

30.11.20

LO: To divide by 4

Essential skills:

$$563 + 743 =$$

$$352 - 108 =$$

$$40 \times 4 =$$

$$44 \text{ divided by } 4 =$$

30.11.20

LO: To divide by 4

Practice counting in 4s including:

- forwards
- backwards
- missing numbers


30.11.20

LO: To divide by 4

 Circle the buttons in groups of 4.



Can you also split the buttons into 4 equal groups?
How is this the same? How is it different?

 There are some cars in a car park.
Each car has 4 wheels.
In the car park there are 32 wheels altogether.
How many cars are there?

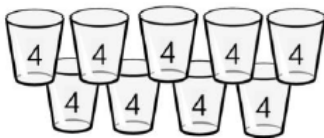
$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

How can counting in your 4s help you with this?

30.11.20LO: To divide by 4

Five children are playing a game.

They score 4 points for every bucket they knock down.



Mo	16
Eva	28
Tommy	12
Amir	32
Dora	8

How many buckets did they knock down each?

How many buckets did they knock down altogether?

How many more buckets did Eva knock down than Mo?

How many groups of 4 in 16? How many in 8?

How can counting in our 4s help us with this problem?

Support: Use counters for each amount and share into 4s for each score.

★ How many buckets would you have to knock down to score 40 points? What about 80?

Is it possible to score 50 points? Why/why not?

01.12.20

LO: To know my 8 times tables

Essential skills:

$$476 + 382 =$$

$$875 - 287 =$$

$$3 \times 8 =$$

$$32 \text{ divided by } 8 =$$

01.12.20

LO: To know my 8 times tables

Count in your 4s...

Now in your 8s...

What do you notice?

 <https://www.youtube.com/watch?v=l-Zm976xy1M>

01.12.20

LO: To know my 8 times tables

$$2 \times 4 = 8 \quad \text{so } 1 \times 8 =$$

$$4 \times 4 = 16 \quad \text{so } 2 \times 8 =$$

$$8 \times 4 = 32 \quad \text{so } 4 \times 8 =$$

01.12.20

LO: To know my 8 times tables

On a blank hundred square, colour multiples of 8 red and multiples of 4 blue.

Always, Sometimes, Never

- Multiples of 4 are also multiples of 8
- Multiples of 8 are also multiples of 4

What did we notice about the 4s? What about the 8s? What do the colours on the number square tell you?

★ True or false:

Numbers in the 8 times tables are always even.

02.12.20

LO: To multiply by 8

Essential skills:

$$768 + 346 =$$

$$734 - 623 =$$

$$6 \times 8 =$$

$$16 \text{ divided by } 8 =$$

02.12.20

LO: To multiply by 8

Practice counting in 8s including:

- forwards
- backwards
- missing numbers

02.12.20

LO: To multiply by 8



How many legs altogether do four spiders have?

There are ___ legs on each spider.

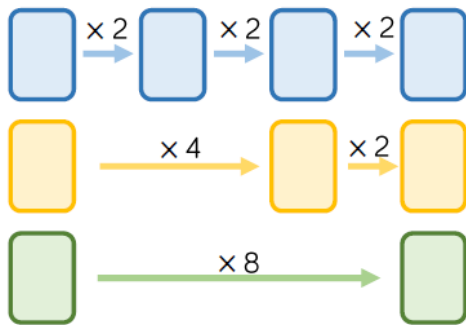
$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times 8 = \underline{\quad}$$

If there are ___ spiders, there will be ___ legs altogether.

02.12.20LO: To multiply by 8

Start each function machine with the same number.



What do you notice about each final answer?

Tommy knows the 4 times table table, but is still learning the 8 times table table.

Which colour row should he use? Why?

Support: Start with 1 in the function machines. What happens?

Now try 2 – does the same thing happen to the number?

(TA supported to aid discussion)

★ Write a reasoning sentence explaining the relationship between the 2s, 4s and 8s. You could also draw a diagram to help if you like.

03.12.20

LO: To divide by 8

Essential skills:

$$462 + 784 =$$

$$528 - 146 =$$

$$30 \times 78 =$$

$$40 \text{ divided by } 8 =$$

03.12.20

LO: To divide by 8

Practice counting in 8s on a counting stick including:

- forwards
- backwards
- missing numbers

03.12.20

LO: To divide by 8

- There are 32 children in a PE lesson.
They are split into 8 equal teams for a relay race.
How many children are in each team?
Use counters or multi-link to represent each child.

There are ____ teams with ____ children in each team.

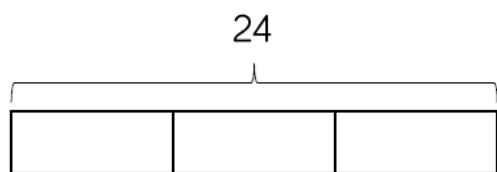
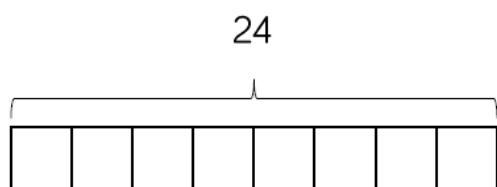
- Crayons are sold in packs of 8.
Year 3 need 48 crayons.
How many packs should be ordered?

They should order ____ packs of crayons.



03.12.20LO: To divide by 8

Amir shares 24 sweets equally between 8 friends.
How many do they get each?
Which bar model would you use to represent this problem? Why?



What would you do to solve the problem? How are the bar models different? How are they similar? Which method would you prefer and why?

Support: Use 24 sweets to share equally. How many did each friend eat?

★ What would happen to your equal groups if you doubled the sweets?

How would the bar models change? Can you draw them?