

Divide with remainders

- 1 a) Circle the groups of 3 to help complete the sentences and calculation.

The first step has been done for you.

Th	H	T	O
1,000 1,000	100 100	10 10	1 1
1,000	100 100	10	1 1
	100 100		1 1
	100 100		1 1
	100		

		1					
3	3	9	3	8			

There is group of 3 thousands.

There are groups of 3 hundreds.

There is group of 3 tens.

There are groups of 3 ones.

There are ones left over.

$3,938 \div 3 =$ remainder



- b) Use place value counters to work out $8,407 \div 4$

Th	H	T	O

4	8	4	0	7			

$8,407 \div 4 =$ remainder

- 2 a) Complete the divisions.

Use place value counters to help you.

3	7	5	9	5			

4	8	5	6	7			

5	6	5	6	2			

3	3	9	3	5			

- b) Write $<$, $>$ or $=$ to complete the statements.

$7,595 \div 3$ $8,567 \div 4$

$6,562 \div 5$ $3,935 \div 3$



3 Write the calculations in the correct column of the table.

$5,066 \div 4$	$9,513 \div 4$	$1,234 \div 4$
$6,562 \div 4$	$6,563 \div 4$	$9,515 \div 4$

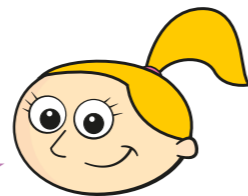
Remainder of 1	Remainder of 2	Remainder of 3	Remainder of 4

Are any columns empty? Talk to a partner about why this has happened.

4

$7,816$	$7,861$	$6,781$	$1,786$
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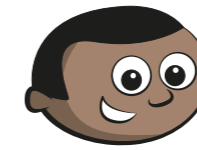
I know that if I divide these numbers by 5 the remainder will be 1



Is Eva correct? _____

How do you know?

5 There are 459 children in a school.
They are sitting at tables in groups of 7



We will need 65 tables.

Do you agree with Mo? _____

Explain your answer.

6 Bags of crisps are put into multipacks of 6
The multipacks are then packed into boxes of 8
Yesterday, 6,500 bags of crisps were packed.
How many boxes of crisps were packed?

7

2	3	4	5

□ □ □ ÷ □

a) How many ways can you complete the calculation using all the digit cards so that there is a remainder of 1?

b) What do you notice?

8 Dora is thinking of a number between 500 and 600
When she divides it by a 1-digit number it has a remainder of 4
What could Dora's number be?