# Varied Fluency
# Step 7: Divide 2 Digits by 1 Digit 3

## 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
**Mathematics Year 3: (3C8)** Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

## Differentiation:

**Developing** Questions to support dividing 2-digit numbers by a 1-digit number. Solutions include remainders but no exchanges. Pictorial representations and scaffolding provided for all questions.
**Expected** Questions to support dividing 2-digit numbers by a 1-digit number. Solutions include remainders and some exchanges. Some pictorial support or scaffolding provided.
**Greater Depth** Questions to support dividing 2-digit numbers by a 1-digit number. Solutions include remainders and exchanges.

## 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 3

## 1a. Put the spiders into two equal groups to calculate:

$$21 \div 2$$

How many spiders are left over?

D

VF

## 1b. Put the flowers into two equal groups to calculate:

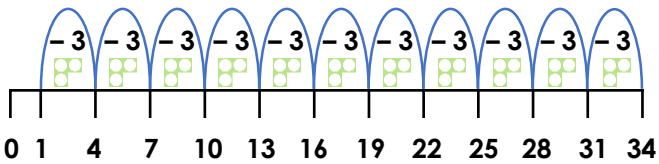
$$27 \div 2$$

How many flowers are left over?

D

VF

## 2a. Use repeated subtraction to calculate 34 ÷ 3.

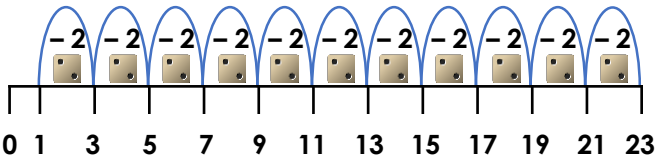



D

*Hint: you may have a remainder*

VF

## 2b. Use repeated subtraction to calculate 23 ÷ 2.

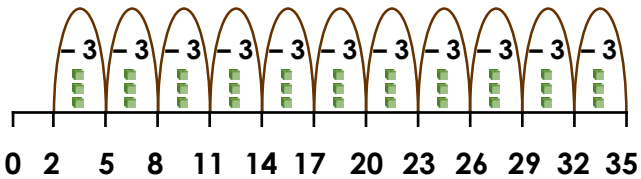



D

*Hint: you may have a remainder*

VF

## 3a. Complete the division below using information from the number line.

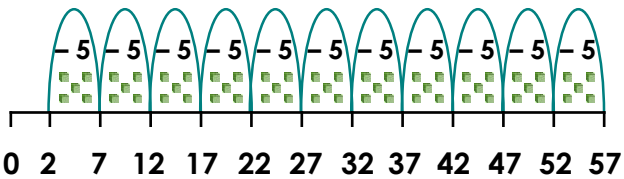



35 ÷ ☐ = ☐ r 2

D

VF

## 3b. Complete the division below using information from the number line.




☐ ÷ 5 = 11 r ☐

D

VF

## 4a. Write the division shown on the place value chart below.

| Tens | Ones | |
|---|---|---|
| 10 10 | | 1 |
| 10 10 | | 1 |
| 10 10 | | |

D

VF

## 4b. Write the division shown on the place value chart below.

| Tens | Ones | |
|---|---|---|
| 10 10 10 10 | 1 | 1 |
| 10 10 10 10 | 1 | |

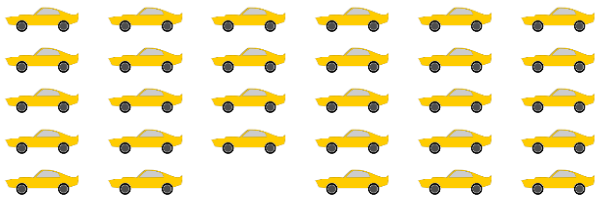
D

VF

# Divide 2 Digits by 1 Digit 3

**5a. Put the cars into three equal groups to calculate:**

$$29 \div 3$$



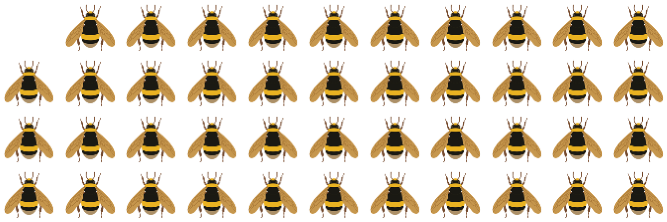
How many cars are left over?

VF

# Divide 2 Digits by 1 Digit 3

**5b. Put the bees into four equal groups to calculate:**

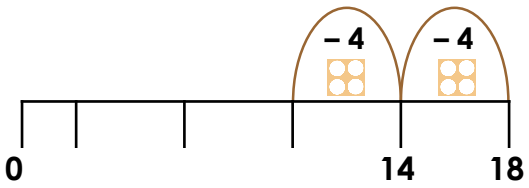
$$43 \div 4$$



How many bees are left over?

VF

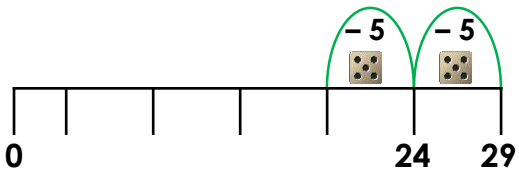
**6a. Complete the number line using repeated subtraction to calculate 18 ÷ 4.**




*Hint: you may have a remainder*

VF

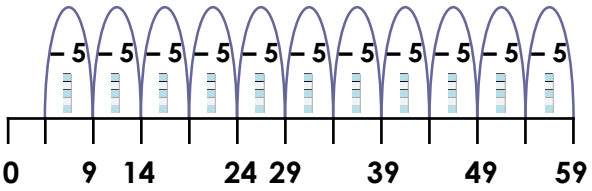
**6b. Complete the number line using repeated subtraction to calculate 29 ÷ 5.**




*Hint: you may have a remainder*

VF

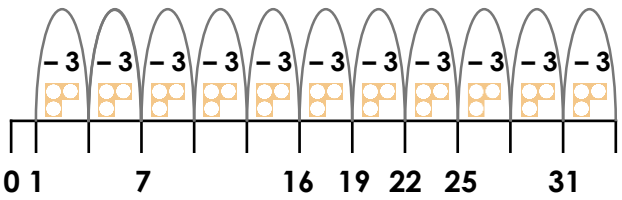
**7a. Complete the division below using information from the number line.**




☐ ÷ ☐ = ☐ r ☐

VF

**7b. Complete the division below using information from the number line.**




☐ ÷ ☐ = ☐ r ☐

VF

**8a. Write the division shown on the place value chart below.**

| Tens | Ones | |
|---|---|---|
| 10 | 1 1 1 1 | 1 |
| 10 | 1 1 1 1 | 1 |
| 10 | 1 1 1 1 | 1 |
| 10 | 1 1 1 1 | 1 |
| 10 | 1 1 1 1 | |

VF

**8b. Write the division shown on the place value chart below.**

| Tens | Ones | |
|---|---|---|
| 10 | 1 1 1 | 1 |
| 10 | 1 1 1 | |
| 10 | 1 1 1 | |
| 10 | 1 1 1 | |

VF

# Divide 2 Digits by 1 Digit 3

**9a. Draw equal groups of stars to show the division below.**

$$19 \div 8$$

**How many stars are left over?**

GD VF

# Divide 2 Digits by 1 Digit 3

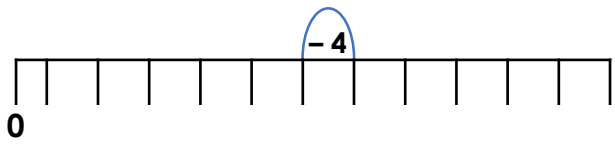
**9b. Draw equal groups of fish to show the division below.**

$$21 \div 4$$

**How many fish are left over?**

GD VF

**10a. Use repeated subtraction to calculate 47 ÷ 4.**

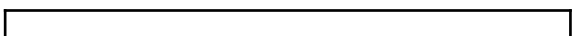



GD *Hint: you may have a remainder* VF

**10b. Use repeated subtraction to calculate 39 ÷ 8.**


GD *Hint: you may have a remainder* VF

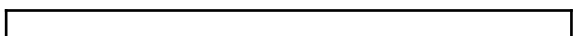
**11a. Complete the number line and the calculation to show a matching division.**



53 ÷ 3 = ☐ r ☐

GD VF

**11b. Complete the number line and the calculation to show a matching division.**



69 ÷ 4 = ☐ r ☐

GD VF

**12a. Use place value charts to calculate these divisions. Circle the odd one out.**

A. 76 ÷ 5 B. 62 ÷ 4 C. 47 ÷ 3

GD VF

**12b. Use place value charts to calculate these divisions. Circle the odd one out.**

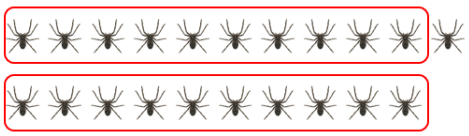
A. 71 ÷ 5 B. 57 ÷ 4 C. 44 ÷ 3

GD VF

# Varied Fluency
# Divide 2 Digits by 1 Digit 3

## Developing

1a. 21 ÷ 2 = 10 r1



The spiders should be arranged into two equal groups of 10 with 1 spider left over.

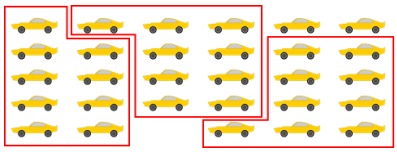
2a. 34 ÷ 3 = 11 r1

3a. 35 ÷ 3 = 11 r2

4a. 62 ÷ 3 = 20 r2

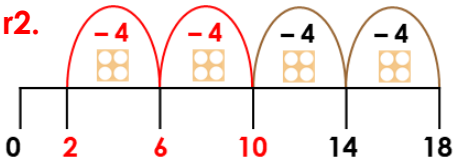
## Expected

5a. 29 ÷ 3 = 9 r2



The cars should be arranged into three equal groups of 9 with 2 cars left over.

6a. The number line below shows 18 ÷ 4 = 4 r2.




7a. 59 ÷ 5 = 11 r4

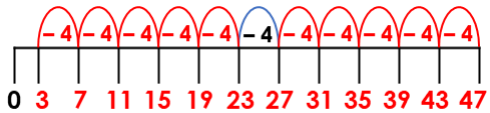
8a. 74 ÷ 5 = 14 r4

## Greater Depth

9a. 19 ÷ 8 = 2 r3

The stars should be arranged into eight equal groups of 2 with 3 stars left over.

10a. 47 ÷ 4 = 11 r3




11a.

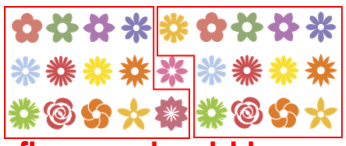

53 ÷ 3 = 17 r2

12a. A is the odd one out as it equals 15 r1 whilst B and C equal 15 r2.

# Varied Fluency
# Divide 2 Digits by 1 Digit 3

## Developing

1b. 27 ÷ 2 = 13r1



The flowers should be arranged into two equal groups of 13 with 1 flower left over.

2b. 23 ÷ 2 = 11 r1

3b. 57 ÷ 5 = 5 = 11 r2

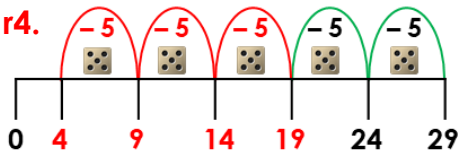
4b. 83 ÷ 2 = 41 r1

## Expected

5b. 43 ÷ 4 = 10 r3

The bees should be arranged into four equal groups of 10 with 3 bees left over.

6b. The number line below shows 29 ÷ 5 = 5 r4.

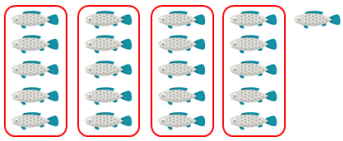



7b. 34 ÷ 3 = 11 r1

8b. 53 ÷ 4 = 13 r1

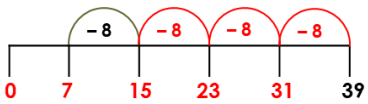
## Greater Depth

9b. 21 ÷ 4 = 5 r1



The fish should be arranged into four equal groups of 5 with 1 fish left over.

10b. 39 ÷ 8 = 4 r7




11b.


69 ÷ 4 = 17 r1

12b. C is the odd one out as it equals 14 r2 whilst A and B equal 14 r1.