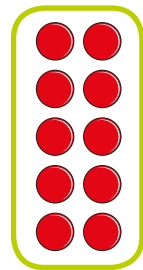


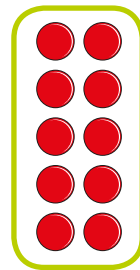
# Multiply 3 numbers

1 Tommy is making arrays using counters.

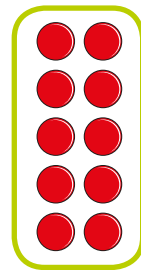
a) Complete the multiplications.



$$2 \times 5 = \boxed{10}$$



$$2 \times 5 = \boxed{10}$$



$$2 \times 5 = \boxed{10}$$

b) Use your answer to part a) to complete the multiplication.

$$3 \times 2 \times 5 = \boxed{6} \times 5 = \boxed{30}$$

2 Use counters or cubes to complete the calculations.

a)  $2 \times 4 \times 5 = \boxed{40}$

b)  $3 \times 5 \times 4 = \boxed{60}$

c)  $2 \times 5 \times 8 = \boxed{80}$

Is there a quick way to complete each calculation?

Talk about it with a partner.



3 Complete the multiplications.

a)  $3 \times 4 \times 5 = \boxed{60}$

d)  $3 \times 5 \times 4 = \boxed{60}$

b)  $2 \times 3 \times 8 = \boxed{48}$

e)  $3 \times 6 \times 10 = \boxed{180}$

c)  $2 \times 4 \times 7 = \boxed{56}$

f)  $2 \times 5 \times 12 = \boxed{120}$

4 Is each statement true or false?

Tick your answers.

	True	False
$7 \times 8 = 7 \times 4 \times 2$	<input checked="" type="checkbox"/>	<input type="checkbox"/>
$12 \times 4 = 2 \times 4 \times 6$	<input checked="" type="checkbox"/>	<input type="checkbox"/>
$3 \times 2 \times 8 = 5 \times 8$	<input type="checkbox"/>	<input checked="" type="checkbox"/>
$2 \times 7 \times 4 = 4 \times 7 \times 2$	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compare answers with a partner.

5 Here are some digit cards.



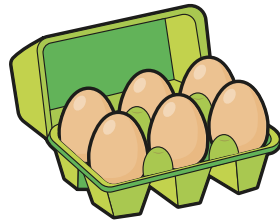
a) Use the digit cards to create a multiplication and work out the answer.

$$\boxed{3} \times \boxed{5} \times \boxed{6} = \boxed{90}$$

b) How many different multiplications can you create?

What do you notice about all of your answers?

- 6 Eggs are put in boxes in arrays of  $2 \times 3$   
 Dani buys 12 boxes.  
 How many eggs does she buy altogether?



72

Dani buys 5 more boxes.  
 How many eggs does she have now?

102

- 7 a) Write 30 as the product of 3 numbers.

$$\boxed{2} \times \boxed{3} \times \boxed{5} = 30$$

- b) How many different ways can you write the multiplication?

E.g.  $1 \times 6 \times 5 = 30$

$3 \times 1 \times 10 = 30$



- 8 Kim rolls three 6-sided dice.  
 The product of her numbers is 60  
 a) What numbers could she have rolled?

E.g. 2, 5, 6

- b) How many different ways could Kim have made 60?  
 Talk about it with a partner.  
 c) Roll three dice and find the product of the numbers  
 you roll.

- 9 In the library there are 5 bookcases.  
 Each bookcase has 4 shelves.  
 On each shelf there are 12 books.  
 How many books are there in the library?



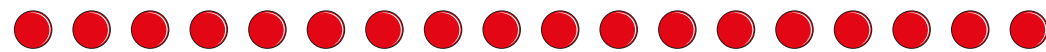
240



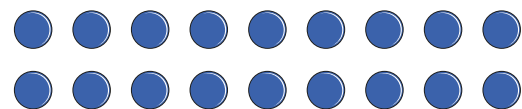
# Factor pairs

1 Alex is making arrays using counters.

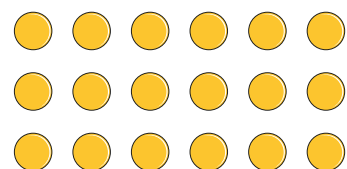
a) What calculation is represented in each array?



$$\square \times \square = 18$$



$$\square \times \square = 18$$



$$\square \times \square = 18$$

b) Use your answers from part a) to help you write all the factors of 18

\_\_\_\_\_

2 Use counters to make arrays and find the factor pairs for each number.

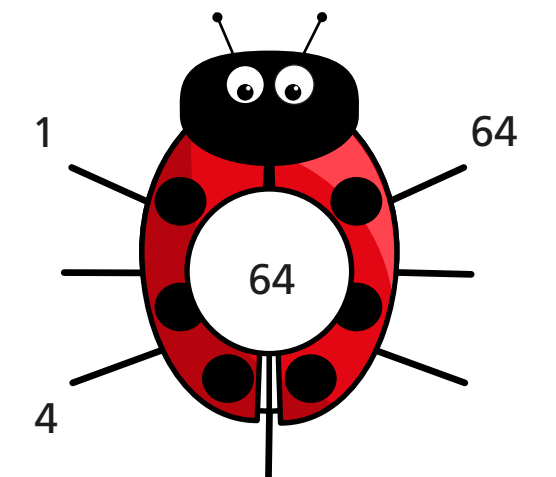
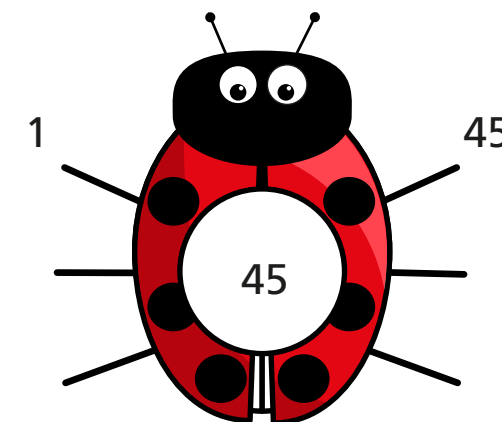
a) 12 \_\_\_\_\_

b) 15 \_\_\_\_\_

c) 24 \_\_\_\_\_

Which of the numbers has the most factor pairs? \_\_\_\_\_

3 Complete the factor bugs for 45 and 64



4 Find all the factor pairs for the number 72

The factor pairs of 72 are \_\_\_\_\_

\_\_\_\_\_

5 Are these statements true or false?

8 and 2 are both factors of 10

True

☐

False

☒

5 and 50 are both factors of 50

☒☐

25 has only three factors.

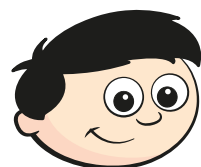
☒☐

All the factors of 15 are odd.

☒☐

Talk about your answers with a partner.

6



The bigger the number the more factor pairs it has.

Use examples to show that Dexter is wrong.

E.g. 4 has 3 factors (1, 2, 4)

and 5 only has 2 (1, 5)

7 Tommy is finding factors of 12 and 18

12 and 18 have the same number of factor pairs.



a) Is Tommy correct? Yes

Explain your answer.

They both have 3 factor pairs and so 6 factors.

b) Find two other numbers with the same number of factor pairs.

E.g. 32 and 50

8

Class 4B is having a sports day.

There are 36 children in the class.

The children need to be in equal groups.

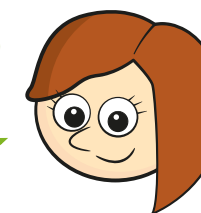
What group sizes are possible?

E.g. 36 groups of 1, 18 groups of 2 etc.

9

Rosie is investigating factor pairs.

6 is a perfect number because when you add its factors together, apart from itself, they equal 6



What is the next perfect number after 6?

28

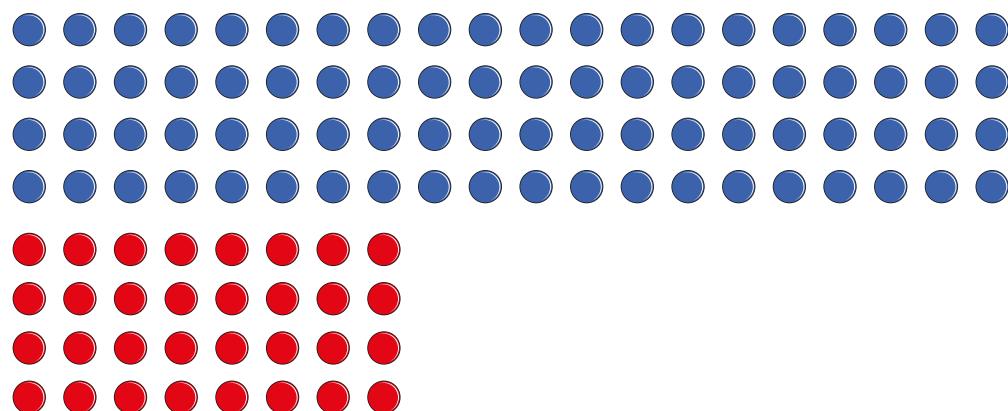


# Efficient multiplication

- 1 Class 4 are multiplying  $28 \times 4$  mentally.  
They are trying two different methods.

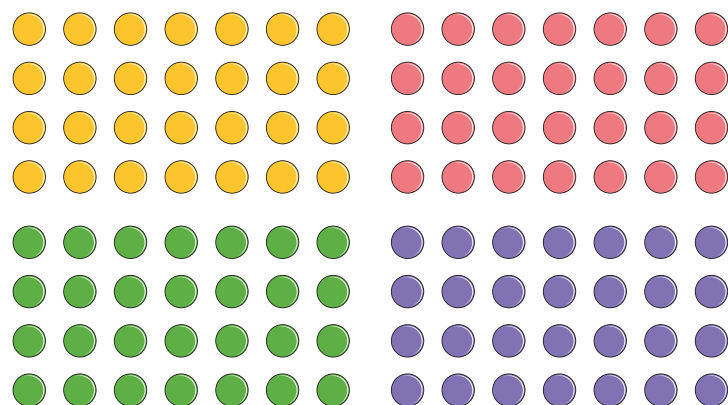
a) Complete their calculations.

Method 1



$$20 \times 4 + 8 \times 4 = \boxed{80} + \boxed{32} = \boxed{112}$$

Method 2



$$4 \times \boxed{28} = \boxed{112}$$

- b) Which method do you find easier?  
Talk about it with a partner.
- c) What other methods could you use to work out  $28 \times 4$ ?

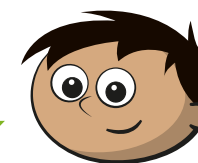
E.g.  $(4 \times 30) - (4 \times 2)$

- 2 Mo, Amir and Annie worked out  $35 \times 6$  in 3 different ways.



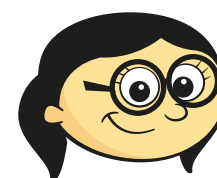
Mo

I multiplied  
30 by 6 and then added  
5 more lots of 6



Amir

I multiplied  
35 by 2, then multiplied  
that answer by 3



Annie

I multiplied  
5 by 6, then multiplied  
that answer by 7

- a) Work out the answer using each method to show that they are all correct.

Mo

$$\begin{aligned} 30 \times 6 &= 180 \\ 5 \times 6 &= 30 \\ 180 + 30 &= \underline{210} \end{aligned}$$

Amir

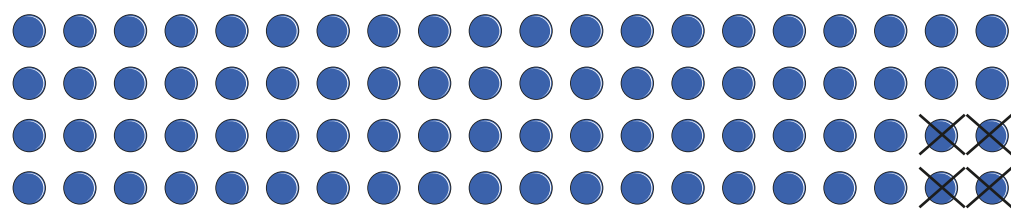
$$\begin{aligned} 35 \times 2 &= 70 \\ 70 \times 3 &= \underline{210} \end{aligned}$$

Annie

$$\begin{aligned} 5 \times 6 &= 30 \\ 30 \times 7 &= \underline{210} \end{aligned}$$

- b) Who has used the most efficient method?  
Talk about it with a partner.

- 3 Scott is working out  $21 \times 4$



$$\begin{aligned} 20 \times 4 &= 80 \\ 80 - 4 &= 76 \\ 21 \times 4 &= 76 \end{aligned}$$

- a) What mistake has Scott made?

He has taken 4, he should have added it.

- b) What is the correct answer?

**84**

- 4 Jack works out  $36 \times 9$

$$\begin{aligned} 36 \times 9 \\ 36 \times (10 - 1) \\ 360 - 36 &= 324 \end{aligned}$$



Adapt Jack's method to work out  $36 \times 99$

$$36 \times 99 = \boxed{3,564}$$

- 5 Esther has found a quick way to multiply 84 by 5

$$\begin{aligned} 84 \times 5 \\ 84 \times 10 &= 840 \\ \text{(then divide by 2) which is } &420 \end{aligned}$$

Use Esther's method to complete the calculations.

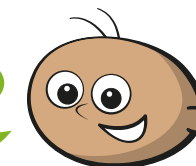
$$43 \times 5 = \boxed{215}$$

$$74 \times 5 = \boxed{370}$$

$$62 \times 5 = \boxed{310}$$

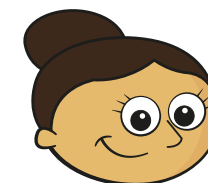
- 6 Tommy and Dora are both working out  $25 \times 8$

$$25 \times 8 = 25 \times 10 - 25 \times 2$$



- a) Use Tommy's method to work out the answer.

**200**



$$25 \times 8 = 50 \times 8 \div 2$$

- b) Use Dora's method to work out the answer.

**200**

- c) Whose method do you prefer? Why?

Various answers.







- d) Do you know another method?



# Written methods



1 Dora uses base 10 to work out  $34 \times 3$

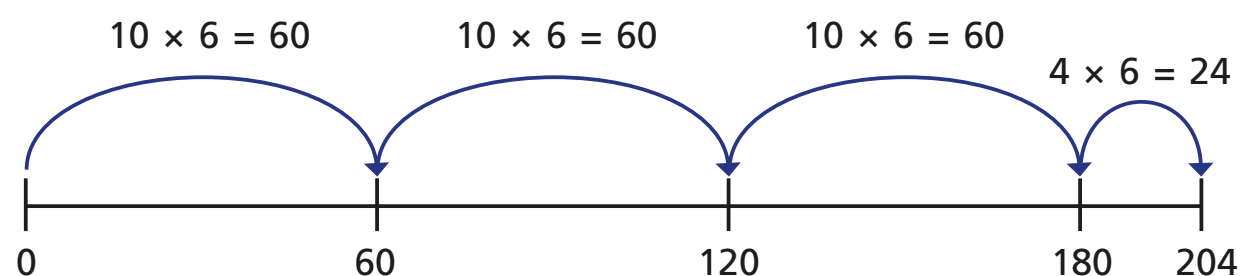
Tens	Ones
	
	
	

Use base 10 to work out  $3 \times 28$  and  $3 \times 36$

$$3 \times 28 = \boxed{\phantom{000}} \quad 3 \times 36 = \boxed{\phantom{000}}$$



2 Class 4 are using number lines to solve  $6 \times 34$



a) Talk about Class 4's method with a partner.



b) Use a number line to complete the multiplications.

$$5 \times 32 = \boxed{\phantom{000}}$$



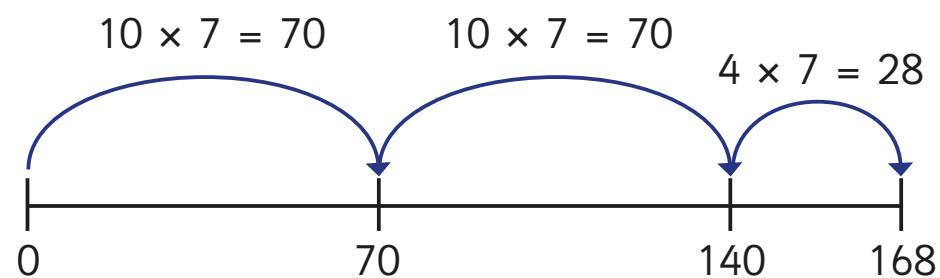
$$7 \times 32 = \boxed{\phantom{000}}$$



$$4 \times 56 = \boxed{\phantom{000}}$$



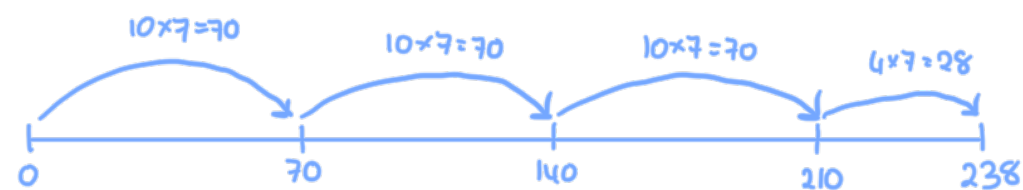
- 3 Mo uses a number line to work out  $7 \times 34$



What mistake has Mo made?

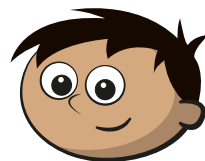
Talk about it with a partner.

What should the number line look like? Draw it here.



- 4 Amir is working out  $43 \times 5$

$40 \times 5 = 200$   
 $3 \times 5 = 15$   
 $43 \times 5 = 215$



a) Talk about Amir's method with a partner.

b) Use Amir's method to complete the multiplications.

$32 \times 6 =$  192

$7 \times 31 =$  217

$8 \times 42 =$  336

- 5 A farmer is calculating the number of sheep on her farm.  
She has 6 fields.

Each field has 35 sheep.

Use a written method to work out how many sheep there are altogether.

210

- 6 Here are 6 multiplications.

$4 \times 59$	$3 \times 33$	$5 \times 36$	$9 \times 32$	$7 \times 21$	$6 \times 25$
A	B	C	D	E	F

Which of the multiplications would you calculate mentally?

Various answers

Which of the multiplications would you use a written method for?

Various answers

Talk about your choices with a partner.

Complete the multiplications. Show your working where necessary.

$4 \times 59 =$  236

$9 \times 32 =$  288

$3 \times 33 =$  99

$7 \times 21 =$  147

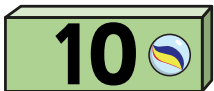







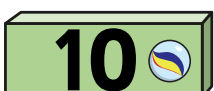

$5 \times 36 =$  180

$6 \times 25 =$  150

# Multiply 2-digits by 1-digit (1)



- 1 Ron, Eva and Mo each have 23 marbles.

Tens	Ones
 	  
 	  
 	  

How many marbles are there in total?

$$3 \times 3 \text{ ones} = \boxed{9}$$













$$3 \times 2 \text{ tens} = \boxed{60}$$

$$\boxed{9} + \boxed{60} = \boxed{69}$$

$$3 \times 23 = \boxed{69}$$

There are  $\boxed{69}$  marbles in total.

- 2 Use the place value chart to work out  $2 \times 24$   
Complete the multiplication sentences.















Tens	Ones
 	   
 	   

$$2 \times 4 = \boxed{8}$$

$$2 \times 20 = \boxed{40}$$

$$2 \times 24 = \boxed{48}$$

- 3 Annie works out  $43 \times 2 = 86$

Tens	Ones
   	  
   	  

		T	O	
		4	3	
	x		2	
		8	6	

Talk about Annie's methods with a partner.

What is the same? What is different?

- 4 Complete the multiplications.

a)

		T	O	
		2	4	
	x		2	
		4	8	

b)

		T	O	
		4	4	
	x		2	
		8	8	

c)  $31 \times 3$

		T	O	
		3	1	
	x		3	
		9	3	

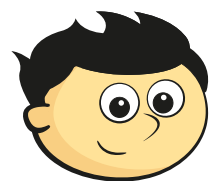
d)  $42 \times 2$

		T	O	
		4	2	
	x		2	
		8	4	

Compare answers with a partner.



- 5 Jack is trying to work out  $34 \times 2$  using the column method.



I'm not sure what to do.

			2	
	x	3	4	

Show how Jack could improve his column method and work out the answer.

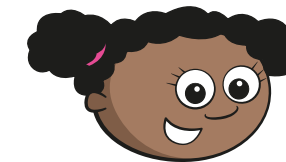
		3	4	
	x		2	
		6	8	

- 6 One toaster costs £32  
How much do 3 toasters cost?



£96

- 7 Whitney has multiplied a 2-digit number by a 1-digit number.



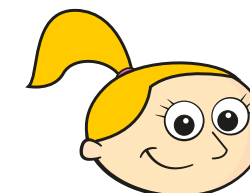
I had to do  $30 + 9 = 39$  to get my answer.

What numbers is Whitney multiplying?

Fill in the missing digits.

		1	3	
	x		3	
		3	9	

- 8 Filip used the column method to work out  $41 \times 2$



I can work this multiplication out in my head.

		4	1	
	x		2	

- a) How do you think Eva will work this out in her head?  
b) Tick the multiplications that you can work out in your head. *Various answers.*

$4 \times 22$

$3 \times 23$

$3 \times 33$

$12 \times 4$

$3 \times 32$

$4 \times 20$

