

Year 3 Division

Strategy and Guidance	CPA									
<p><u>Dividing multiples of 10, 100 and 1000 by 10, 100 and 1000 using scaling down</u></p> <p>Pupils use the strategy of 'scaling down', representing numbers with concrete manipulatives and making the value ten times smaller.</p>	<div style="display: flex; align-items: center; justify-content: space-between;"> <table border="1" style="border-collapse: collapse; text-align: center; width: 200px;"> <thead> <tr> <th style="padding: 2px;">hundreds</th> <th style="padding: 2px;">tens</th> <th style="padding: 2px;">ones</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">←</td> <td style="padding: 5px;">←</td> <td style="padding: 5px;">·</td> </tr> <tr> <td style="padding: 5px;"> </td> <td style="padding: 5px;">≡ 3</td> <td style="padding: 5px;">≡≡≡ 3 ○ ≡≡≡ 3</td> </tr> </tbody> </table> <div style="margin-left: 20px;"> <p>$3 \times 10 = 30$</p> <p>$30 \div 10 = 3$</p> </div> </div>	hundreds	tens	ones	←	←	·		≡ 3	≡≡≡ 3 ○ ≡≡≡ 3
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<p><u>Dividing multiples of 10, 100 and 1000 by 10, 100 and 1000 using grouping</u></p> <p>Pupils divide by 10, 100 and 1000 by making groups of the divisor.</p>	<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;"> <p>$500 \div 100 = \square$</p> <p>My whole is 500 and the value of the equal parts is 100. How many parts are there?</p> </div> <table border="1" style="border-collapse: collapse; text-align: center; width: 150px;"> <thead> <tr> <th style="padding: 2px;">thousands</th> <th style="padding: 2px;">hundreds</th> <th style="padding: 2px;">tens</th> <th style="padding: 2px;">ones</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">⤵</td> <td style="padding: 5px;">●●● ●●● 5 ●●● ●●● ●●●</td> <td style="padding: 5px;">○</td> <td style="padding: 5px;">○</td> </tr> </tbody> </table> </div>	thousands	hundreds	tens	ones	⤵	●●● ●●● 5 ●●● ●●● ●●●	○	○	
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