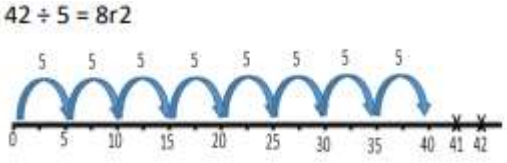
Learning Wall content available from day one for the block e.g. WAGOLL, visual representations, etc								
Year group/ class:	M / O starter	LO and SC (First LO to be revisited content and include LO for below ARE pupils)	Main teaching activities	Independent / Group Activities (Remember if correct, no more than 3 questions at same level) D	C	B	A	Plenary
Mon	Rule-pattern sequence will be given – missing numbers going up and down in 2's. Start from a random number and from 0. Chn to complete on WOWO and CT to assess on post it notes	LO: To calculate mathematical statements for division using repeated addition 1)Accurately calculate division statements using repeated addition of 2's, 5's or 10's on a number line 2) Accurately calculate division statements using repeated addition of other multiples on a number line 3) Accurately calculate division statements with remainders	Discuss with chn how to calculate division statements by drawing an array and reinforce that division statements can be solved using repeated addition. Model how to use number lines to accurately calculate division statements. Work through a few examples and then model how to solve a question using remainders. Model that a number line is used in the same way but then crosses are used to show each remainder  At tables chn will attempt to solve division statements in their using number lines. Questions will remain within the 2, 5 and 10 multiplication tables to begin with and then will progress onto other multiplication tables.	Task: 10 ÷ 2 = 14 ÷ 2 = 20 ÷ 2 = 20 ÷ 5 = 30 ÷ 5 = 15 ÷ 5 = 20 ÷ 10 = 40 ÷ 10 = 50 ÷ 10 =	Task: 6 ÷ 2 = = 14 ÷ 2 = 24 ÷ 2 = 30 ÷ 10 = 60 ÷ 10 = 90 ÷ 10 = 15 ÷ 5= 25 ÷ 5 = = 40 ÷ 5	Task: 16 ÷ 2 = 22 ÷ 2 = 28 ÷ 2 = = 40 ÷ 5 = 55 ÷ 5 = = 35 ÷ 5 70 ÷ 10 = = 100 ÷ 10 80 ÷ 10 = 27 ÷ 3 = = 24 ÷ 3 33 ÷ 3 =	Task: 60 ÷ 5 = 36 ÷ 2 = 90 ÷ 10 = 32 ÷ 4 = 18 ÷ 3 = 36 ÷ 6 = 24 ÷ 8 = = 27 ÷ 3 48 ÷ 4 = = 49 ÷ 7	Play https://www.ictgames.com/mobilePage/doggyDivision/index.html
				Mastery: Chn will be given division questions with remainders to attempt to solve in their books. 1) 11 ÷ 2 = 2) = 21 ÷ 5 3) 42 ÷ 10 = 4) = 15 ÷ 2 5) 33 ÷ 5 = 6) = 18 ÷ 4				
Tues	Shape patterns Shape Patterns (topmarks.co.uk) Can chn correctly identify the pattern?	LO: To calculate division statements using mental methods 1)Mentally calculate division statements within the 2, 5, 10 times tables 2) Mentally calculate division statements within other times tables 3) Mentally calculate division	Re-cap what the division symbol means from teaching so far. With a division statement discuss and re-cap how to solve it by drawing crosses into an array and then on a number line. Draw chn attention to the fact that division questions can be solved through repeated addition. Place another division statement and question what we need to count in i.e. 20 ÷ 5=, count in 5's and stop when we get to 20. Repeat with one more example on the IWB and remind chn that sometimes it's not sensible to calculate larger division statements with arrays i.e. 90 ÷ 10 =, we wouldn't want to draw out 90 crosses because we would be there all day!	Task: Concrete or number lines 4 ÷ 2 = 12 ÷ 2 = 18 ÷ 2 = 10 ÷ 5 = 25 ÷ 5 = 35 ÷ 5 = 30 ÷ 10 = 60 ÷ 10 = 80 ÷ 10 =	Task: Number lines: 4 ÷ 2 = 12 ÷ 2 = 18 ÷ 2 = 10 ÷ 5 = 25 ÷ 5 = 35 ÷ 5 = 30 ÷ 10 = 60 ÷ 10 = 80 ÷ 10 =	Task: Mental: 14 ÷ 2 = 24 ÷ 2 = 30 ÷ 2 = = 25 ÷ 5 = 50 ÷ 5 = = 40 ÷ 5 30 ÷ 10 = = 60 ÷ 10 90 ÷ 10 =	Task: Mental: 24 ÷ 2 = = 50 ÷ 5 110 ÷ 10 = = 33÷ 3 16 ÷ 4 = = 48÷ 6 19 ÷ 2 = = 52 ÷ 5 31 ÷ 10 = = 21 ÷ 2	Discuss the mastery as a class.

		statements with remainders	At tables, chn will have division statements and attempt to solve using mental methods. Questions will start in the 2, 5 and 10 multiplication tables as chn have had most practice counting in these and then questions in other multiplication tables will be provided.				38 ÷ 5 = = 20 ÷ 3	
				Mastery: Chocolate biscuits come in packs (groups) of 5. Sally wants to buy 20 biscuits in total. How many packs will she need to buy? Write this as a division number sentence. Make up two more grouping stories like this one				
Weds	Inverse of multiplication questions 5 x ? = 50 8 x ? = 16 9 x ? = 45	LO: To solve problems involving division, including problems in contexts. 1)Extract relevant information from word problem 2) Accurately solve one step division problems 3) Accurately solve two step division problems	Discuss and recap the different methods that we have learnt to accurately solve division statements. Model each method (drawing arrays, number lines, mental methods) and reinforce that each method will give us the correct answer. Beth has 14 pencils. She puts them in 2 piles. How many pencils are in each pile? Discuss and extract relevant information to form a division number sentence. 14/2 Ask which method they would use to solve it and accurately solve the word problem. Reinforce to chn that they can use any method they want to as they will all give them the same answer. At tables, chn will have division word problems to attempt to solve in their books. They will also have WOWO boards and pens to draw arrays, they can use their books to draw number lines or they can use mental methods to solve the division number sentence once they have extracted it from the problem. Chn can use any method they want to solve the problems.	Task: Concrete or number lines 8 ÷ 2 = = 16 ÷ 2 = 20 ÷ 2 = 40 ÷ 10 = 70 ÷ 10 = 100 ÷ 10 = 30 ÷ 5= 45 ÷ 5 = = 60 ÷ 5 24 ÷ 3 = = 18 ÷ 3 30 ÷ 3 =	Task: See below for word problems	Task: See below for word problems	Task: See below for word problems	Discuss the mastery with chn.
				Mastery: Who has more: Lucy shares 30 sweets between 5 friends. How many sweets does Lucy's friends get each? Katy shares 24 sweets between 6 friends. How many sweets does Katy's friends get each? Whose friends have more?				
Thurs	Counting stick starter Thursdays 2 times tables	LO: To solve problems involving division, including problems in contexts. 1) Accurately solve one step division problems 2) Accurately solve two step division problems 3)	Discuss and recap the different methods that we have learnt to accurately solve division statements. Model each method on the (drawing arrays, number lines, mental methods) and reinforce that each method will give us the correct answer. Place a word problem A sweet-making machine puts **ten lollies in each bag**. If the machine makes **ninety lollies in total**. How many bags can it fill ?	Task: See below for word problems	Task: See below for word problems	Task: See below for word problems	Task: See below for word problems	

		Solve comparison division problems	and discuss and extract relevant information to form a division number sentence. Then ask chn which method they would use to solve it and accurately solve the word problem together. Reinforce to chn that they can use any method they want to as they will all give them the same answer. At tables, chn will have division word problems to attempt to solve in their books. They will also have WOWO boards and pens to draw arrays, they can use their books to draw number lines or they can use mental methods to solve the division number sentence once they have extracted it from the problem. Chn can use any method they want to solve the problems. Model how to solve comparison problems and reflect on previous plenary.	**Mastery:** Ben says that 24 can be shared between 5 people equally- is he right? Why? Lily says that 178 sweets can be shared between 10 people equally. Is she right or wrong? Explain your answer.	
Fri	Inverse of division questions 24/? = 12 35/ ? = 7 50/? =5	LO: To understand what commutativity is 1)Accurately state whether multiplication can be done in any order 2) Accurately state whether division of one number by another cannot be done in any order	Discuss what we know about multiplication and division. Recap how to solve multiplication and division questions. Place a multiplication and division statement 12 x 2 = 24/2 = and then discuss as a class the different methods that we have been introduced to solve multiplication and division statements. Model how to draw crosses into arrays to solve multiplication and division statements, how to use number lines to solve them and then mental methods. Afterwards place the number sentences in the opposite order and then solve them using the 3 methods again. Draw attention to whether multiplication and division statements can be done in any order and give us the same answer or not.	Task: 5 Tasks on tables 1. multiplication wheels 2. Calculate questions using arrays and number lines 3. Observation station 4. Arrays and division statement cards 5. laminated word problems 6. Missing problems **Mastery:** Chn to complete any masteries not attempted	Discuss as a class what we know about multiplication and division Play https://www.topmarks.co.uk/maths-games/hit-the-button

Wednesday

C word problems:

1. Billy had 12 toy trains. He equally shared them with his friend. How many toy trains did they each get?
2. An 18 slice pizza was shared between 2 people. How many slices did each of them get?
3. If 24 children got into groups of 2, how many children would be in each group?
4. There were 40 passengers on the plane. There were 10 rows of seats. How many passengers sat on each row?
5. There were 20 pencils in a pack. The teacher shared them equally between 10 pots, how many pencils were put into each pot?

6. There were 80 stickers in a packet. 10 stickers go onto a page. How many pages are there?

Challenge

7. Fred had 45 pencils, he shared them equally into 5 boxes. How many pencils are there in a box?
8. Molly had 50 bouncy balls and he shared them equally into 5 bags. How many marbles are there in a bag?
9. Beth has 65 sweets. She shares them over 5 days. How many sweets does she have every day?

B word problems:

1. Billy had 22 toy trains. He equally shared them with his friend. How many toy trains did they each get?
2. There were 65 passengers on the plane. There were 5 rows of seats. How many passengers sat on each row?
3. If 120 children got into groups of 10, how many children would be in each group?
4. A 27 slice pizza was shared between 3 people. How many slices did each of them get?
5. There were 24 pencils in a pack. The teacher shared them equally between 4 pots, how many pencils were put into each pot?
6. Fred had 48 pencils, he shared them equally into 6 boxes. How many pencils are there in a box?

A word problem

1. Billy had 40 toy trains. He equally shared them with his friend. How many toy trains did they each get?
2. There were 75 passengers on the plane. There were 5 rows of seats. How many passengers sat on each row?
3. If 120 children got into groups of 10, how many children would be in each group?
4. A 39 slice pizza was shared between 3 people. How many slices did each of them get?
5. There were 36 pencils in a pack. The teacher shared them equally between 4 pots, how many pencils were put into each pot?
6. Mum has 23 socks. How many pairs can she make? How many will be left?
7. Dad has 34 cakes. A box holds 5 cakes. How many boxes does he need to have?
8. Alice had 40 books, she shared them equally into 4 boxes. She gave a box to her friend who shared the books in the box equally between her 2 brothers. How many books did her friends brothers get?
9. James had 24 marbles and he shared them equally into 2 pots. Then he gave 1 pot to his friend Ben. Ben shared his pot of marbles equally with his 3 brothers. How many marbles did each of his brothers get?

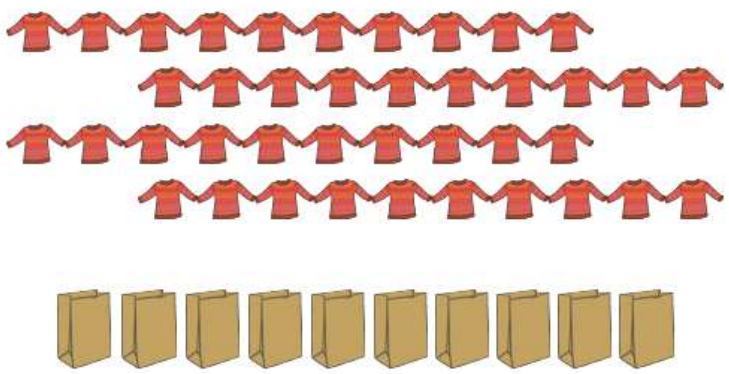
Thursday

D word problems

8. Divide the people into two buses.

10. Divide the balls between five players.

11. Divide the jumpers into ten bags.



Draw pictures to help you solve:

4. Divide 16 logs into 2 fires.

5. Divide 24 books into 5 book bags

6. Divide 30 cars into 10 boxes.

C word problem

1) Ali collected 16 shells from the beach. He shared the shells equally between 2 plates. How many shells did he place onto each plate?
2) Tim had 25 toy cars in his bedroom. He kept them in 5 boxes underneath his bed and there was an equal amount of toy cars in each box. How many toy cars were in each box?
3) Sarah had 50 marbles that she shared equally between her 10 friends. How many marbles did she give to each friend?
4) Chloe had 16 stickers and she decided to give them away to her 4 friends. She gave an equal number of stickers to each friend. How many stickers did each friend get?
5) There are 36 owls in Carol's collection. She can house 6 owls in each cage. How many cages will she need to house all the owls?
6) I look after 7 dogs. I have 35 biscuits. How many biscuits will each dog get?

B word problem

1) Ali collected 18 shells from the beach. He shared the shells equally between 2 plates. How many shells did he place onto each plate?
2) Tim had 25 toy cars in his bedroom. He kept them in 5 boxes underneath his bed and there was an equal amount of toy cars in each box. How many toy cars were in each box?

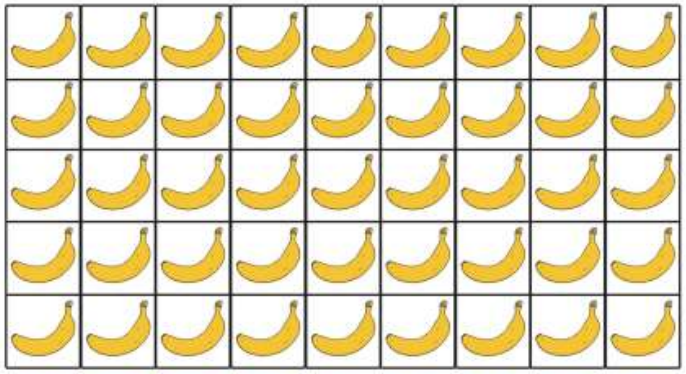
3) Chloe had 60 stickers and she decided to give them away to her 10 friends. She gave an equal number of stickers to each friend. How many stickers did each friend get?
4) Sarah shared 15 cupcakes equally between 3 friends at her birthday party. Mike shared 24 cupcakes equally between 6 friends at his birthday party. Who gave more cupcakes to each friend? Explain you answer.
5) A school decided to give away 90 old reading books to the children in the school. There were 9 classes in the school and 5 children within each class. Each child received an equal number of books. How many books did each child receive?
6) Mrs Higgins bakes 15 chocolate cakes and 13 sponge cakes. She puts them in boxes for a cake sale. Each box can hold 4 cakes. How many boxes will Mrs Higgins need?

A word problem

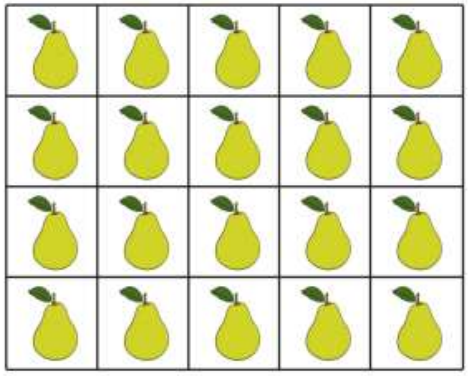
1. A school decided to give away 90 old reading books to the children in the school. There were 9 classes in the school and 5 children within each class. Each child received an equal number of books. How many books did each child receive?
2. Chloe had 36 stickers and she decided to give them away to her 6 friends. She gave an equal number of stickers to each friend. How many stickers did each friend get?
3. 34 girls and 24 boys go on a school trip. The children are split into two equal groups. How many children are in each group?
4. Sarah shared 27 cupcakes equally between 9 friends at her birthday party. Mike shared 28 cupcakes equally between 7 friends at his birthday party. Who gave more cupcakes to each friend? Explain you answer.
5. Miss Holland has 56 pencils, and she shares them into 7 cups. Miss Thomas has 64 pencils and shares them into 9 cups. Whose class will have the most pencils in a pot. Explain your answer.
6. Mark has 80 cakes, and he shares them onto 10 plates. Lily has 63 cakes and shares them on to 7 plates. Which one will serve the most cakes? Explain your reasoning.

Friday:

How many bananas are there?



How many pears are there?



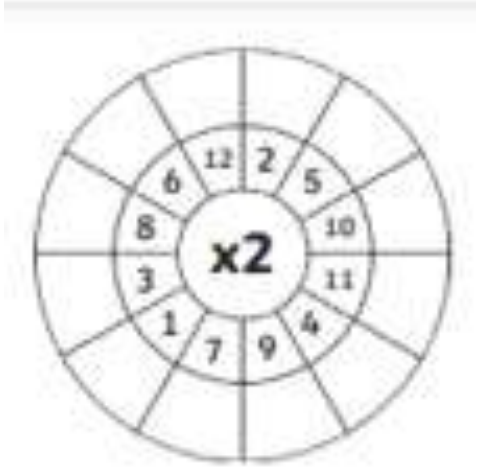
1. 20 ÷ 5 =
2. 14 ÷ 2 =
3. 50 ÷ 10 =
4. 35 ÷ 5 =
5. 12 ÷ 3 =

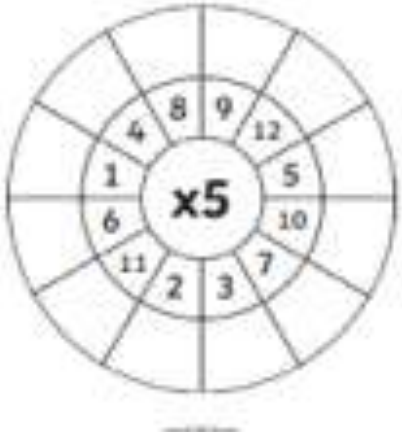
1. 20 ÷ 5 =
2. 24 ÷ 2 =
3. 60 ÷ 10 =
4. 45 ÷ 5 =
5. 12 ÷ 3 =
6. 16 ÷ 4 =

1. 35 ÷ 5 =
2. 28 ÷ 2 =
3. 80 ÷ 10 =
4. 55 ÷ 5 =
5. 15 ÷ 3 =
6. 24 ÷ 4 =

1. 55 ÷ 5 =
2. 28 ÷ 2 =
3. 70 ÷ 10 =
4. 27 ÷ 3 =
5. 32 ÷ 4 =
6. 12 ÷ 6 =

1. 60 ÷ 5 =
2. 36 ÷ 2 =
3. 90 ÷ 10 =
4. 32 ÷ 4 =
5. 18 ÷ 3 =
6. 36 ÷ 6 =
7. 24 ÷ 8 =

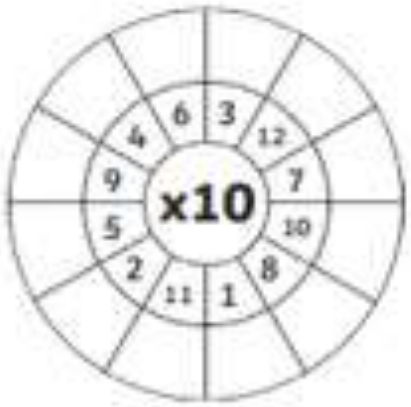




1. ☐ × 5 = 45

2. 70 ÷ ☐ = 10

3. ☐ ÷ 2 = 7



4. 5 × 12 = ☐

5. ☐ ÷ 7 = 5

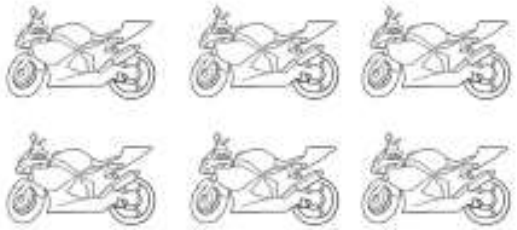
6. 5 × ☐ = 40

7. ☐ × 2 = 24

8. 110 ÷ ☐ = 10

9. 55 ☐ 11 = 5

10. ☐ × ☐ = 30

1. How many wheels would 6 motorbikes have? 	2. If 2 taxis arrive at the party at the same time, each carrying 5 passengers, how many people arrive at once? 	3. Eight animals walked onto the ark in 2s. How many pairs of animals were there?