1 **a)** Circle the groups of 3 to help complete the sentences and calculation.
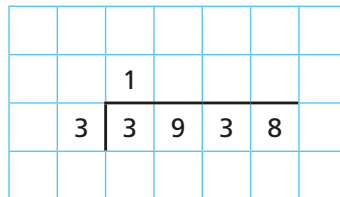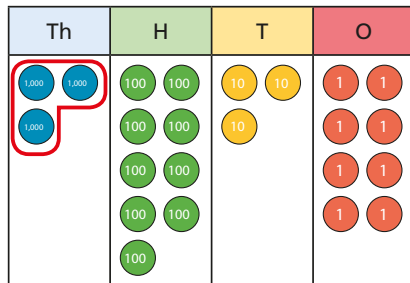
The first step has been done for you.

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

		1		
3	3	9	3	8

There is [1] group of 3 thousands.

There are [ ] groups of 3 hundreds.

There is [ ] group of 3 tens.

There are [ ] groups of 3 ones.
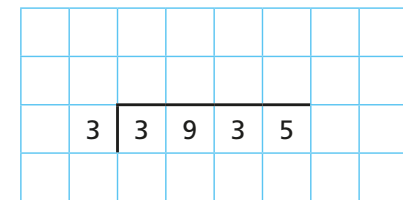
There are [ ] ones left over.

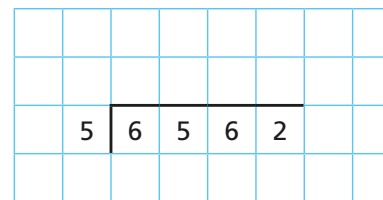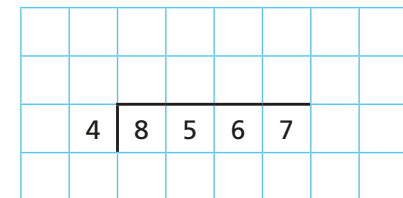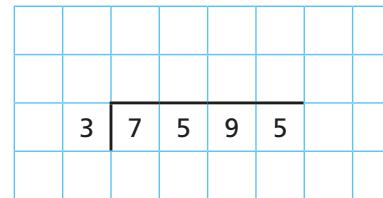3,938 ÷ 3 = [   ] remainder [   ]

b) Use place value counters to work out 8,407 ÷ 4

8,407 ÷ 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 ÷ 3 ◯ 8,567 ÷ 4

6,562 ÷ 5 ◯ 3,935 ÷ 3

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

5,066 ÷ 4   9,513 ÷ 4   1,234 ÷ 4

6,562 ÷ 4   6,563 ÷ 4   9,515 ÷ 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.

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.

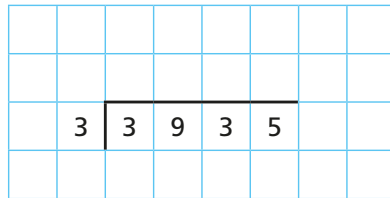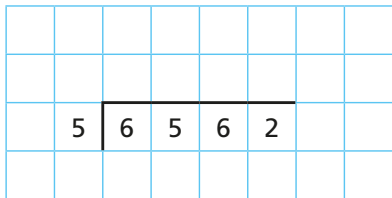| $5,066 \div 4$ | $9,513 \div 4$ | $1,234 \div 4$ |

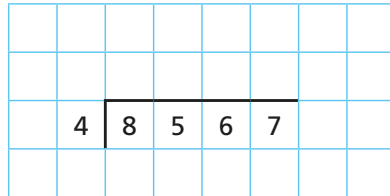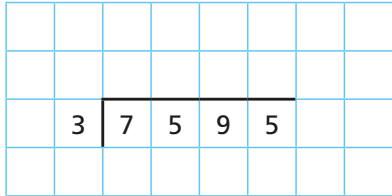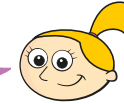| $6,562 \div 4$ | $6,563 \div 4$ | $9,515 \div 4$ |

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 |

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?