

Homework/Extension

Step 5: Divide by 5

National Curriculum Objectives:

Mathematics Year 2: (2C6) [Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers](#)

Mathematics Year 2: (2C7) [Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication \(\$\times\$ \), division \(\$\div\$ \) and equals \(=\) signs](#)

Mathematics Year 2: (2C8) [Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts](#)

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)

Developing Complete the number sentence by dividing numbers by 5, includes pictorial support where images are easily grouped.

Expected Complete the number sentence by dividing numbers by 5 using knowledge of the 5 times table. Some pictorial support. Includes multiplication as the inverse operation.

Greater Depth Complete the number sentence by dividing numbers by 5, using knowledge of the 5 times table. Includes questions in context where children need to create their own pictorial support.

Questions 2, 5 and 8 (Varied Fluency)

Developing Circle the number sentences to match the picture by dividing numbers by 5, includes pictorial support where images are easily grouped.

Expected Circle the number sentences to match the picture by dividing numbers by 5 using knowledge of the 5 times table. Some pictorial support. Includes multiplication as the inverse operation.

Greater Depth Circle the number stories to match the picture by dividing numbers by 5, using knowledge of the 5 times table. Includes questions in context where children need to create their own pictorial support.

Questions 3, 6 and 9 (Reasoning and Problem Solving)

Developing Solve division calculations using picture cards with easily grouped images to support.

Expected Create as many calculations possible using given number cards.

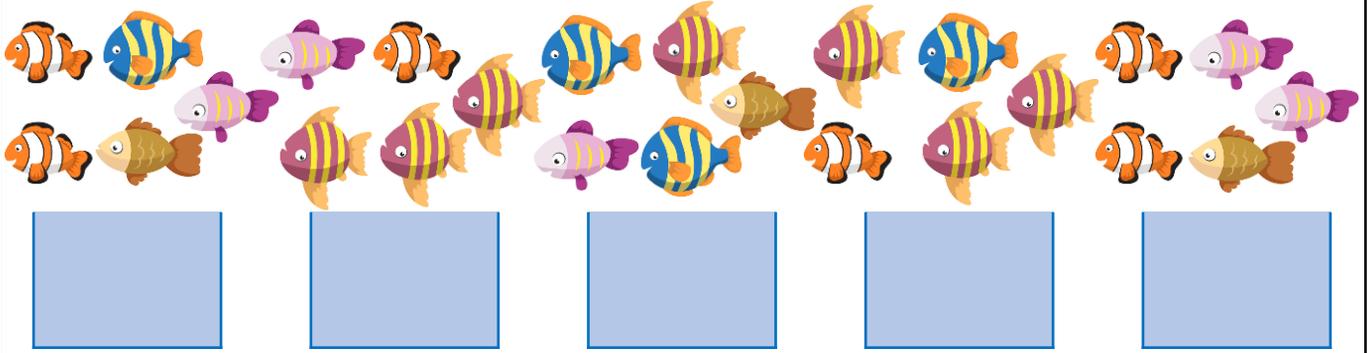
Greater Depth Create division calculations using knowledge of the 5 times table and inverse operation. Use given number cards as support.

More [Year 2 Multiplication and Division](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

Divide by 5

1. Divide the fish between the 5 tanks.



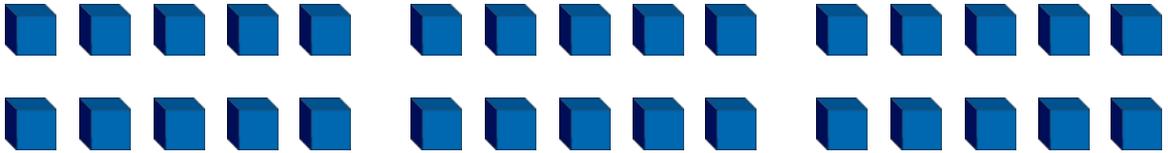
Write a number sentence for your division.

$$\square \div \square = \square$$



VF
HW/Ext

2. Circle the number sentences that could be solved by the picture.



A. $20 \div 5 = 4$

B. $30 \div 5 = 6$

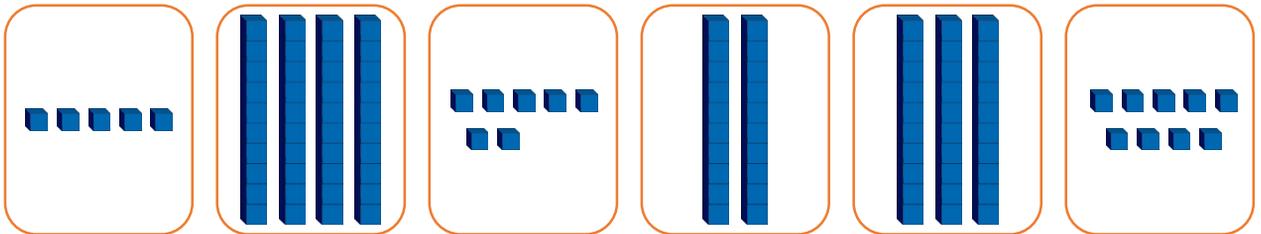
C. $30 \div 6 = 5$

D. $25 \div 5 = 5$



VF
HW/Ext

3. Use the cards to create as many correct calculations as possible.



$$\square \quad 5 \quad \div \quad 5 \quad = \quad \square$$



RPS
HW/Ext

Divide by 5

4. Complete the number sentence:

$$9 \times 5 = \square$$

Divide the answer between the 5 bowls.



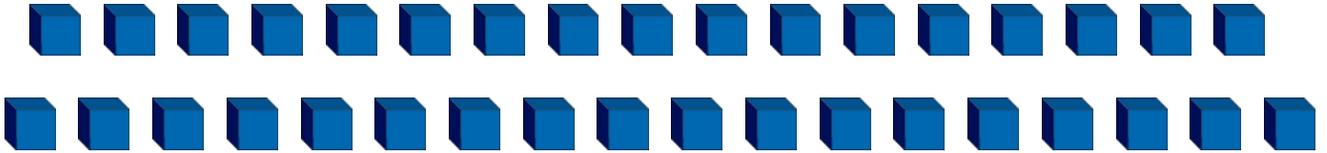
Write a new number sentence for your division.

$$\square \div \square = \square$$



VF
HW/Ext

5. Circle the number sentences that could be solved by the picture.



A. $35 \div 7 = 5$

B. $35 \times 5 = 7$

C. $7 \times 5 = 35$

D. $35 \div 5 = 7$



VF
HW/Ext

6. Use the number cards to create as many correct calculations as possible.

5	35	8	25	7	50
40	15	20	3	4	10

$$\square \div 5 = \square$$



RPS
HW/Ext

Divide by 5

7. Each film clip lasts 12 minutes. Dennis has five to watch. It takes ___ minutes to watch them all.

Complete the number sentence to show the answer:

$$\square \times 5 = \square$$

Write a number sentence to show the division.

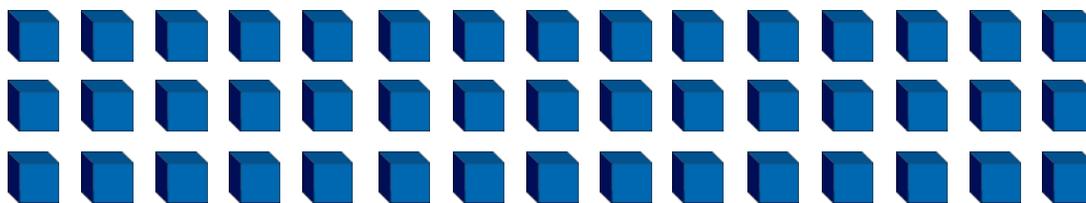
$$\square \div \square = \square$$

Write a new number story to match your division number sentence.



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HW/Ext

8. Circle the number stories which could be solved using the picture.



A. Pencils cost 5p. Arthur buys 9 pencils. How much does he spend?

B. Bob share his marbles between 5 friends. They each get seven. How many did he have to share?

C. Jaz spends 45p. Each item he buys costs 5p. How many items has he bought?

D. Amir shares her sweets with four others. They each get 9 sweets. How many did she have to share?



VF
HW/Ext

9. Harry measured the length of a book. He placed five of them end to end which measured 45cm. Use the cards to create as many correct calculations as possible.

$$9\text{cm} \quad \times \quad 45\text{cm} \quad 7\text{cm} \quad \div$$

$$4\text{m} \quad 35\text{cm} \quad 5 \quad 5\text{cm}$$

$$\square \quad \square \quad \square = \square$$



RPS
HW/Ext

Homework/Extension

Divide by 5

Developing

1. $25 \div 5 = 5$
2. B and C
3. $45 \div 5 = 9$, $25 \div 5 = 5$, $35 \div 5 = 7$

Expected

4. $9 \times 5 = 45$; $45 \div 5 = 9$
5. A, C and D
6. $15 \div 5 = 3$, $35 \div 5 = 7$, $25 \div 5 = 5$, $40 \div 5 = 8$, $20 \div 5 = 4$, $50 \div 5 = 10$

Greater Depth

7. 60 minutes; $12 \times 5 = 60$; $60 \div 5 = 12$. Variations of stories to match the number sentence.
8. A, C and D
9. $45\text{cm} \div 5 = 9\text{cm}$, $45\text{cm} \div 9\text{cm} = 5$, $9\text{cm} \times 5 = 45\text{cm}$, $5 \times 9\text{cm} = 45\text{cm}$