cards can be arranged to make six 2-digit numbers that can all be divided equally by 4, without any remainders or exchanges.

6

8

4

Do you agree with him? Explain your reasoning.



RPS
HW/Ext

Homework/Extension

Divide 2-Digits by 1-Digit 1

Developing

1. True
2. A. $22 \div 2 = 11$; B. $30 \div 3 = 10$
3. Declan is incorrect, because 4 equal groups of 12 equal 48, not 44. In the place value chart, Declan has used 48 counters.

Expected

4. False. C represents 66 divided by 3 not 60 divided by 3.
5. The images should be completed as shown below:

A.

Tens	Ones
	
	

B.

$36 \div 3 = 12$

$44 \div 4 = 11$

$68 \div 2 = 34$

$39 \div 3 = 13$

As shown above, A. $68 \div 2 = 34$; B. $44 \div 4 = 11$

6. Lydia is incorrect, because 8 equal groups of 10 equal 80, not 88. Lydia would have been correct if she had said that '88 can be divided into 8 equal groups of 11.'

Greater Depth

7. False. C cannot show $93 \div 3$ because it has two ones in a row. It could be used to show the division $96 \div 3 = 32$.
8. A. 23 ($69 \div 3 = 23$); B. 10 ($50 \div 5$); C. 12 ($48 \div 4$)
9. Connor is incorrect because only 48 and 84 can be divided by 4 equally without any remainders or exchanges. $64 \div 4$ and $68 \div 4$ both involve exchanges and $46 \div 4$ and $86 \div 4$ both involve remainders.