Timestables to 12 x 12 and related inverses.

6 x ___ = 66
___ x 4 = 20
15 ÷ 3 = ___
40 ÷ ___ = 8

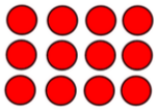
Can you find three different ways to complete each number sentence?

___ × 3 + ___ × 3 < ___ ÷ 3

___ ÷ 4 < ___ × 4 < ___ × 4

Use the array to complete the number sentences:

3 × 4 = ☐
4 × 3 = ☐
☐ ÷ 3 = ☐
☐ ÷ 4 = ☐



True or false

- 6 × 7 < 6 + 6 + 6 + 6 + 6 + 6 + 6
- 7 × 6 = 7 × 3 + 7 × 3
- 2 × 3 + 3 > 5 × 3

Complete the number sentences:

5 × 1 < _____ × _____ 4 × 3 = _____ ÷ 3

Multiplication

Multiply the units by the units (3 x 3)
Multiply your tens by the unit (2 x 3)

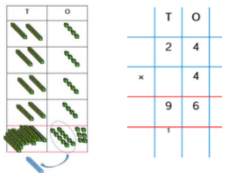
```
  23
 x  3
 ----
  79
```

Can you spot the mistake? Can you correct it?

There are 76 sweets in a bag. I buy 3 bags.
How many sweets do I have in total?

Calculate 24 × 4

Use this method to work out the following.
28 × 3 16 × 6



Always, Sometimes, Never

A two-digit number multiplied by a one-digit number makes a two-digit answer.

Martin completes the following calculation:

42 × 2

Can you spot his mistake?

	T	O				
	4	2				
×		2				
		4		(2	×	2)
+		8		(4	×	2)
	1	2				

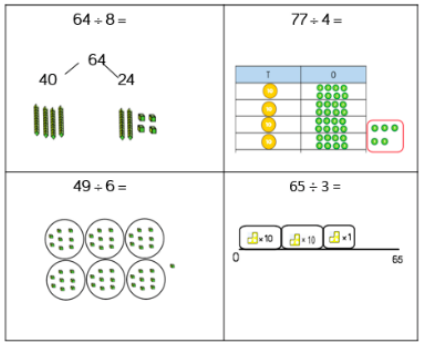
Division

Children make connections with known multiplication facts to solve problems (not involving remainders)
Children know several ways to partition a number and use knowledge of known facts to divide.

For example, 42 ÷ 3. 42 can be partitioned in to 30 and 12, these numbers are both multiples of 3 therefore they can be divided by 3 easily.

Jack has 15 stickers.
He sorts his stickers into equal groups but has some stickers remaining.
How many stickers could be in each group and how many stickers would be remaining?

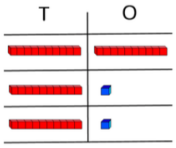
Which calculation is the odd one out?
Explain how you know.



I know this because _____

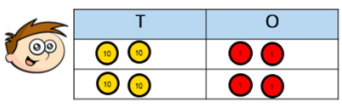
How can we partition the number?
How many tens are there?
How many ones are there?

Jane is calculating 42 ÷ 3



Can you spot and explain her mistake?

Jacob answers the question 44 ÷ 4 using place value counters.



Is he correct?
Explain your reasoning.

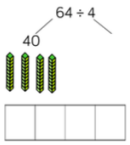
Division continued…

64 can be partitioned into _____ and _____.

40 ÷ 4 = _____

16 ÷ 4 = _____

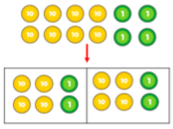
96 ÷ 8 = _____



Use this method to calculate:

96 ÷ 8 96 ÷ 3 96 ÷ 6

Use counters to help you solve the following:



84 ÷ 2
69 ÷ 3
88 ÷ 4

How could you partition this number?
X can be partitioned into _____ and _____.
Why did you choose to partition the number that way?
What do you notice about the partitioned numbers and the divisor?

Measurement- length and perimeter

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

Measure the perimeter of simple 2D shapes.

Statistics

Interpret and present data using bar charts, pictograms and tables.

Solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?')

Use multiplication facts to solve other multiplication problems. Children should understand that because one of the numbers in the calculation has got ten times bigger, then the answer will also become ten times bigger.

Children understand the concept of scaling to multiply and divide. Eg. 30 is 6 times bigger than 5 or 5 is 6 times smaller than 30.

Complete the multiplication fact:

___ × ___ = ___

Use this to help you solve:

___ × ___ = ___

True or false?

$5 \times 30 = 3 \times 50$

Prove it!

Complete the missing information:

30 is _____ times bigger than 5. _____ × _____ = _____

5 is _____ times smaller than 30. _____ ÷ _____ = _____

7 is _____ times smaller than 21. _____ ÷ _____ = _____

21 is _____ times bigger than 7. _____ × _____ = _____

There are six eggs in an egg box.

Stephen has 18 eggs.
He thinks he has 4 times more than one box.

Do you agree?

A coach is three times as long as a car.
A train is 6m longer than a coach.
The train is 36m long.
How long is the car?

Represent the bar model with a calculation and solve it.

Neil buys a bike for £339 and 78 p. He hands the cashier £400. What change will he receive?

Roma had 5 **different** coins in his wallet.

What is the greatest amount of money he could have in his wallet?
What is the least?

What amount of money is represented on the number line?
Give your answer in £ and p.

Complete the statements using <, > or =

£_____ and _____ p

£_____ and _____ p

£_____ and _____ p

£_____ and _____ p

True or False?

a) If Georgia has two different T-shirts and two different pairs of jeans, she has four possible different outfits.

b) The total of seven lots of 2 and two lots of 3 is the same as the total of six lots of 2 and three lots of 3.

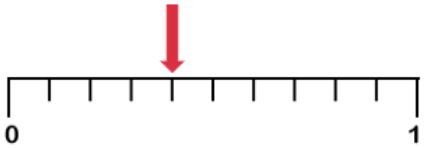
c) If Carl throws two sixes and three threes with a dice, he will get the same total as someone who throws three sixes and one three.

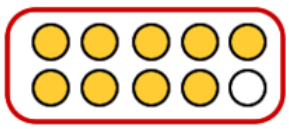
d) Three cars and two bicycles have the same number of wheels as two cars and three bicycles.

A book costs £6 and 40p. A magazine costs £3 and 65p.
What is the difference in price?
Use the subtraction method to find the answer.

Sam has £12 and 32p.
Rhiannon has £9 and 64p..
How much money do they have altogether?
Sketch a part-whole diagram to help.

Write these values as fractions and as decimals.





This table shows some children's three favourite subjects.
Describe what each part of the table shows.

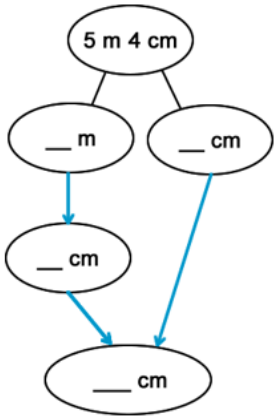
Name	English	Science	PE	Art	Music
George	✓	✓	✓		
Hatham		✓	✓	✓	
Isla	✓		✓		✓
Jo		✓		✓	✓
Kieran		✓	✓		✓

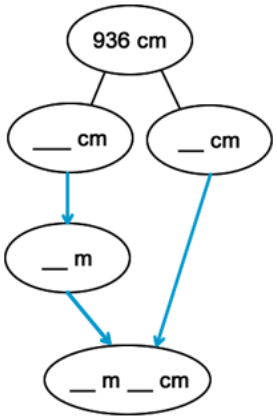
Ryan says that one tenth of an hour is 6 minutes.
Is he correct? Why / why not?

Match the equivalent measurements.

4 metres	900 centimetres
10 m	3 metres
300 cm	1 metre
100 cm	400 cm
9 m	1,000 cm

Convert these measurements using part-whole diagrams to help.





Krishna has a pile of 100 stickers.

She gives half of them to her sister.

She then gives one fifth of the stickers that are left to her best friend.

Finally, she sticks one quarter of the stickers that are left on her pencil case.

How many stickers does Krishna have in her pile now?

These are some websites that could help your child:

Addition
https://www.topmarks.co.uk/Flash.aspx?f=bingoaddition

Subtraction
https://www.topmarks.co.uk/maths-games/subtraction-grids

Timetables and number bonds- Hit the Button
https://www.topmarks.co.uk/maths-games/hit-the-button

Timetables- Shooting bubbles
http://www.mad4maths.com/4_x_multiplication_table_math_game/

Timetables- Fishy timetables
http://www.what2learn.com/home/examgames/maths/subtraction/

Place Value- Place value chart
https://www.topmarks.co.uk/

Recognising numbers- Blast off
https://www.topmarks.co.uk/learning-to-count/blast-off

TimesTableRockStars

BBC Bitesize