Sharing big numbers: answers and notes

What your child practised: dividing by sharing hundreds, tens and ones equally, starting from the biggest place value, and writing it as short division (Year 5).

Page 1 · Warm up

600 ÷ 3 = **200** · 80 ÷ 4 = **20** · 900 ÷ 3 = **300** · 60 ÷ 2 = **30**

Page 2 · Try it together

84p ÷ 2: 4 tens, 2 ones = **42p**
84p ÷ 4: 2 tens, 1 one = **21p**
96p ÷ 3: 3 tens, 2 ones = **32p**

Page 2 · A. Share each place

369 ÷ 3: 1, 2, 3 → **123**
486 ÷ 2: 2, 4, 3 → **243**
840 ÷ 4: 2, 1, 0 → **210**

Page 3 · B. Short division

684 ÷ 2 = **342** · 963 ÷ 3 = **321**
8,448 ÷ 4 = **2,112** · 5,505 ÷ 5 = **1,101**
9,639 ÷ 3 = **3,213**

Page 3 · C. Problems

963 ÷ 3 = **321** cookies
2,486 ÷ 2 = **1,243** bags

Challenge: No. Sam started from the ones and wrote his digits in the order he found them, so they came out back to front. Start with the hundreds: 8 ÷ 2 = 4, 4 ÷ 2 = 2, 6 ÷ 2 = 3, so 846 ÷ 2 = **423**. Check: 423 × 2 = 846.

Watch out for

- **Starting from the ones.** In division we start on the left, with the biggest place, unlike adding and multiplying.
- **Digits in the wrong order** (846 ÷ 2 = 324). Write each digit straight above the one it came from.
- **Dropping a zero** (840 ÷ 4 = 21). 0 ones shared is 0 ones: the 0 keeps the 2 in the hundreds.

Going further (5 minutes, no paper)

- **Share it out:** "How would 3 people share £6.60?" (£2.20 each: pounds first, then 10ps.)
- **Halve it:** say a 3-digit number with even digits, like 486. Your child halves it digit by digit.
- **In the game:** Chapter 2 shows what to do when something is left over: exchange it into the next place.