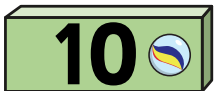









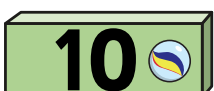






Multiply 2-digits by 1-digit (1)

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

Tens	Ones
 	  
 	  
 	  

How many marbles are there in total?

$$3 \times 3 \text{ ones} = \square$$

$$3 \times 2 \text{ tens} = \square$$













$$\square + \square = \square$$

$$3 \times 23 = \square$$

There are \square marbles in total.



- 2 Use the place value chart to work out 2×24
Complete the multiplication sentences.















Tens	Ones
 	   
 	   

$$2 \times 4 = \square$$

$$2 \times 20 = \square$$

$$2 \times 24 = \square$$

- 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	

b)

		T	O	
		4	4	
	x		2	



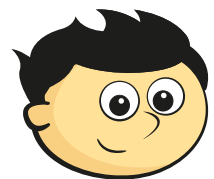
c) 31×3

d) 42×2

Compare answers with a partner.



- 5 Jack is trying to work out 34×2 using the column method.



I'm not sure what to do.

			2	
	\times	3	4	

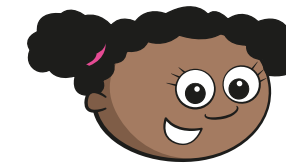
Show how Jack could improve his column method and work out the answer.

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



--

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



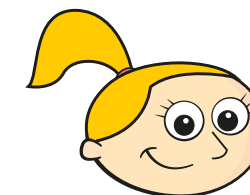
I had to do $30 + 9 = 39$ to get my answer.

What numbers is Whitney multiplying?

Fill in the missing digits.

	\times			
		3	9	

- 8 Filip used the column method to work out 41×2



I can work this multiplication out in my head.

		4	1	
	\times		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.

4×22

3×23

3×33

12×4

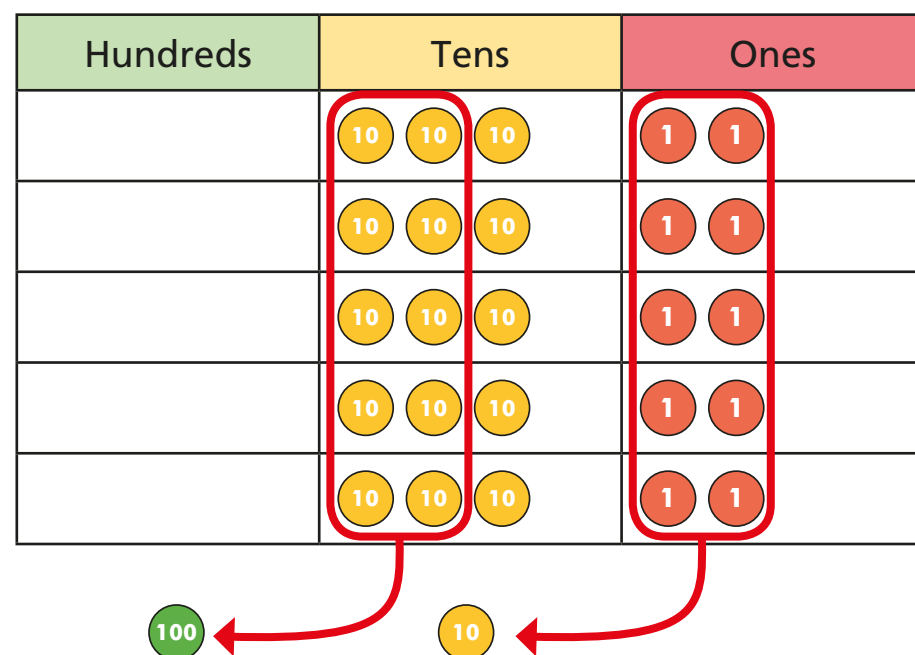
3×32

4×20



Multiply 2-digits by 1-digit

- 1 Brett uses a place value chart to work out 5×32



Talk about Brett's method with a partner.

Complete the multiplication.

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

Use Brett's method to work out 6×34

$$6 \times 34 = \boxed{}$$

- 2 Rosie works out 4×37 using a written method.

		H	T	O					
			3	7					
	x			4					
			2	8			(7 x 4)		
		1	2	0			(3 0 x 4)		
		1	4	8					

Talk about Rosie's method with a partner.

Use Rosie's method to work out 6×28

- 3 Dani uses a different written method to work out 8×42

		H	T	O	
			4	2	
	x			8	
		3	3	6	
			1		

Talk about Dani's method with a partner.

A 10x10 grid of squares. A rectangle is drawn in the bottom right corner, spanning 3 columns and 2 rows. The rectangle is outlined in black and is empty.

a) $38 \times 6 =$ c) $45 \times 9 =$

[illegible]

b) $71 \times 3 =$ d) $52 \times 5 =$

[illegible]

e) $29 \times 8 =$ f) $17 \times 4 =$

Multiply 3-digits by 1-digit

- 1 Filip uses a place value chart to help him multiply a 3-digit number by a 1-digit number.

Hundreds	Tens	Ones
100	10 10	1 1 1 1
100	10 10	1 1 1 1
100	10 10	1 1 1 1

- a) What multiplication is Filip working out?

$$\square \times \square$$

- b) What is the answer to Filip's multiplication?

- 2 Use place value counters to complete the multiplications.

a) $3 \times 213 =$

d) $6 \times 106 =$

b) $4 \times 216 =$

e) $4 \times 209 =$

c) $5 \times 106 =$

f) $317 \times 3 =$



- 3 Complete the multiplication.

Use the place value chart to help you.

H	T	O
100 100	10	1 1 1 1 1
100 100	10	1 1 1 1 1
100 100	10	1 1 1 1 1

		H	T	O	
		2	1	5	
	x			3	

- 4 Complete the multiplications.

a)

		H	T	O	
		2	1	7	
	x			4	

c)

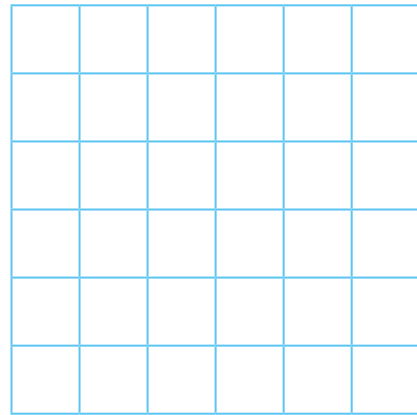
		H	T	O	
		1	0	8	
	x			6	

b)

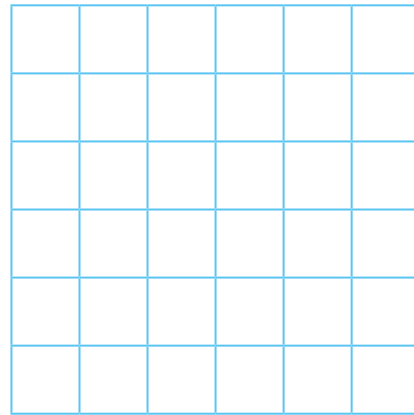
		H	T	O	
		4	3	9	
	x			2	

d) 163×5

e) 3×240

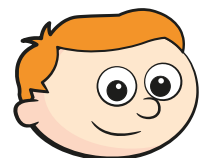


f) 7×131



- 5 A lorry driver travels 156 km per day.
How many kilometres will the lorry driver have travelled after 3 days?

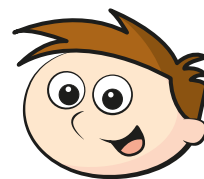
- 6 Ron and Teddy are working out 5×245



Ron

I know the answer will be greater than 1,000 because I know 5×200 is 1,000

I know the answer should end in 5 because I know 5×5 is 25



Teddy

- a) Who is correct? Circle your answer.

Ron

Teddy

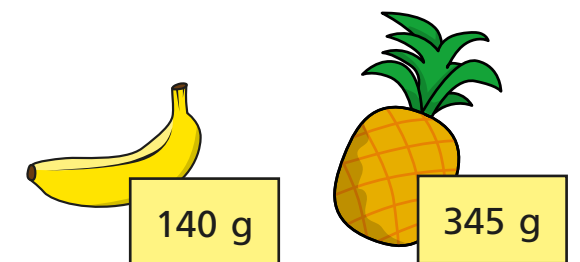
both

neither

- b) Use a written method to work out 5×245

- 7 There are 7 year groups in a school.
There are 112 children in each year group.
How many children are there in the whole school?

- 8 A banana weighs 140 g
A pineapple weighs 345 g



- Bag A contains 8 bananas and bag B contains 3 pineapples.
Which bag weighs more and by how much?
Show your working.

Bag _____ weighs g more than bag _____.

Divide 2-digits by 1-digit (2)

1 Rosie has 56 pencils.

a) Draw base 10 to represent the pencils.

Rosie shares the 56 pencils equally between 4 pots.

b) Draw base 10 on the place value grid to share the pencils.

Tens	Ones

c) How many pencils are in each pot?

d) Did you have to make an exchange?



2 Eva has this money.



She wants to share the money equally between 3 people.

a) Use the place value chart to show how Eva can share the money.

Tens	Ones

b) How much money does each person get?

3 Divide 72 by 3



Tens	Ones

Use the place value counters to help you.

$$72 \div 3 = \boxed{}$$



4 Use base 10 or counters to work out the divisions.

a) $45 \div 3 =$

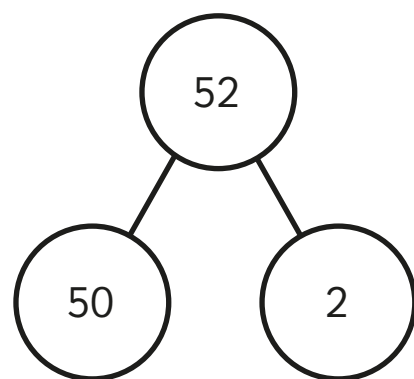
b) $57 \div 3 =$

c) $92 \div 4 =$

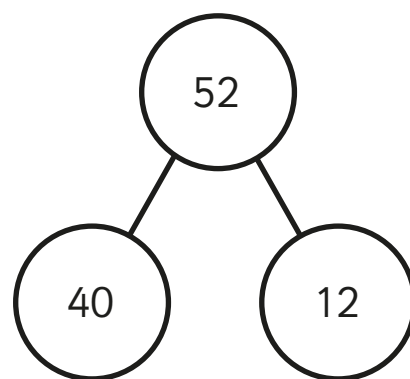
5 Rosie and Tommy are working out $52 \div 4$

They both use a part-whole model.

Rosie



Tommy



a) Whose part-whole model will help them with the division?

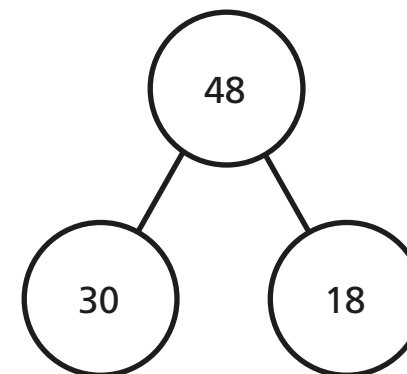
How do you know?

b) Use a part-whole model to work out $52 \div 4$



6 Use the part-whole models to complete the divisions.

a) $48 \div 3 =$

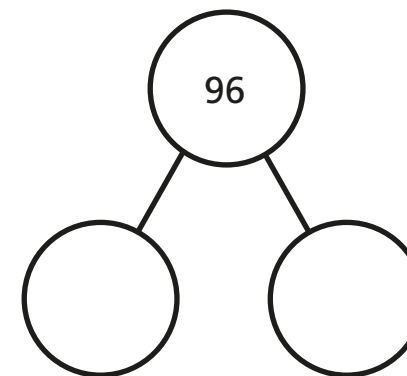


$30 \div 3 =$

$18 \div 3 =$

$48 \div 3 =$

b) $96 \div 4 =$



c) $65 \div 5 =$

d) $75 \div 3 =$

7 Here are 3 divisions.

$96 \div 8$

$96 \div 4$

$96 \div 2$

a) What is the same about the questions? What is different?

b) Complete the divisions.

$96 \div 8 =$

$96 \div 4 =$

$96 \div 2 =$

c) What do you notice? Talk about it with a partner.



Divide 2-digits by 1-digit (1)

- 1 Rosie is working out $93 \div 3$ using a place value chart.

Tens	Ones
10 10 10	1
10 10 10	1
10 10 10	1

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

b) Complete the division.

$$93 \div 3 = \square$$

- 2 Use place value counters to complete the divisions.

a) $66 \div 3 = \square$

d) $48 \div 4 = \square$

b) $86 \div 2 = \square$

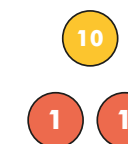
e) $\square = 39 \div 3$

c) $50 \div 5 = \square$

f) $84 \div 4 = \square$

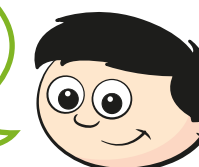
- 3 Dexter is working out $56 \div 4$ using a place value chart.

T	O
10	1
10	1
10	1
10	1



a)

I can't do it because I have counters left over.



Do you agree with Dexter? _____

Explain your answer.

b) Work out $56 \div 4$ using place value counters.

$$56 \div 4 = \square$$

- 4 Use place value counters to complete the divisions.

a) $72 \div 3 = \square$

d) $48 \div 6 = \square$

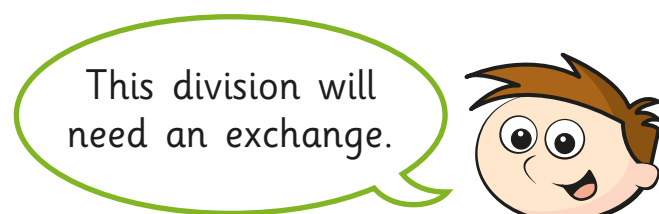
b) $92 \div 4 = \square$

e) $\square = 45 \div 3$

c) $65 \div 5 = \square$

f) $64 \div 4 = \square$

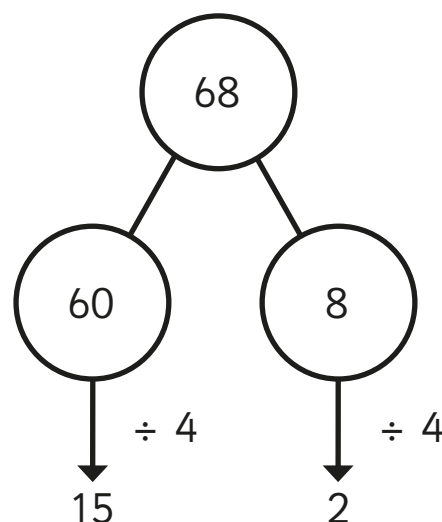
- 5 Teddy is working out $57 \div 3$



How does Teddy know this? Talk about it with a partner.



- 6 Amir is working out $68 \div 4$



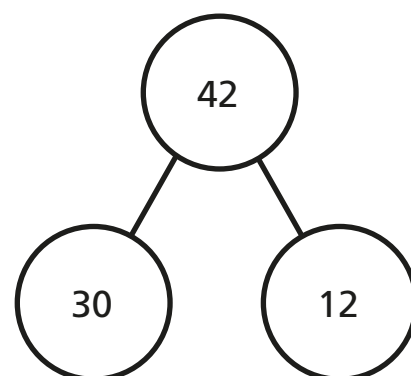
$$68 \div 4 = 17$$

Talk about Amir's method with a partner.

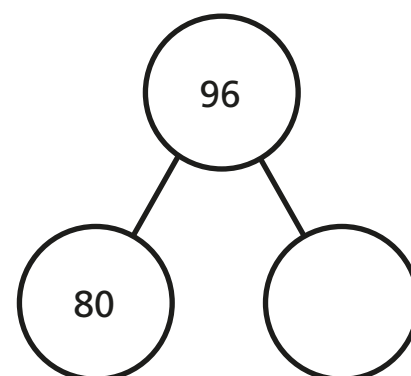


- 7 Use Amir's method to complete these calculations.

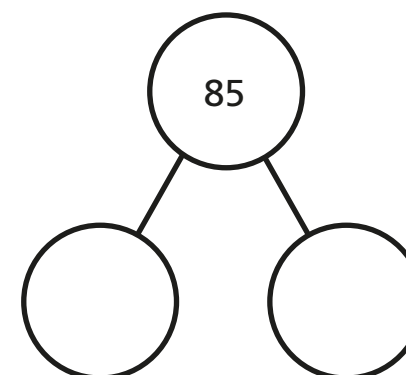
a) $42 \div 3 = \square$



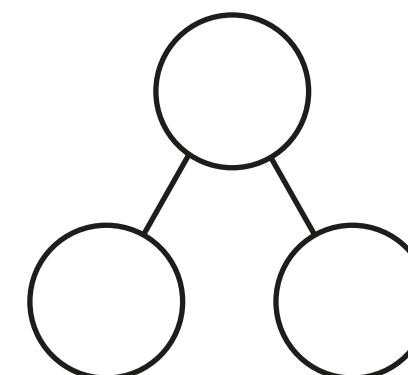
b) $96 \div 4 = \square$



c) $85 \div 5 = \square$



d) $84 \div 6 = \square$



- 8 Kim has 92 beads.
She wants to share them equally between 4 friends.
How many beads will each friend get?

- 9 Write $<$, $>$ or $=$ to make the statements correct.

$96 \div 8$ $72 \div 6$

$95 \div 5$ $63 \div 3$

$51 \div 3$ $64 \div 4$

$98 \div 7$ $95 \div 5$

