Monday – The 4 and the 8 Times Tables

1. Complete the statements below using <, > or =.

6 x 4

4	4	4	4	4	4

4 x 6

6	6	6	6

9 x 4

4	4	4	4	4	4	4	4	4

4 x 8

8	8	8	8

4 x 12

12	12	12	12

11 x 4

4	4	4	4	4	4	4	4	4	4	4

2. Find and correct the mistakes in each bar model.

A. 3 x 4 = 10

4	4	4

B. 7 x 4 = 27

4	4	4	4	4	4	4

3. Ryan and Amelie are discussing the 4 times table.

Ryan

I know that 4 x 4 = 16, and I know that 8 is double 4, so I can find the answer to 8 x 4 by doubling the answer to 4 x 4.

I know that 3 x 4 = 12, and I know that 3 is half of 6, so I can find the answer to 6 x 4 by halving the answer to 3 x 4.

Amelie

Who is correct? Explain why.

4. Use the bar models to solve the calculation below.

If:

3 x 4 = 12

12		
4	4	4

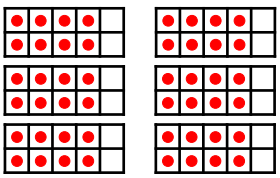
Then:

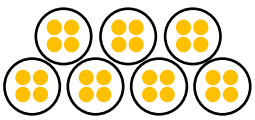
3 x 8 = ☐

?		
8	8	8

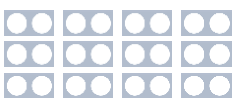
5. Use >, < or = to compare the statements below.

A. 12 x 4 ☐



B.  ☐ 7 x 8

C. 5 x 8 ☐



6. Sarah is trying to solve the calculation below.

6 x 8

To solve this calculation, I can do 1 x 8 and 5 x 8 and add the answers together

Do you agree? Explain your answer.

Tuesday – Multiply 2 Digits by 1 Digit

1. There are 21 biscuits in a packet. Miss Platt buys 4 packets.
How many biscuits does she have?

□ + □ + □ + □ = □

		2	1
x			4

2. Complete the calculation and draw the missing place value counters.

		□	□
x			4
	□	□	□

Tens	Ones
10 10 10 10	1 1

3. True or false? The answer is 84.

Tens	Ones

		□	□
x			□
		□	□

4. Tom multiplies a 2-digit number by a 1-digit number. Which numbers did he use?

3	21	25	4	32

		□	□
x			□
		9	6

5. Zara and Alfie are trying to reach the target number. Use their digits to make a 2 digit by 1 digit calculation with the nearest answer.

Zara: 3 8 4

300

Alfie: 3 5 8

			□	□
x				□
		□	□	□

			□	□
x				□
		□	□	□

6. Mia's teacher asks her to find, explain and correct her mistake.

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

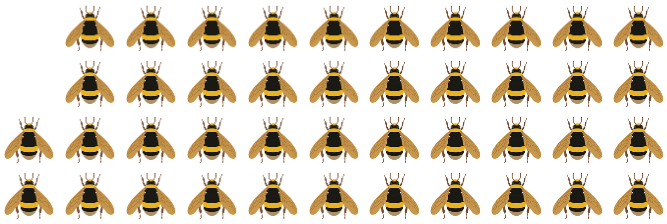
		4	7
x			4
	1	6	8
		2	

			□	□
x				□
		□	□	□

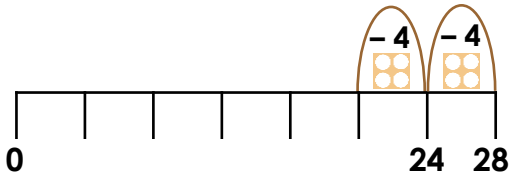
Wednesday – Divide 2 Digits by 1 Digit

1. Calculate:

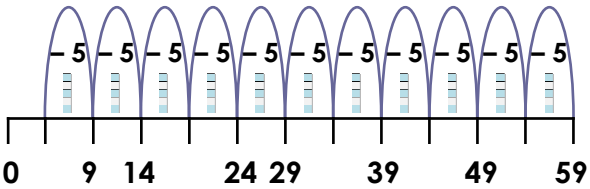
$$42 \div 3$$



2. Complete the number line using repeated subtraction to calculate 28 ÷ 4.



3. Complete the division below using information from the number line.



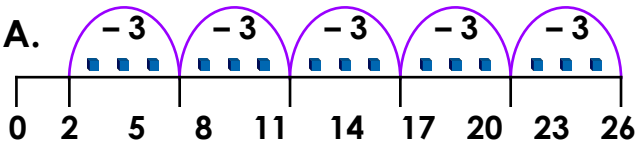
$$\square \div \square = \square \text{ r } \square$$

4. Write the division shown on the place value chart below.

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

5. Shaun is calculating 26 ÷ 3. Method A gives him an answer of 5 r2. Method B gives him an answer of 8 r2. Explain which solution is correct.

A.



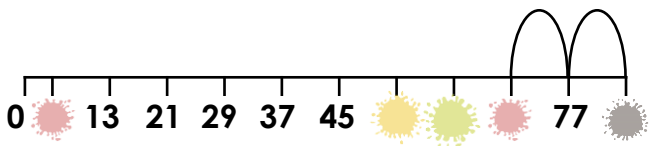
B.

Tens	Ones

6. Stan thinks that 32 pencils can be shared equally between 4 tables and 2 will be left to put in the cupboard. Is he correct? Prove it.

Tens	Ones
	1 1 1 1 1 1 1 1 1
	1 1 1 1 1 1 1 1 1
	1 1 1 1 1 1 1 1
	1 1 1 1 1 1 1 1

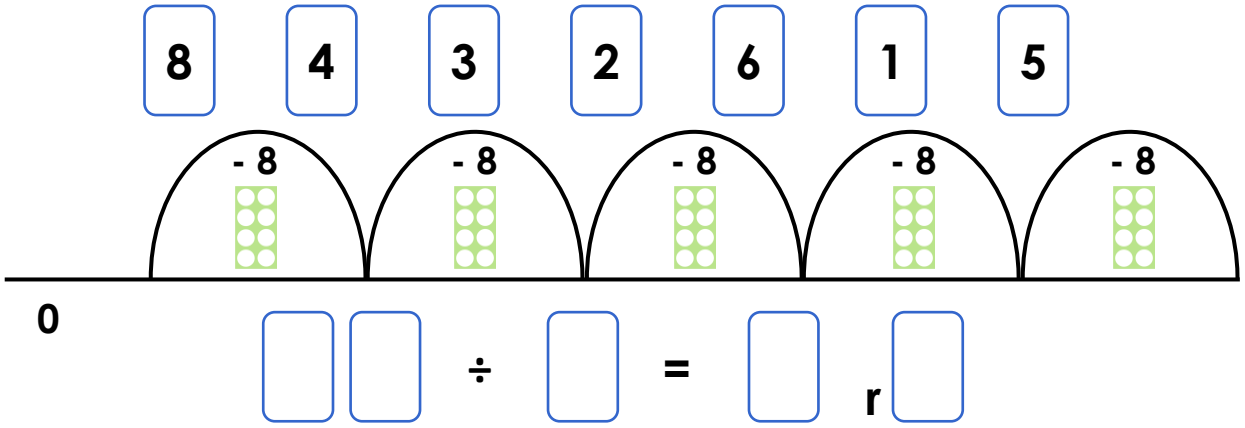
7. The number line below is linked to the calculation underneath. Complete the number line and calculation below.



$$85 \div \square = \square \text{ r } \square$$

Thursday – Multiply and Divide 2 Digits by 1 Digit

1. Create a division number sentence using five of the digit cards below. You can use a digit more than once.



2. The children's books have been stored away in some of these boxes in the shed. Each box is labelled to show how many books are in the box. The children have forgotten which boxes are theirs.
Using multiplication, investigate the different combinations of boxes that could belong to each child.

A. I stored the fewest boxes but had the greatest number of books.

B. My total number of books was an even number between 100 and 280.

C. I had 140 books altogether.

Child	Number of books	Number of boxes	Total number of books
A	96	3	288 (96 x 3)
B			
C			140
			140