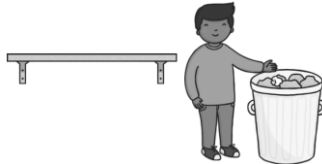




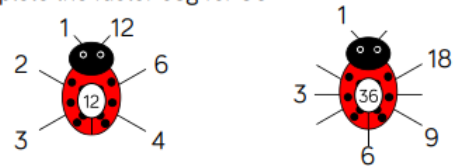


Maths task grid for Year 3 / 4 – Summer 2 Week 4

Please select the task appropriate to your child's group.

Make sure you write the short date followed by the LI above every piece of work.

	Miss Dippie's group	Mrs Heath's group	Mrs Price/ Mrs Pittarello's group																																																								
Monday	<p>LI: To multiply numbers by 2, 5 and 10</p> <p>Starter: Oliver Odd collects odd numbers for his shelf and puts even numbers in the bin. Can you help him sort these numbers? 8 5 14 17 29 36</p>  <p>This week we are going to look at a range of multiplication questions. Recap your 2 times tables.</p> <p>Task1: Use your knowledge of the two times tables to complete the number sentences:</p> <p>How many ears are there?</p> <p>a.  ____ x ____ = ____</p> <p>b.  ____ x ____ = ____</p> <p>c.  ____ x ____ = ____</p> <p>d.  ____ x ____ = ____</p> <p>Task 2: Complete the questions:</p>	<p>LI: to know 3, 4 and 8 times tables</p> <p>Play hit the button to practise your multiplication facts: https://www.topmarks.co.uk/maths-games/hit-the-button</p> <p>By the end of Year 3 we hope that you will know your 3, 4 and 8 times tables off by heart.</p> <p>In your book draw a table like this</p> <table><tr><td>X</td><td>3</td><td>5</td><td>4</td><td>8</td><td>2</td><td>10</td></tr><tr><td>7</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>9</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>6</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>8</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>5</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>4</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Some of you have worked really hard at times tables during lockdown and have gone on to learn nearly all of them. This will really help you next year!</p> <p>If you need more of a challenge – change your top numbers to 6, 7, 8, 9, 12, 4</p>	X	3	5	4	8	2	10	7							9							3							6							8							5							4							<p>LI: To find factors of numbers</p> <p>Play hit the button to practise your multiplication facts: https://www.topmarks.co.uk/maths-games/hit-the-button</p> <p>Remember factors are the numbers which divide exactly into another number. E.g. The factors of 6 are: 1,2,3,6</p> <p>Factors can be written as pairs. Each pair multiplies to make the number. E.g. $1 \times 6 = 6$ $2 \times 3 = 6$</p> <p>Have a look at the clip on BBC bitesize to help you: https://www.bbc.co.uk/bitesize/topics/zfq7hyc/articles/zp6wfcw</p> <p>Solve the questions below:</p> <p>1)</p> <p>Here is an example of a factor bug for 12 Complete the factor bug for 36</p>  <p>Are all the factors in pairs? Draw your own factor bugs for 16, 48, 56 and 35</p> <p>2)</p>
X	3	5	4	8	2	10																																																					
7																																																											
9																																																											
3																																																											
6																																																											
8																																																											
5																																																											
4																																																											

a. $2 \times 5 =$ _____

b. $3 \times 5 =$ _____

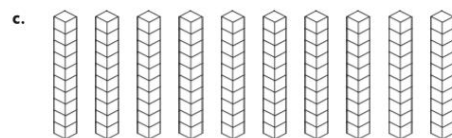
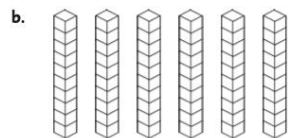
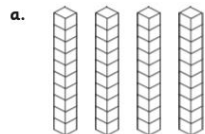
c. $4 \times 5 =$ _____

d. $5 \times 5 =$ _____

e. $6 \times 5 =$ _____

f. $7 \times 5 =$ _____

Task 3: How many of each? There are 10 in each stack.



Tommy says



The greater the number, the more factors it will have.

Is Tommy correct?

Use arrays to explain your answer.

Challenge:

Tuesday

LI: To multiply numbers by 10 and 100

Starter:

Continue this sequence:

74	76	78			
----	----	----	--	--	--

When we multiply by 10 the answer must have a 0 on the end. When multiplying by 100 the answer will have two 0's on the end. Watch this video to help you understand multiplying by 10 and 100.

<https://www.youtube.com/watch?v=J39gziNhbBA>

LI: multiply and divide numbers by 10 and 100

Remember when multiplying by 10 it is useful to think of our place value grid

LI: multiply and divide numbers by 10 and 100

Remember when multiplying by 10 it is useful to think of our place value grid

Task: Complete the sheet attached on dojo, on multiplying numbers by 10 and 100.

Challenge:

- There are 10 children in each club at Hayes Park School. There are 31 different after school clubs. How many children attend clubs in total?
- A Hatchimal toy costs £34. How much would 100 Hatchimals cost?
- Mr Khalsa buys a cappuccino from Costa Coffee every morning. It costs £2.45. How much does he spend over 100 days?

My Place Value Grid

Th	H	T	U	•	$\frac{1}{10}$	$\frac{1}{100}$
Thousands	Hundreds	Tens	Units		Tenths	Hundredths

When we multiply a number by 10 all the digits move one place to the left and we add a zero on the end. So 23 will start with the 2 in the tens column and the 3 in the units (or ones) column. When we multiply by 10 we just move them one column to the left and add a zero. So the 2 goes to the hundreds column, the 3 goes to the tens column and we add a zero
 $23 \times 10 = 230$

Multiply these numbers by 10 in your book
 eg
 27 -----270

56 34 88 60 17 3.2 4.5
 6.2 7.3 8.8

If there is just a '0' after the decimal point you don't have to include it

When we divide by 10 all the digits move one place to the right and become smaller. Sometimes we need to remove a 0 too.

Eg $240 \div 10 = 24$ $45 \div 10 = 4.5$

My Place Value Grid

Th	H	T	U	•	$\frac{1}{10}$	$\frac{1}{100}$
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 $23 \times 10 = 230$

Multiply these numbers by 10 in your book:
 46 340 808 600 1070 3.2 0.5
 6.12 17.3 8.08

If there is just a '0' after the decimal point you don't have to include it

When we divide by 10 all the digits move one place to the right and become smaller. Sometimes we need to remove a 0 too.


Eg $240 \div 10 = 24$ $45 \div 10 = 4.5$


Divide these numbers by 10 in your book


		<p>Divide these numbers by 10 in your book</p> <p>350 120 3000 48 25 134 287 50 1000 98</p>	<p>350 120 3000 4800 2550 1034 2087 50 1000 98</p> <p>Challenge:</p> <p>Annie has multiplied a whole number by 10</p> <p>Her answer is between 440 and 540</p> <p>What could her original calculation be?</p> <p>How many possibilities can you find?</p>																
Wednesday	<p><u>LI : To multiply numbers by 3</u></p> <p><u>Starter:</u> Fill in the missing numerals to complete this calculation. 1 <input type="text"/> × <input type="text"/> = 70</p> <p>By now we should be confident with our 2, 5- and 10-times tables. Today we are going to learn our three times tables. Watch this video to help you learn them: https://www.youtube.com/watch?v=dzVyBQ5uTbo</p> <p>Now write out your three times tables in your book in proper number sentences. E.g. 1 x 3 = 3</p> <p><u>Task 1:</u> Work out the answers to these questions:</p>	<p><u>LI: To multiply whole numbers by 100</u> Look through this BBC webpage and complete the activities to remind yourself how to multiply by 10, and then how to multiply by 100. https://www.bbc.co.uk/bitesize/topics/z36tyrd/articles/z2fkwx</p> <p>You might find it useful to make a place value chart on a blank piece of paper to help you, with columns like this:</p> <p>Thousands, Hundreds, Tens and Ones Place Value Chart</p> <table border="1"> <thead> <tr> <th>Thousands Th</th> <th>Hundreds H</th> <th>Tens T</th> <th>Ones O</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>When you multiply your number by 100, you will move each digit two places left, and then</p>	Thousands Th	Hundreds H	Tens T	Ones O					<p><u>LI: To multiply whole numbers by 100</u> Look through this BBC webpage and complete the activities to remind yourself how to multiply by 10, and then how to multiply by 100. https://www.bbc.co.uk/bitesize/topics/z36tyrd/articles/z2fkwx</p> <p>You might find it useful to make a place value chart on a blank piece of paper to help you, with columns like this:</p> <p>Thousands, Hundreds, Tens and Ones Place Value Chart</p> <table border="1"> <thead> <tr> <th>Thousands Th</th> <th>Hundreds H</th> <th>Tens T</th> <th>Ones O</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>When you multiply your number by 100, you will move each digit two places left, and then fill in the 'blank' columns on the right with zeroes.</p>	Thousands Th	Hundreds H	Tens T	Ones O				
Thousands Th	Hundreds H	Tens T	Ones O																
Thousands Th	Hundreds H	Tens T	Ones O																


a) $3 \times 4 =$ _____ g) $3 \times 7 =$ _____
 b) $3 \times 3 =$ _____ h) $3 \times 1 =$ _____
 c) $3 \times 5 =$ _____ i) $3 \times 11 =$ _____
 d) $3 \times 2 =$ _____ j) $3 \times 8 =$ _____

Task 2: Circle groups of threes. Then complete the number sentences.

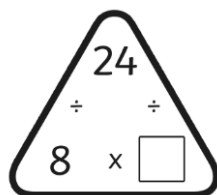
a)  _____ \times _____ = _____

b)  _____ \times _____ = _____

c)  _____ \times _____ = _____

d)  _____ \times _____ = _____

Challenge: Complete the triangle:



fill in the 'blank' columns on the right with zeroes.

Task:

Practising multiplying numbers by 100

7×10 63×10 80×10
 7×100 63×100 80×100

What's the same and what's different comparing multiplying by 10 and 100? Write an explanation of what you notice.

Use $<$, $>$ or $=$ to make the statements correct.

75×100 75×10
 39×100 $39 \times 10 \times 10$
 460×10 100×47

Four children are in a race. The numbers on their vests are:

350 35
 3,500 53

Use the clues to match each vest number to a child.

- Jack's number is ten times smaller than Mo's.
- Alex's number is not ten times smaller than Jack's or Dora's or Mo's.
- Dora's number is ten times smaller than Jack's.

Task:

Raider Tradez

I can multiply a whole number by 100.



The systems have crashed at Raider Tradez and unfortunately the invoices cannot be completed. Can you convert the cost of each item into pounds?

Make sure that you check the value carefully before converting each amount!

Item	Fire Opal Spear	Blue Gems	Topaz	Ruby	Diamond	Quartz
Bitcoin Value	3	50	25	63	75	22

1 Bitcoin = £100

Item	Calculation	Cost (£)
Fire Opal Spear		
Blue Gems		
Topaz		
Ruby		
Diamond		
Quartz		

For example, the first one (Fire Opal) will be $3 \times £100 = £300$

Challenge

- Angela multiplies a whole number by 100. Her answer has 4 digits. The sum of the digits is 15. What could her original number be? How many possible answers could there have been?
- Alex multiplies a whole 2-digit number by 100. His number was an even number and a multiple of 7. What could his original number and calculation be? How many possible answers can you find?

Thursday

LI: To multiply numbers by 4

Starter:

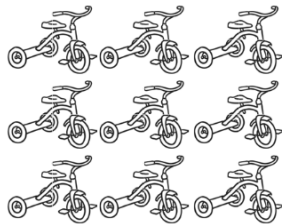
LI: To multiply 2 digit numbers by 1 digit (formal written methods)

Remind yourself of the short method of multiplication. Work your way through these

LI: To multiply 2 digit numbers by 1 digit (formal written methods)

Remind yourself of the short method of multiplication. Work your way through these

How many wheels
would 9 tricycles have?



By now we should be confident with our 2, 5 and 10 times tables. Yesterday we learnt our 3 times tables and we should be fairly, confident with them too. Today we are going to learn our four times tables. Watch this video to help you learn them:

<https://www.youtube.com/watch?v=IZ4oolN7Bmo>

Now write out your four times tables in your book in proper number sentences.

E.g. $1 \times 4 = 4$

Task: Find the sets of three numbers from your 4x table number sentences. They may be horizontal, vertical or diagonal. Write the ones you find underneath. One has been done for you.

5	9	8	3	4	12	17	23	28	6
25	6	4	44	19	4	1	7	13	4
10	12	9	36	16	16	4	12	4	11
4	2	13	18	4	8	4	6	22	28
40	4	22	4	33	6	5	18	14	2
19	8	32	15	14	11	4	44	44	48
2	28	4	10	13	8	6	24	34	4
15	16	8	49	5	4	20	10	7	12

a. $4 \times 4 = 16$

Challenge:

On the dance floor there are **24** legs.

activities (particularly Activity 1 – you will need to keep clicking ‘next’ to move it on).

<https://www.bbc.co.uk/bitesize/articles/zfgm6v4>

You might find this video useful:

<https://www.youtube.com/watch?v=l2jwLKaQ0m8>

Now try and answer these questions using the short method of multiplication.

$$\begin{array}{r} 1. \quad 31 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 2. \quad 27 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 3. \quad 32 \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} 4. \quad 56 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 5. \quad 54 \\ \times 8 \\ \hline \end{array}$$

See if you can set these out yourself.

6. 34×3 7. 28×4 8. 24×8 9. 35×8

Remember to line up the digits correctly.

Challenge

1)

Here are three incorrect multiplications.

$$\begin{array}{r} \text{ } \quad \text{T} \quad \text{O} \\ \text{ } \quad 6 \quad 1 \\ \times \quad \text{ } \quad 5 \\ \hline \text{ } \quad 3 \quad 5 \end{array}$$

$$\begin{array}{r} \text{ } \quad \text{T} \quad \text{O} \\ \text{ } \quad 7 \quad 4 \\ \times \quad \text{ } \quad 7 \\ \hline 4 \quad 9 \quad 8 \end{array}$$

$$\begin{array}{r} \text{ } \quad \text{T} \quad \text{O} \\ \text{ } \quad 2 \quad 6 \\ \times \quad \text{ } \quad 4 \\ \hline 8 \quad 2 \quad 4 \end{array}$$

Correct the multiplications.

activities (particularly Activity 1 – you will need to keep clicking ‘next’ to move it on).

<https://www.bbc.co.uk/bitesize/articles/zfgm6v4>

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$$\begin{array}{r} 6. \quad 31 \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} 7. \quad 79 \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} 8. \quad 42 \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} 9. \quad 88 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 10. \quad 8 \\ \times \quad \text{ } \quad \text{ } \\ \hline \end{array}$$

Challenge

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$$\begin{array}{r} \text{ } \quad \text{T} \quad \text{O} \\ \text{ } \quad 2 \quad 6 \\ \times \quad \text{ } \quad 4 \\ \hline 8 \quad 2 \quad 4 \end{array}$$

Correct the multiplications.

2) Decide if each statement below is always true, sometimes true or never true:

The disco is full of dogs (4 legs) and storks (2 legs).
How many dogs are storks are there?
You must have at least one of each creature,
There are a few possible combinations.



Always, sometimes, never

- When multiplying a two-digit number by a one-digit number, the product has 3 digits.
- When multiplying a two-digit number by 8 the product is odd.
- When multiplying a two-digit number by 7 you need to exchange.

Prove it.

Friday

LI: To solve multiplication problems

Starter: Which numbers have gone SPLAT in the sequences?

0	3			12	15	18				30	33	
48	44		36			24	20	16		8	4	

Task: Use your knowledge of 3- and 4-times tables to answer the following questions.

A) There are 3 rabbits in each burrow. There are 3 burrows. How many rabbits altogether?

B) There are 8 clovers and each clover has 4 leaves. How many leaves are there?

LI: LI: To multiply 3 digit numbers by 1 digit (formal written methods)

Today we are carrying on with the formal written method of short multiplication, but dealing with bigger numbers. Watch this video to remind you of the method:

<https://www.bbc.co.uk/bitesize/articles/zjy2xyc>

Task:

Find a dice. We don't want the number 1 or the number 6 today so stick a piece of paper over those numbers and change them both to '8'.

Roll a dice twice to generate a number. Roll the dice again to decide what to multiply it by. Set out your calculation as a column method and work out the answer.

LI: To multiply 3 digit numbers by 1 digit (formal written methods)

Today we are carrying on with the formal written method of short multiplication, but dealing with bigger numbers. Watch this video to remind you of the method:

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Task:

1. $\begin{array}{r} 639 \\ \times 3 \\ \hline \end{array}$	2. $\begin{array}{r} 545 \\ \times 8 \\ \hline \end{array}$	3. $\begin{array}{r} 871 \\ \times 7 \\ \hline \end{array}$	4. $\begin{array}{r} 664 \\ \times 4 \\ \hline \end{array}$
5. $\begin{array}{r} 827 \\ \times 6 \\ \hline \end{array}$	6. $\begin{array}{r} 132 \\ \times 4 \\ \hline \end{array}$	7. $\begin{array}{r} 591 \\ \times 6 \\ \hline \end{array}$	8. $\begin{array}{r} 206 \\ \times 9 \\ \hline \end{array}$

Challenge

1)

C) There are 3 stripes on a flag. If there are 5 flags what is the total number of flags?

D) A monster has 9 eyes! How many eyes will 3 monsters have?

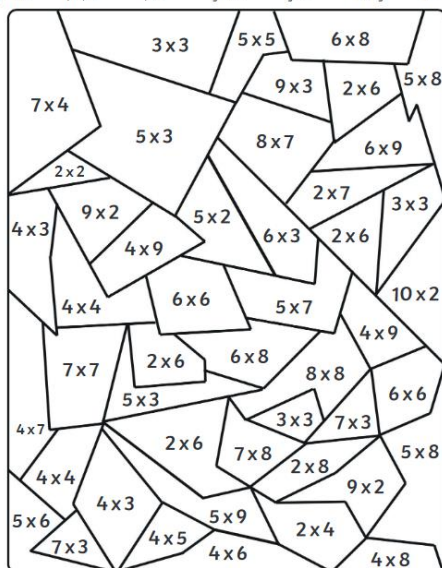
E) How many sides do 6 squares have altogether?

F) A man owns 10 dogs. How many dog legs are there in total?

Challenge:

Do the multiplication calculation and colour the shape in the correct colour.

0-10 light blue 11-20 purple 21-30 pink 31-40 yellow 41-50 green 51-60 orange 61-70 dark blue



If you know your times tables really well you could try some of the examples that Mrs Price's group are doing today!

Challenge

1)

Spot the mistake

Alex and Dexter have both completed the same multiplication.



Alex

	H	T	O
	2	3	4
x			6
1	2	0	4

2 2



Dexter

	H	T	O
	2	3	4
x			6
1	4	0	4

2 2

Who has the correct answer?

What mistake has been made by one of the children?

Spot the mistake

Alex and Dexter have both completed the same multiplication.



Alex

	H	T	O
	2	3	4
x			6
1	2	0	4

2 2



Dexter

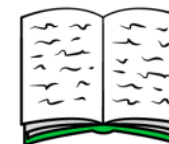
	H	T	O
	2	3	4
x			6
1	4	0	4

2 2

Who has the correct answer?

What mistake has been made by one of the children?

Teddy and his mum were having a reading competition.
In one month, Teddy read 814 pages.



His mum read 4 times as many pages as Teddy.

How many pages did they read altogether?

How many fewer pages did Teddy read?
Use the bar model to help.

Teddy 814

Mum 814 814 814 814

2)