



*Multiplication
and Division*



1 7. 0 1. 2 2

LO: To use column multiplication to multiply 2 digits by a 1-digit number.

I know how to partition numbers to help me solve calculations.

I can use concrete resources to represent my calculation.

I understand how multiplication links to repeated addition.

ck 4

Year 3 | Week 1 | Day 1



twelve

digit number with 2 in the



Flashback 4

- 1) What is 10×7 ?
- 2) Work out $90 \div 10$
- 3) What is seven multiplied by
- 4) Find the perimeter of the rectangle.

3

4

marbles.

Ones

total?
work out 2×24
tences.

	T	O
4	3	
×	2	
	8	6

4 Complete the multiplications.

a)

	T	O
2	4	
×	2	

b)

	T	O
4	4	
×	2	

d) 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.

	T	O
3	4	
×	2	

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

6 One toaster costs £32

How much do 3 toasters cost?



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

Hundreds	Tens	Ones
	30	20
	30	20
	30	20
	30	20
	30	20

100 ← 10 ←

Talk about Brett's method with a partner.

Work out the multiplication.

5×32

Use Brett's method to work out 6×34

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

	H	T	O
4	3	7	
×		4	
	2	8	
	1	2	0
	1	4	8

(7 x 4)
(30 x 4)

Talk about Rosie's method with
Use Rosie's method to work out

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

Talk about Dani's method with
Use Dani's method to work out

4 Use a written method to complete

a) $38 \times 6 = \square$ d)

b) $71 \times 3 = \square$ e)

c) $45 \times 9 = \square$ f)

3

Extension

- 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.

×			
		3	9

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



I can work this multiplication out in my head.

		4	1
×			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

4

Extension

- 5 Class 4 is selling tickets for a play. Tickets cost £5 per person. 56 tickets have been sold so far. How much money has Class 4 collected?
- 6 Rosie buys 8 bunches of flowers. Each bunch has 17 flowers. How many flowers does she have altogether?

Plenary

3

True or False?

Multiply 2-digits by 1-digit (1)

One bag costs £12 then four
of the same bags cost £46



4

True or False?

Multiply 2

Tommy has 8 boxes of cakes with 24 cakes
each box.

Eva has 4 boxes with 48 cakes in each box.

They have the same number of cakes.

**Year 3
NUMERACY
TARGET GRIDS**

I can compare and order numbers up to 1000.

I can count from 0 in multiples of 4, 8, 50 and 100.

I can identify, represent and estimate numbers in different contexts.

I can find 10 or 100 more or less than a given number.

I can recognise the place value of each digit in a three-digit number.

I can solve number problems and practical problems.

I can read and write numbers to 100 in numerals and in words.

I can solve missing number problems.

I can estimate the answer to a calculation and use inverse operations to check

I can solve addition and subtraction problems.

I can subtract numbers up to three digits using an efficient written method.

I can add numbers up to three digits using an efficient written method.

I can add and subtract a 3 digit-number and hundreds mentally.

I can add and subtract a 3 digit-number and tens mentally.

I can add and subtract a 3 digit-number and ones mentally.

I can solve multiplication and division problems, using scaling.

I can solve multiplication and division problems.

I can use mental strategies to multiply a 2-digit number by a 1 digit number.

I can write and calculate statements for X and +. Using the multiplication tables that I know.

I can recall and use multiplication and division facts for the 8 times table.

I can recall and use multiplication and division facts for the 4 times table.

I can recall and use multiplication and division facts for the 3 times table.

I can use efficient written methods to multiply a 2 digit and a 1 digit number.

I can measure the perimeter of simple 2-D shapes

I can estimate and read time to the nearest minute and compare times using appropriate vocabulary.

I can tell the time using Roman numerals from I to XII

I can tell and write the time from an analogue clock and 12-hour and 24-hour clocks.

I can add and subtract amounts of money to give change using £ and p.

I can measure and compare, add and subtract volume/capacity (l/ml)

I can measure and compare, add and subtract mass (kg/g)

I can measure and compare, add and subtract lengths (m/cm/mm)

I can solve problems involving fractions

I can compare and order fractions, and fractions with the same denominator.

I can add and subtract fractions with the same denominator within one whole.
 $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$

I can recognise and show, using diagrams, equivalent fractions.

I can recognise and use fractions as numbers.

I can find and write fractions for a set of objects.

I recognise that tenths arise from dividing an object into 10 equal parts.

I can count up and down in tenths.

I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

I identify whether angles are greater than or less than a right angle.

I can recognise that two right angles make a half-turn. 3 make 3/4 of a turn and 4 make a complete turn.

I can identify right angles.

I can recognise angles as a property of shape or a description of a turn.

I can recognise 3-D shapes in different orientations.

I can make 3-D shape using modelling materials.

I can draw 2-D shapes.

I know how many seconds are in a minute, days in each month, year and leap year.

I can solve two-step problems using presented data

I can solve one-step problems using presented data

I can interpret and present data using tables.

I can interpret and present data using pictograms.

I can interpret and present data using bar charts.

Number and Place Value

Addition and Subtraction

Multiplication and Division

Measurements

Fractions

Geometry

Statistics

**Year 4
NUMERACY
TARGET GRIDS**

I can read Roman numerals to 100 (I to C) and know that over time the numeral system changed to include the concept of zero and place value .

I can solve number and practical problems

I can round any number to the nearest 10, 100 or 1000

I can identify, represent and estimate numbers.

I can compare and order numbers beyond 1000.

I can recognise the place value of each digit in a four -digit number.

I can count backwards through zero to include negative numbers.

I can find 1000 more or less than a given number

I can count in multiples of 6, 7, 9, 25 and 1000

I can solve subtraction two step problems deciding which operations and methods to use and why.

I can solve addition two step problems deciding which operations and methods to use and why.

I can use inverse operations to check answers to a calculation.

I can estimate to check answers to a calculation.

I can subtract numbers with up to 4 digits using efficient methods.

I can add numbers with up to 4 digits using efficient methods.

I know factor pairs, using my times table knowledge.

I can solve multiplication and division problems, including simple scaling.

I can multiply a three -digit number by a one—digit number using a formal written method.

I can multiply a two—digit number by a one—digit number using a formal written method.

I can use place value and known derived facts to multiply 3 numbers .

I can use place value and known derived facts to multiply and divide men-

I can explain commutativity in multiplication.

I can recall multiplication and division facts for times tables up to 12 x 12.

I solve simple measure and money problems involving fractions and decimals to two places.

I can solve problems involving converting from: hours to minutes; minutes to seconds; years to months; weeks to days.

I can read, write and convert time between analogue and digital 12— and 24—hour clocks.

I can estimate, compare and calculate different measure, including money in pounds and pence.

I can find the area of rectilinear shapes by counting squares.

I measure and calculate the perimeter of a rectilinear shape in cm and m

I can convert between different units of measure

I round decimals with one decimal place to the nearest whole number and compare.

I can find the effect of \div a number by 10 and 100 and identify the value of the digits

I can recognise and write decimal equivalents to $1/2$, $1/4$, and $3/4$.

I can recognise and write decimal equivalents of any number of tenths or hundredths .

I can add and subtract fractions with the same denominator.

I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

I can recognise and show, using diagrams, families of common equivalent fractions.

I solve problems finding fractions of amounts including non -unit fractions like $3/4$

I can plot specified points and draw sides to complete a given polygon.

I describe movements between positions as translations of a given unit to the left/right and up/down.

I can describe positions on a 2-D grid as co-ordinates in the first quadrant.

I can complete a simple symmetric figure with respect to a specific line of symmetry.

I can identify lines of symmetry in 2-D shapes presented in different orientations.

I can identify acute and obtuse angles and compare and order up to two right angles by size.

I can compare and classify geometric shapes, including quadrilaterals and triangles

I can draw line graphs.

I can solve 'difference' problems using information presented in bar charts, pictograms, tables and other graphs.

I can solve 'sum' problems using information presented in bar charts, pictograms, tables and other graphs.

I can solve 'comparison' problems using information presented in bar charts, pictograms, tables and other graphs.

I can interpret and present data using time graphs.

I can interpret and present data using bar charts.

Number and Place Value

Addition and Subtraction

Multiplication and Division

Measurements

Fractions and Decimals

Geometry

Statistics

1 8. 0 1. 2 2

multiplication with an exchange

I do an exchange on the column multiplication.

I use multiplication using my knowledge of place value.

When the column totals 10 or more, I need to make an exchange.

LO: To multiply 3 digits by a 1-digit number.

I know that when I multiply a number by 0, the answer is 0.

I can build on my knowledge of multiplying 2 digits by a 1-digit number to multiply 3 digit numbers.

I understand why it is not practical to represent the numbers using counters.

Hit the Button

Number Bonds

Doubles

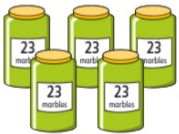
Halves

Times Tables

Division Facts

Square Numbers

o a jar.



Ones	

there in total?

Ones

tions.

- 17 c) 3×25 d) 34×4

4 Complete the column multiplications.

Tens	Ones

T	O
2	4
x	3

Tens	Ones

T	O
3	5
x	4

5 Work out the multiplications.

a) 25×5

T	O
2	5
x	5

b) 35×6

T	O
3	5
x	6

c) 5×26

d) 4×36

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

Hundreds	Tens	Ones

a) What multiplication is Filip working out?

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

2 Use place value counters to complete the multiplications.

a) 3×213

d) 6×106

b) 4×216

e) 4×209

c) 5×106

f) 317×3

3 Complete the multiplication.

Use the place value chart to help you.

H	T	O

H	T	O
	2	15
x		3

3

- 6 Tommy works out 37×2

			T	O	
			3	7	
	x			2	
			6	1	4

What mistake has Tommy made? Work out the correct answer.

4

- 4 Work out the multiplications.

a)

		H	T	O
		2	1	7
	x			4

d) 163×5

b)

		H	T	O
		4	3	9
	x			2

e) 3×240

c)

		H	T	O
		1	0	8
	x			6

f) 7×131

Extension

- 7 Find the missing numbers.

		2	2
	x		
		8	8

				1
	x			
		1	2	4

- 8 Here are some digit cards.



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

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

- b) Work with a partner to find calculations that have:

- an odd product
- an even product

Extension

- 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

- a) Who is correct?

Ron

Teddy

both

neither

Plenary

True or False?

Multiply 2-digits by 1-digit (2)

The model shows $22 \times 7 = 154$

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

100

10

White Dice

True or False?

Mult

If there is a zero in one of the factors the product will always be a zero in the product

	5	4	0
×			6
	3	2	4
		2	

	3	0
×		
	6	0

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Number and Place Value

Addition and Subtraction

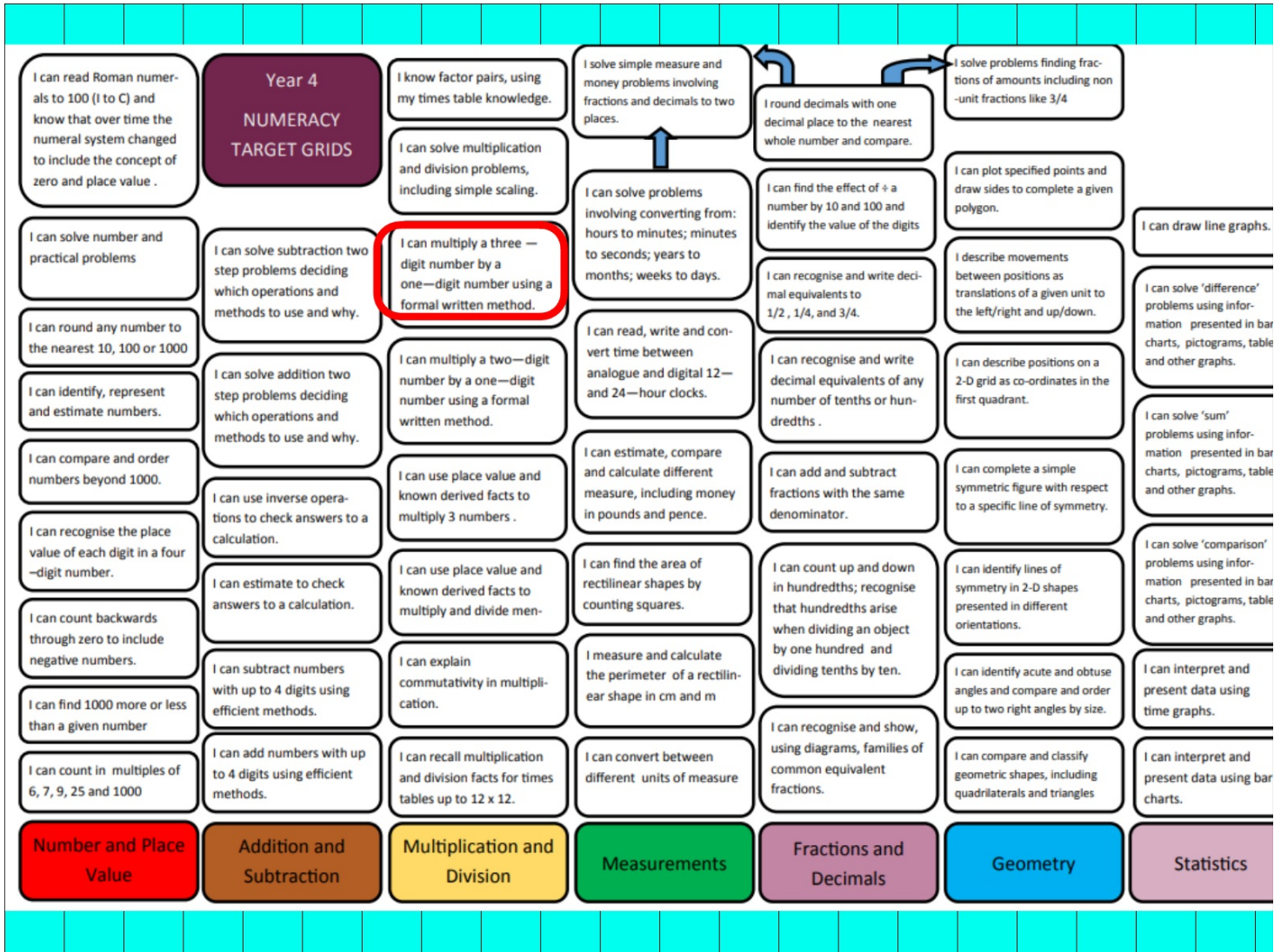
Multiplication and Division

Measurements

Fractions

Geometry

Statistics



1 9.0 1.2 2

LO: To divide a 2-digit number by a 1-digit number

I know that when I divide, I am sharing the number into equal groups.

I can partition the numbers into tens and ones to help me divide.

I understand that I must divide the tens first and then the ones.

back 4

Year 3 | Week 1 | Day 2

using $<$, $>$ or $=$

8 3×4



38 \div 8?


by 4

more than 475?

White
Rose
Maths

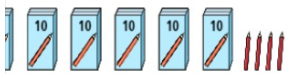
Flashback 4

Year 4

- 1) Work out 11×7
- 2) What is $63 \div 7$?
- 3) What is nine multiplied by zero?
- 4) Find the perimeter of the square.  4 cm

3

to be shared equally into 4 pots.



on a place value chart to show how they

number sentences.

tens 4 ones \div 4 = one

are in each pot?

start to work out the calculations.

b) $68 \div 2$

on a place value chart.

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

4

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) Work out the division.

2 Use place value counters to work out the divisions.

a) $66 \div 3$

c) $50 \div 5$

e) $39 \div 3$

b) $86 \div 2$

d) $48 \div 4$

f) $84 \div 4$

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.



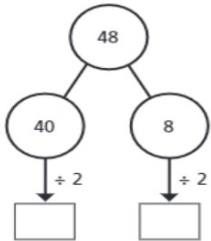
Do you agree with Dexter?

Explain your answer.

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

3

Complete the part-whole model to show what Amir has done.

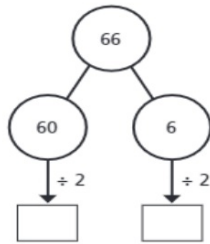
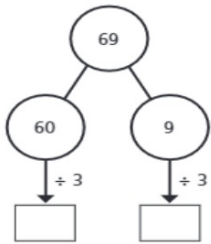


$$48 \div 2 = \square$$

Work out the divisions.

a) $69 \div 3 = \square$

b) $66 \div 2 = \square$

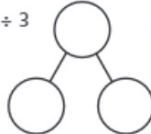
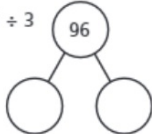
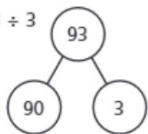


Work out the divisions.

a) $93 \div 3$

$96 \div 3$

$99 \div 3$



b) $82 \div 2$ $84 \div 2$ $86 \div 2$

4

4 Use place value counters to work out the divisions.

a) $72 \div 3$

c) $65 \div 5$

e) $45 \div 3$

b) $92 \div 4$

d) $48 \div 6$

f) $64 \div 4$

5 Teddy is working out $57 \div 3$

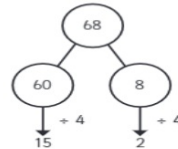
This division will need an exchange.



How does Teddy know this?

Talk about it with a partner.

6 Amir is working out $68 \div 4$



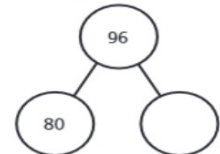
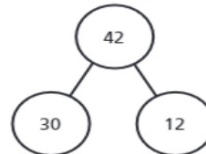
$$68 \div 4 = 17$$

Talk about Amir's method with a partner.

7 Use Amir's method to complete these calculations.

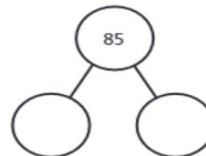
a) $42 \div 3 = \square$

b) $96 \div 4 = \square$



c) $85 \div 5 = \square$

d) $84 \div 6 = \square$



Extension Year 3

6



88 can be divided equally by 2 and by 4

Do you agree with Annie?

Explain why.

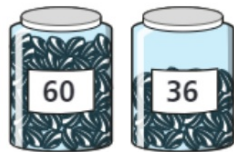
Can Annie divide 88 equally by any other 1-digit numbers?

7

Esther has 2 jars of mints.

Esther shares the mints equally between 3 bowls.

How many mints are in each bowl?



Extension Year 4

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.

$$96 \div 8 \quad \bigcirc \quad 72 \div 6 \qquad 95 \div 5 \quad \bigcirc \quad 63 \div 3$$

$$51 \div 3 \quad \bigcirc \quad 64 \div 4 \qquad 98 \div 7 \quad \bigcirc \quad 95 \div 5$$

Plenary

True or False? Divide 2-digits by 1-digit (1)

$84 \div 2$ is equal to $80 \div 2 + 40 \div 2$

True or False? Divide 2-

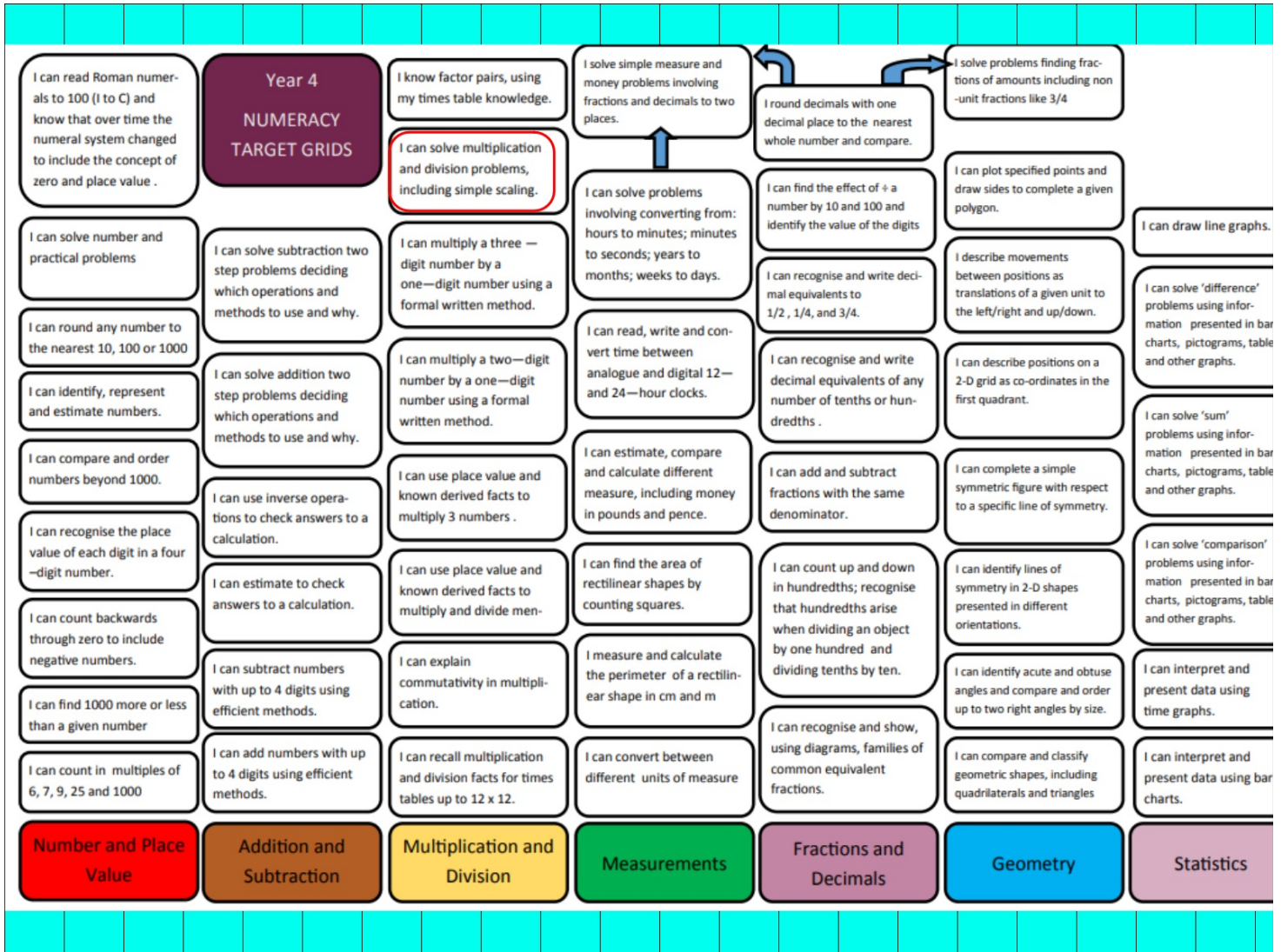
Each of these calculations have the same quotient.

$$84 \div 7 =$$

$$36 \div 3 =$$

$$96 \div 8 =$$

Year 3 NUMERACY TARGET GRIDS						
I can compare and order numbers up to 1000.	I can solve missing number problems.	I can solve multiplication and division problems, using scaling.	I can measure the perimeter of simple 2-D shapes	I can solve problems involving fractions	I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	I know how many seconds are in a minute, days in each month, year and leap year.
I can count from 0 in multiples of 4, 8, 50 and 100.	I can estimate the answer to a calculation and use inverse operations to check	I can solve multiplication and division problems.	I can estimate and read time to the nearest minute and compare times using appropriate vocabulary.	I can compare and order fractions, and fractions with the same denominator.	I identify whether angles are greater than or less than a right angle.	
I can identify, represent and estimate numbers in different contexts.	I can solve addition and subtraction problems.	I can use mental strategies to multiply a 2-digit number by a 1 digit number.	I can tell the time using Roman numerals from I to XII	I can add and subtract fractions with the same denominator within one whole. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$	I can recognise that two right angles make a half-turn. 3 make 3/4 of a turn and 4 make a complete turn.	I can solve two-step problems using presented data
I can find 10 or 100 more or less than a given number.	I can subtract numbers up to three digits using an efficient written method.	I can write and calculate statements for X and +. Using the multiplication tables that I know.	I can tell and write the time from an analogue clock and 12-hour and 24-hour clocks.	I can recognise and show, using diagrams, equivalent fractions.	I can identify right angles.	I can solve one-step problems using presented data
I can recognise the place value of each digit in a three-digit number.	I can add numbers up to three digits using an efficient written method.	I can recall and use multiplication and division facts for the 8 times table.	I can add and subtract amounts of money to give change using £ and p.	I can recognise and use fractions as numbers.	I can recognise angles as a property of shape or a description of a turn.	I can interpret and present data using tables.
I can solve number problems and practical problems.	I can add and subtract a 3 digit-number and hundreds mentally.	I can recall and use multiplication and division facts for the 4 times table.	I can measure and compare, add and subtract volume/capacity (l/ml)	I can find and write fractions for a set of objects.	I can recognise 3-D shapes in different orientations.	I can interpret and present data using pictograms.
I can read and write numbers to 100 in numerals and in words.	I can add and subtract a 3 digit-number and tens mentally.	I can recall and use multiplication and division facts for the 3 times table.	I can measure and compare, add and subtract mass (kg/g)	I recognise that tenths arise from dividing an object into 10 equal parts.	I can make 3-D shape using modelling materials.	I can interpret and present data using bar charts.
	I can add and subtract a 3 digit-number and ones mentally.	I can use efficient written methods to multiply a 2 digit and a 1 digit number.	I can measure and compare, add and subtract lengths (m/cm/mm)	I can count up and down in tenths.	I can draw 2-D shapes.	
Number and Place Value	Addition and Subtraction	Multiplication and Division	Measurements	Fractions	Geometry	Statistics



20.01.22



Hit the Button

Number Bonds

Doubles

Halves

Times Tables

Division Facts

Square Numbers

A graphic titled "Hit the Button" on a blue background. The title is in large, orange, 3D-style letters. Below the title are six circular buttons with a silver border and a slight shadow. The buttons are arranged in two rows. The top row contains "Halves" (yellow), "Division Facts" (orange), and "Square Numbers" (orange). The bottom row contains "Number Bonds" (green), "Doubles" (yellow), and "Times Tables" (orange).

3

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 a place value grid to share the pencils.

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

b) How much money does each person get?

3 Divide 72 by 3



Use the place value counters to help you.

$$72 \div 3$$

4

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

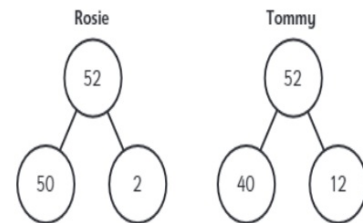
a) $45 \div 3$

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.



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

How do you know?

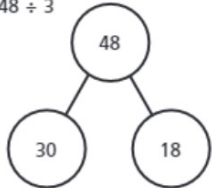
b) Use a part-whole model to work out $52 \div 4$

3

4

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

a) $48 \div 3$

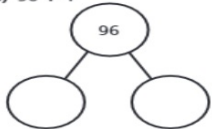


$30 \div 3 = \square$

$18 \div 3 = \square$

$48 \div 3 = \square$

b) $96 \div 4$



c) $65 \div 5$

d) $75 \div 3$

Extension

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.

$96 \div 8$ $96 \div 4$ $96 \div 2$

Plenary

True or False?

Divide 2-digits by 1-digit (2)

$$24 \div 2 > 12 \times 2$$

Year 3

NUMERACY
TARGET GRIDS

I can compare and order numbers up to 1000.

I can count from 0 in multiples of 4, 8, 50 and 100.

I can identify, represent and estimate numbers in different contexts.

I can find 10 or 100 more or less than a given number.

I can recognise the place value of each digit in a three-digit number.

I can solve number problems and practical problems.

I can read and write numbers to 100 in numerals and in words.

I can solve missing number problems.

I can estimate the answer to a calculation and use inverse operations to check

I can solve addition and subtraction problems.

I can subtract numbers up to three digits using an efficient written method.

I can add numbers up to three digits using an efficient written method.

I can add and subtract a 3 digit-number and hundreds mentally.

I can add and subtract a 3 digit-number and tens mentally.

I can add and subtract a 3 digit-number and ones mentally.

I can solve multiplication and division problems, using scaling.

I can solve multiplication and division problems.

I can use mental strategies to multiply a 2-digit number by a 1 digit number.

I can write and calculate statements for X and +. Using the multiplication tables that I know.

I can recall and use multiplication and division facts for the 8 times table.

I can recall and use multiplication and division facts for the 4 times table.

I can recall and use multiplication and division facts for the 3 times table.

I can use efficient written methods to multiply a 2 digit and a 1 digit number.

I can measure the perimeter of simple 2-D shapes

I can estimate and read time to the nearest minute and compare times using appropriate vocabulary.

I can tell the time using Roman numerals from I to XII

I can tell and write the time from an analogue clock and 12-hour and 24-hour clocks.

I can add and subtract amounts of money to give change using £ and p.

I can measure and compare, add and subtract volume/capacity (l/ml)

I can measure and compare, add and subtract mass (kg/g)

I can measure and compare, add and subtract lengths (m/cm/mm)

I can solve problems involving fractions

I can compare and order fractions, and fractions with the same denominator.

I can add and subtract fractions with the same denominator within one whole.
$$\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$$

I can recognise and show, using diagrams, equivalent fractions.

I can recognise and use fractions as numbers.

I can find and write fractions for a set of objects.

I recognise that tenths arise from dividing an object into 10 equal parts.

I can count up and down in tenths.

I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

I identify whether angles are greater than or less than a right angle.

I can recognise that two right angles make a half-turn. 3 make 3/4 of a turn and 4 make a complete turn.

I can identify right angles.

I can recognise angles as a property of shape or a description of a turn.

I can recognise 3-D shapes in different orientations.

I can make 3-D shape using modelling materials.

I can draw 2-D shapes.

I know how many seconds are in a minute, days in each month, year and leap year.

I can solve two-step problems using presented data

I can solve one-step problems using presented data

I can interpret and present data using tables.

I can interpret and present data using pictograms.

I can interpret and present data using bar charts.

Number and Place Value

Addition and Subtraction

Multiplication and Division

Measurements

Fractions

Geometry

Statistics

**Year 4
NUMERACY
TARGET GRIDS**

I can read Roman numerals to 100 (I to C) and know that over time the numeral system changed to include the concept of zero and place value .

I know factor pairs, using my times table knowledge.

I solve simple measure and money problems involving fractions and decimals to two places.

I round decimals with one decimal place to the nearest whole number and compare.

I solve problems finding fractions of amounts including non-unit fractions like $\frac{3}{4}$

I can solve number and practical problems

I can solve subtraction two step problems deciding which operations and methods to use and why.

I can solve multiplication and division problems, including simple scaling.

I can solve problems involving converting from: hours to minutes; minutes to seconds; years to months; weeks to days.

I can find the effect of \div a number by 10 and 100 and identify the value of the digits

I can plot specified points and draw sides to complete a given polygon.

I can draw line graphs.

I can round any number to the nearest 10, 100 or 1000

I can solve addition two step problems deciding which operations and methods to use and why.

I can multiply a three — digit number by a one—digit number using a formal written method.

I can read, write and convert time between analogue and digital 12— and 24—hour clocks.

I can recognise and write decimal equivalents to $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{3}{4}$.

I describe movements between positions as translations of a given unit to the left/right and up/down.

I can solve 'difference' problems using information presented in bar charts, pictograms, tables and other graphs.

I can identify, represent and estimate numbers.

I can use inverse operations to check answers to a calculation.

I can multiply a two—digit number by a one—digit number using a formal written method.

I can estimate, compare and calculate different measure, including money in pounds and pence.

I can recognise and write decimal equivalents of any number of tenths or hundredths .

I can describe positions on a 2-D grid as co-ordinates in the first quadrant.

I can solve 'sum' problems using information presented in bar charts, pictograms, tables and other graphs.

I can compare and order numbers beyond 1000.

I can estimate to check answers to a calculation.

I can use place value and known derived facts to multiply 3 numbers .

I can find the area of rectilinear shapes by counting squares.

I can add and subtract fractions with the same denominator.

I can complete a simple symmetric figure with respect to a specific line of symmetry.

I can solve 'comparison' problems using information presented in bar charts, pictograms, tables and other graphs.

I can recognise the place value of each digit in a four —digit number.

I can subtract numbers with up to 4 digits using efficient methods.

I can use place value and known derived facts to multiply and divide men-

I measure and calculate the perimeter of a rectilinear shape in cm and m

I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

I can identify lines of symmetry in 2-D shapes presented in different orientations.

I can interpret and present data using time graphs.

I can count backwards through zero to include negative numbers.

I can add numbers with up to 4 digits using efficient methods.

I can explain commutativity in multiplication.

I can convert between different units of measure

I can recognise and show, using diagrams, families of common equivalent fractions.

I can identify acute and obtuse angles and compare and order up to two right angles by size.

I can interpret and present data using bar charts.

I can find 1000 more or less than a given number

I can count in multiples of 6, 7, 9, 25 and 1000

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2 2. 0 1. 2 2

equation with drawings.

Divide by 10, my answer gets 10 or 100 times smaller.

LO: To divide by 10 and 100

I know how to represent the equation with drawings.

I can divide by 10 and 100.

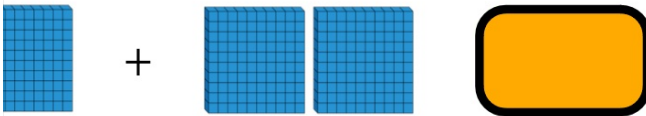
I understand that when I divide by 10 or 100, my answer gets 10 or 100 times smaller.

Flashback 4 Year 3 | Week 5 | Day 2

Round 452 to the nearest tens

6×5

How many hundreds are there altogether?



Write the number sentence.

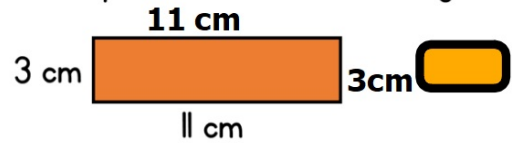
452 = 5 hundreds + tens + 12 ones

How many half-turns are there in a full turn?

White Rose

Flashback 4 Year 4

- 1) Find the difference between 7,000 and 3,465
- 2) Subtract 1,876 from 5,295
- 3) Round 3,920 to the nearest 1,000
- 4) Find the perimeter of the rectangle.



Year 3

Year 4

Use place value counters to calculate:

$120 - 10 =$

$1200 - 10 =$

$240 - 10 =$

$240 - 10 =$

$760 - 10 =$

$7600 - 10 =$

Calculate and prove
your answers with
a drawings on a
place value grid.

3

Ten friends empty a money box. They share the money equally between them. How much would they have each if the box contained:

- £120
- £24?

After emptying the box and sharing the contents equally, each friend has 90 p.

How much money was in the box?

While in Wonderland, Alice drank a potion and everything shrank. All the items around her became ten times smaller! Are these measurements correct?

Item	Original measurement	After shrinking
Height of a door	220 cm	2,200 cm
Her height	160 cm	16 cm
Length of a book	340 mm	43 mm
Height of a mug	220 mm	?

Can you fill in the missing measurement?

Can you explain what Alice did wrong?

Write a calculation to help you explain each item.

Match the calculation with the correct answer.

$4,200 \div 10$

$4,200 \div 100$

$420 \div 10$

420

42

Use $<$, $>$ or $=$ to make each statement correct.

$3,600 \div 10$ $3,600 \div$

$2,700 \div 100$ $270 \div 1$

$4,200 \div 100$ $430 \div 1$

Use the digit cards to fill in the missing digits.

1

2

3

4

5

6

7

8

9

$170 \div 10 = _ _$

$_20 \times 10 = 3,_00$

$1,8_0 \div 10 = 1_6$

$_9 \times 100 = 5,_00$

$6_ = 6,400 \div 100$

Plenary

True or False?

$$6,720 \div 10 = 672$$

Th	H	T	O
6	7	2	0

To divide by 10, each of the digits moves one place to the right.



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I can explain commutativity in multiplication.

I can recall multiplication and division facts for times tables up to 12 x 12.

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I can identify lines of symmetry in 2-D shapes presented in different orientations.

I can identify acute and obtuse angles and compare and order up to two right angles by size.

I can compare and classify geometric shapes, including quadrilaterals and triangles

I can draw line graphs.

I can solve 'difference' problems using information presented in bar charts, pictograms, tables and other graphs.

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