

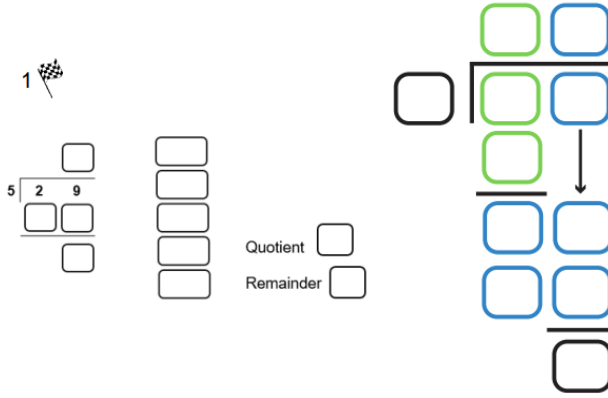


ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: LS30 – Division – Long Division

YEAR GROUP: 3

TERM: Summer 1

Vocabulary	Skills	What we already know
<p>Division Multiplication Quotients Remainders Sharing Grouping</p>	<ul style="list-style-type: none"><li>• Division</li><li>• Multiplication</li><li>• Place value</li><li>• Recording using formal written methods</li><li>• Regrouping</li><li>• Prediction</li></ul>	<ul style="list-style-type: none"><li>• Multiplication facts for 2, 5, 10 tables</li><li>• Division facts for 2, 5, 10 tables</li><li>• Fact families</li><li>• Sharing</li></ul>
<p><b>Illustration/worked models/useful resources – cuisinaire.</b></p>  <p>The illustration shows two models for long division using cuisinaire blocks. On the left, a long division problem is set up: a divisor of 5 is on the left, a dividend of 29 is on the right, and a vertical line separates them. Below the dividend are boxes for the quotient and remainder. To the right of this is a vertical stack of 5 empty boxes, with the label 'Quotient' and a box to its right, and 'Remainder' and a box to its right. On the right side of the illustration, a model of 29 is shown using 10 green blocks and 9 blue blocks. A vertical line is drawn to the left of the blocks, and a horizontal line is drawn above the top two rows of blocks. An arrow points down from the top-right block to the bottom-right block, indicating a step in the process. Below the horizontal line, there are two rows of two blue blocks each, representing the quotient of 5. Below these, there are four blue blocks representing the remainder.</p>		