

Varied Fluency

Step 12: Divide by 10, 100 and 1,000

National Curriculum Objectives:

Mathematics Year 5: (5C6b) [Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000](#)

Differentiation:

Developing Questions to support dividing by 10, 100 and 1,000. Using decimal numbers; all questions have visual representation for support.

Expected Questions to support dividing by 10, 100 and 1,000. Using numbers up to 3 decimal places.

Greater Depth Questions to support dividing by 10, 100 and 1,000. Multi-step problems using numbers up to 4 decimal places.

More [Year 5 Decimals](#) resources.

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

Divide by 10, 100 and 1,000

Divide by 10, 100 and 1,000

1a. Use place value counters to divide 235 by 10.
Show your answer on the place value chart.

Th	H	T	O	Tths



VF

1b. Use place value counters to divide 6,400 by 1,000.
Show your answer on the place value chart.

Th	H	T	O	Tths



VF

2a. Has the number been divided by 10, 100 or 1,000?

$$250 \div \boxed{} = \begin{array}{|c|c|c|c|} \hline \text{H} & \text{T} & \text{O} & \text{Tths} \\ \hline & & \cdot & \cdot \\ & & \cdot & \cdot \\ & & \cdot & \cdot \\ \hline \end{array}$$



VF

2b. Has the number been divided by 10, 100 or 1,000?

$$72 \div \boxed{} = \begin{array}{|c|c|c|c|} \hline \text{H} & \text{T} & \text{O} & \text{Tths} \\ \hline & & \cdot & \cdot \\ & & \cdot & \cdot \\ & & \cdot & \cdot \\ & & \cdot & \cdot \\ \hline \end{array}$$



VF

3a. Complete the statement.

$$\boxed{} \div 10 = \begin{array}{|c|c|c|c|} \hline \text{H} & \text{T} & \text{O} & \text{Tths} \\ \hline & \cdot & \cdot & \cdot \\ & \cdot & \cdot & \cdot \\ & \cdot & \cdot & \cdot \\ \hline \end{array}$$



VF

3b. Complete the statement.

$$\boxed{} \div 100 = \begin{array}{|c|c|c|c|} \hline \text{H} & \text{T} & \text{O} & \text{Tths} \\ \hline & & \cdot & \cdot \\ & & \cdot & \cdot \\ & & \cdot & \cdot \\ & & \cdot & \cdot \\ \hline \end{array}$$



VF

4a. True or false? The place value chart shows the answer for 4,320 divided by 100.

Th	H	T	O	Tths
		• •	• • •	•



VF

4b. True or false? The place value chart shows the answer for 3,500 divided by 1,000.

Th	H	T	O	Tths
			• •	• • •



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Divide by 10, 100 and 1,000

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5a. Use place value counters to divide 124 by 100.
Show your answer on the place value chart.

Th	H	T	O	Tths	Hths	Thths



VF

5b. Use place value counters to divide 3,453 by 1,000.
Show your answer on the place value chart.

Th	H	T	O	Tths	Hths	Thths



VF

6a. Has the number been divided by 10, 100 or 1,000?

$$5,645 \div \boxed{} = 56.45$$



VF

6b. Has the number been divided by 10, 100 or 1,000?

$$832 \div \boxed{} = 0.832$$



VF

7a. Complete the statement.

$$\boxed{} \div 100 = 0.67$$



VF

7b. Complete the statement.

$$\boxed{} \div 1,000 = 1.64$$



VF

8a. True or false? The place value chart shows the answer for 1,245 divided by 100.

Th	H	T	O	Tths	Hths	Thths
	●	●●	●●●●	●●●●		



VF

8b. True or false? The place value chart shows the answer for 1,432 divided by 1,000.

Th	H	T	O	Tths	Hths	Thths
			●	●●●●	●●	●●



VF

Divide by 10, 100 and 1,000

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9a. Use place value counters to divide 142.5 by 100 and then by 10. Show your answer on the place value chart.

H	T	O	Tths	Hths	Thths	Tthths
			●			
			●			



VF

9b. Use place value counters to divide 26.31 by 10 and by 10 again. Show your answer on the place value chart.

H	T	O	Tths	Hths	Thths	Tthths
			●			
			●			



VF

10a. Has the number been divided by 10, 100 or 1,000?

$$871.9 \div \boxed{} \div 10 = 0.8719$$



VF

10b. Has the number been divided by 10, 100 or 1,000?

$$705 \div \boxed{} \div 10 = 0.0705$$



VF

11a. Complete the statement.

$$0.088 = \boxed{} \div 10$$



VF

11b. Complete the statement.

$$0.0109 = \boxed{} \div 100$$



VF

12a. True or false? The place value chart show the answer for 56.21 divided by 10 and then by 10 again?

H	T	O	Tths	Hths	Thths	Tthths
			●	●●●●	●●	●
			●	●●●●	●●	●



VF

12b. True or false? The place value chart show the answer for 4.2 divided by 100 and then divided by 10.

H	T	O	Tths	Hths	Thths	Tthths
			●	●●●●	●●	
			●	●●●●	●●	

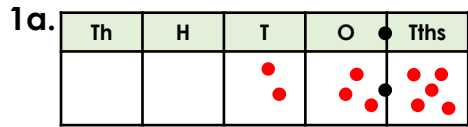


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Developing

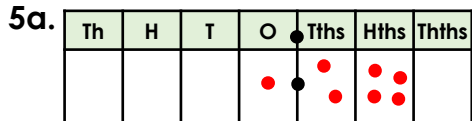


2a. **100**

3a. **231**

4a. **True**

Expected

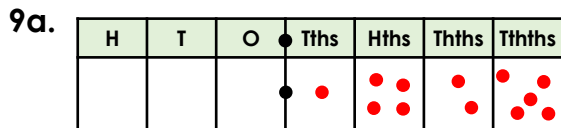


6a. **100**

7a. **67**

8a. **False**

Greater Depth



10a. **100**

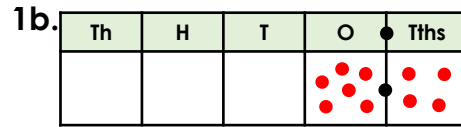
11a. **0.88**

12a. **True**

Varied Fluency

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Developing

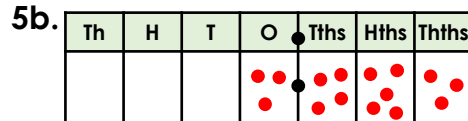


2b. **10**

3b. **180**

4b. **True**

Expected

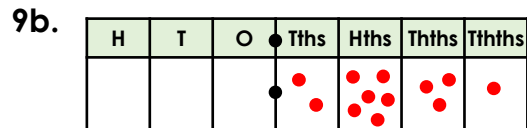


6b. **1,000**

7b. **1,640**

8b. **True**

Greater Depth



10b. **1000**

11b. **1.09**

12b. **False**