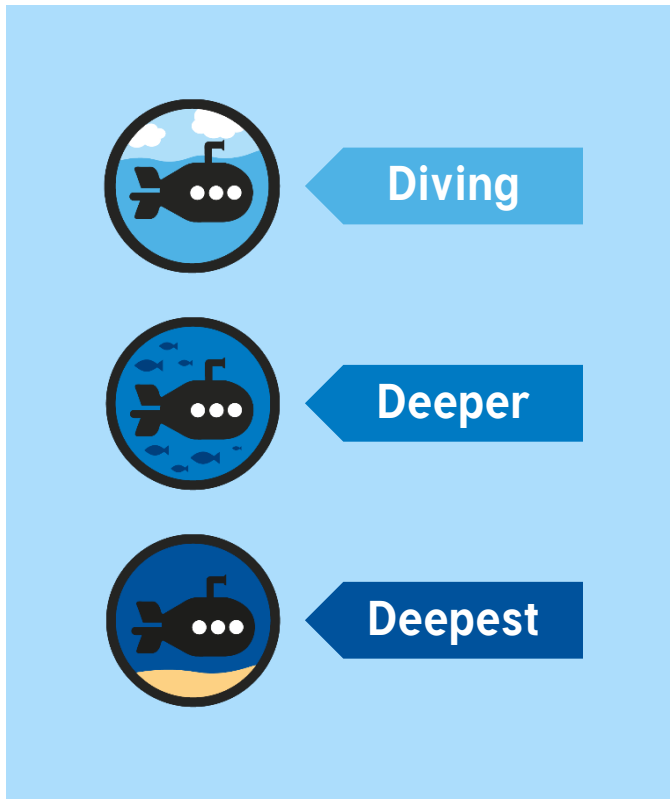




Divide by 100

Diving into Mastery Guidance for Educators

Each activity sheet is split into three sections, diving, deeper and deepest, which are represented by the following icons:



These carefully designed activities take your children through a learning journey, initially ensuring they are fluent with the key concept being taught; then applying this to a range of reasoning and problem-solving activities.

These sheets might not necessarily be used in a linear way. Some children might begin at the 'Deeper' section and in fact, others may 'dive straight in' to the 'Deepest' section if they have already mastered the skill and are applying this to show their depth of understanding.

Aim

- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.



Complete the missing parts of these division steps.

4000

 $\div 10$

400

 $\div 100$

4

8000

 $\div 100$

80

 $\div 10$

8

15 000

 $\div 10$

1500

 $\div 100$

15

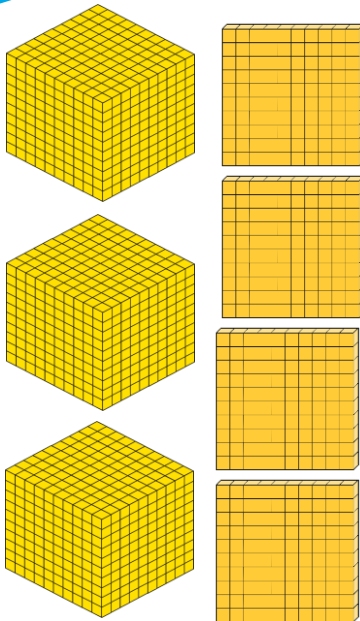




Put these calculations in order from the greatest answer to smallest answer.

←
greatest

→
smallest

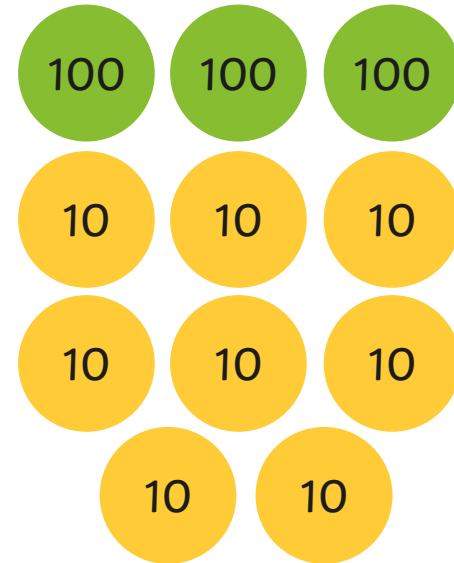


÷ 100

$$3400 \div 100 = 34$$

$$3900 \div 100$$

$$3900 \div 100 = 39$$



÷ 10

$$380 \div 10 = 38$$



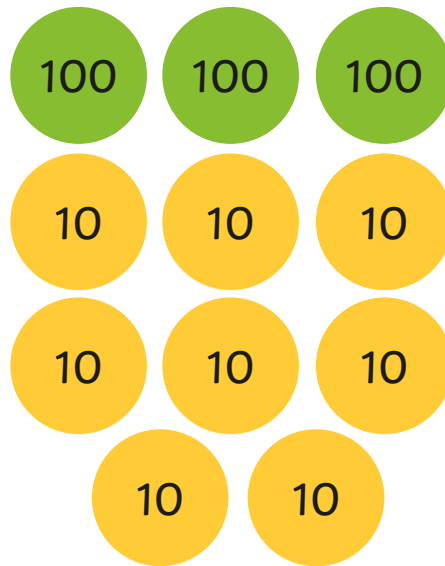
Put these calculations in order from the greatest answer to smallest answer.

←
greatest

→
smallest

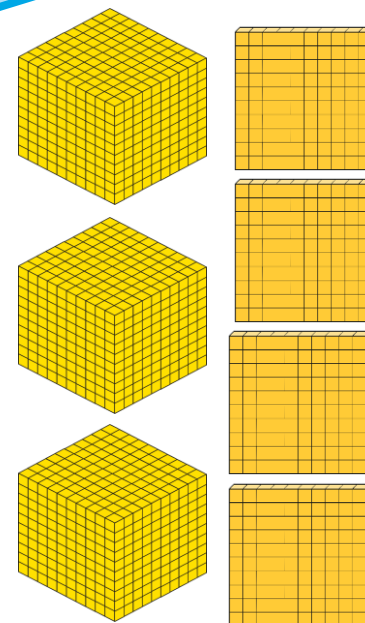
$$3900 \div 100$$

$$3900 \div 100 = 39$$



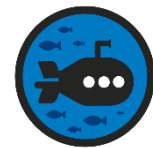
$$\div 10$$

$$380 \div 10 = 38$$



$$\div 100$$

$$3400 \div 100 = 34$$



William has made some errors and not all his division statements are correct.

$1120 \div 10$ does not make 120.
The tens have not changed and a 1 digit has been lost.

$1200 \div 10 = 120$ is correct.

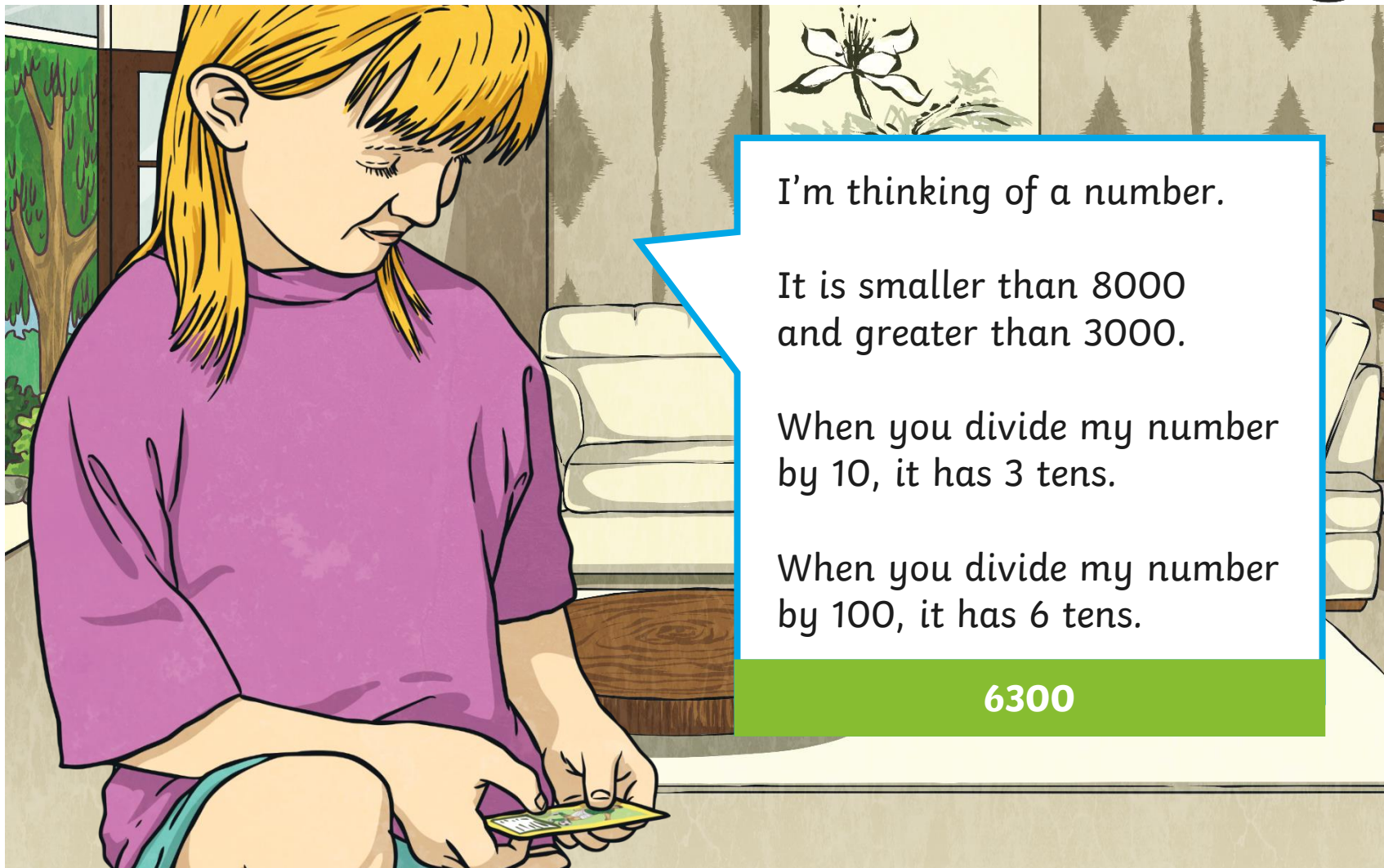
$1220 \div 100$ does not make 120.
The two tens have not moved.

$12\ 000 \div 10 \div 10 = 120$
is correct.

William investigates making division statements which give an answer of 120.

These are William's division calculations:

$$\begin{array}{l} 1120 \div 10 \\ 1200 \div 10 \\ 1220 \div 100 \\ 12\ 000 \div 10 \div 10 \end{array}$$



I'm thinking of a number.

It is smaller than 8000
and greater than 3000.

When you divide my number
by 10, it has 3 tens.

When you divide my number
by 100, it has 6 tens.

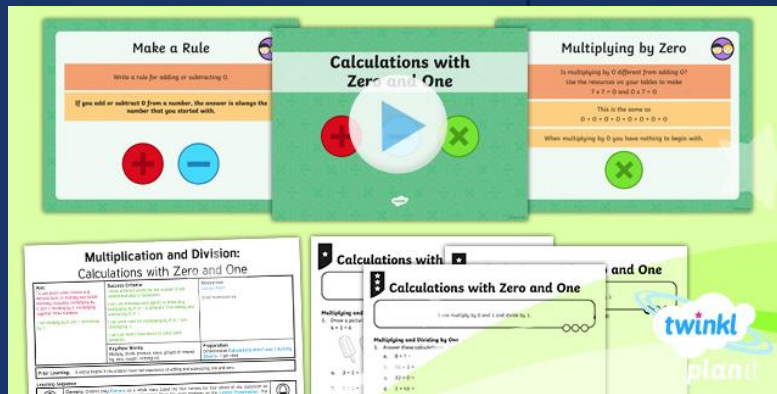
6300

Need Planning to Complement this Resource?

National Curriculum Aim

Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.

For more planning resources to support this aim, [click here](#).



Twinkl PlanIt is our award-winning scheme of work with over 4000 resources.





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