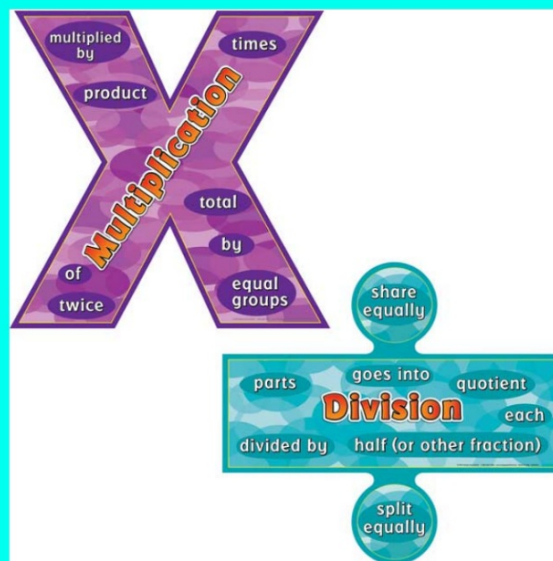


In maths, we are learning about...

# MULTIPLICATION AND DIVISION



29.11.21

**LO: to multiply by 8.**

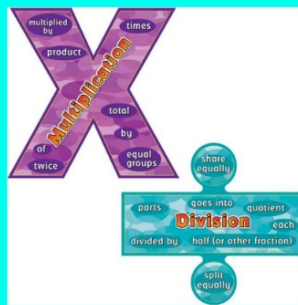
I know what repeated addition is.

I can build on my knowledge of the 4 times table to help me with my 8 times table.

I understand that each multiple of 8 is double its equivalent multiple of 4.

In maths, we are learning about...

## **MULTIPLICATION AND DIVISION**



# Flashback 4

Year 3 | Week 11 | Day 1

$4 \times 2$

1) Complete the missing number.

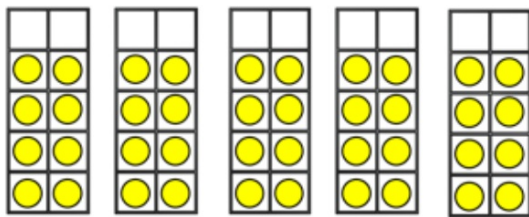
$70 \div 10 = \underline{\quad}$

2) Four children share a bag of twenty apples.  
How many apples do they each get?

3) Subtract 45 from 306

4) What day comes after Wednesday?

1) How many counters altogether?



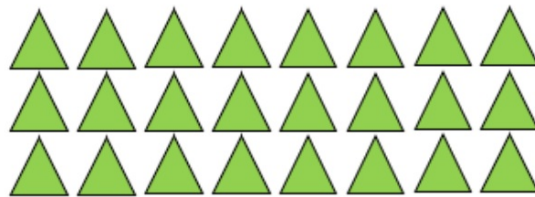
2) Complete the repeated additions

$$8 + 8 =$$

$$8 + 8 + 8 =$$

$$8 + 8 + 8 + 8 =$$

3) Here is an array.



How many groups of 8 are there?



What do you see?

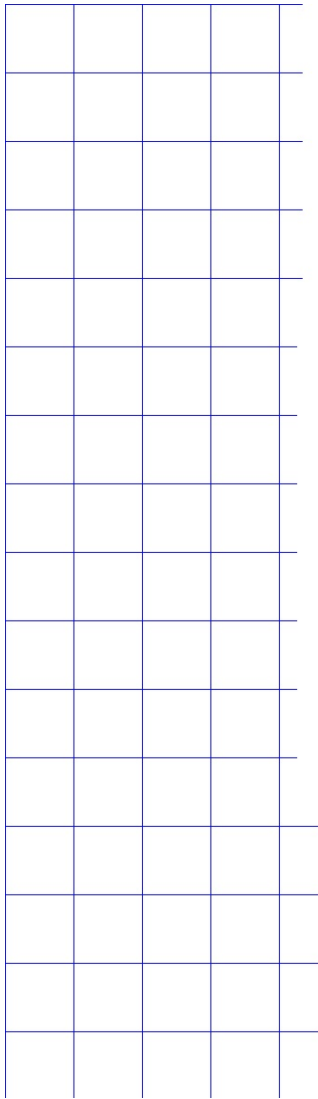


There are \_\_\_\_ equal groups of \_\_\_\_

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

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

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



I used a number line and added 8 six times

0



I know  $6 \times 8$  is two lots of  $3 \times 8$

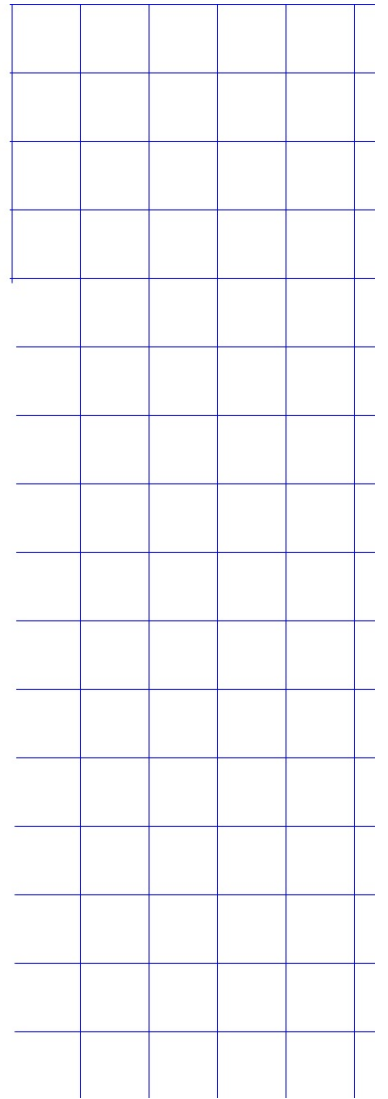


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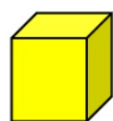


I know  $5 \times 8 = 40$  then I added one more 8

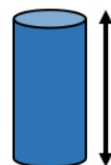
0



Rosie has built a tower using cubes and cylinders.



5 cm



8 cm



I used 8 cubes and 6 cylinders for my tower.

How tall is Rosie's tower?

1 Complete the sentences.



There are  bags of apples.

There are  apples in each bag.

There are  apples in total.



There are  octopuses.

There are  arms on each octopus.

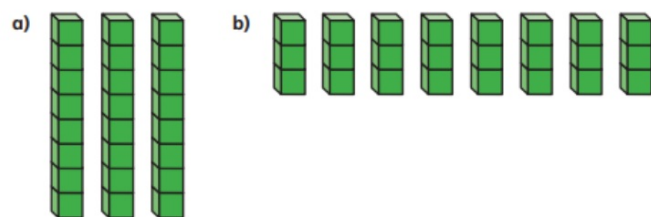
There are  arms in total.

2 Use counters to represent  $2 \times 8$

Draw your representation.

3 Work out how many cubes there are in total.

Write a multiplication sentence.



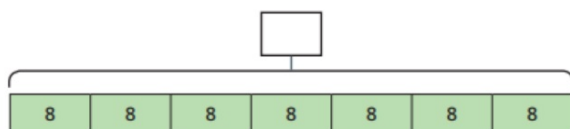
What is the same about your answers? What is different?

4 How many dots are there in total?



How many different ways can you work this out?

5



a) What multiplication is represented by the bar model?

b) Label the bar model with the whole.

c) Draw a bar model to represent  $3 \times 8$

6 Whitney has 10 packets of seeds.



- a) How many seeds does Whitney have in total?
- b) Ron has 4 fewer packets than Whitney.  
How many seeds does he have?

7 Jack and Annie are practising their 8 times-table.



Jack

To multiply any number by 8, you can multiply it by 4 and then double it.



Annie

To multiply any number by 8, you can double the number 3 times.

- a) Who do you agree with?  
Talk about it with a partner.
- b) Use both methods to work out these multiplications.

$8 \times 4$

$8 \times 9$

$11 \times 8$

## Extension 1

$$8 \times 3 = \underline{\quad}$$
$$2 \times 4 \times 3 = \underline{\quad}$$
$$2 \times 2 \times 2 \times 3 = \underline{\quad}$$

What do you notice?  
Why do you think this has happened?

## Extension 2

Jack calculates  $8 \times 6$  by doing  
 $5 \times 6$  and  $3 \times 6$  and adding them.

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

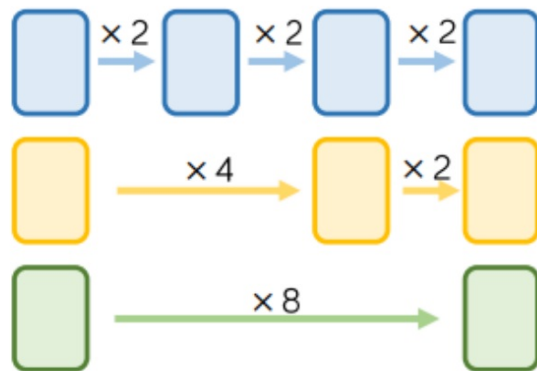
Ron calculates  $8 \times 6$  by doing  
 $4 \times 6 \times 2$

$$\underline{\quad} \times 2 = \underline{\quad}$$

Whose method do you prefer?  
Explain why.

## Extension 3

Start each function machine with the  
same number.



What do you notice about each final  
answer?

Tommy knows the 4 times table table,  
but is still learning the 8 times table  
table.

Which colour row should he use? Why?

# True or False?

Multiply by 8

All rows give the same answer as  $8 \times 8$

|              |              |              |              |              |              |              |              |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| $8 \times 8$ |              |              |              |              |              |              |              |
| $4 \times 8$ |              |              |              | $4 \times 8$ |              |              |              |
| $2 \times 8$ |              | $2 \times 8$ |              | $2 \times 8$ |              | $2 \times 8$ |              |
| $1 \times 8$ | $1 \times 8$ | $1 \times 8$ | $1 \times 8$ | $1 \times 8$ | $1 \times 8$ | $1 \times 8$ | $1 \times 8$ |



# Time to fill in your target grid...

|  |  |  |  |   |  |  |
|--|--|--|--|---|--|--|
| <b>Year 3</b><br><b>NUMERACY</b><br><b>TARGET GRIDS</b>                |  | 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 compare and order numbers up to 1000.                            | I can solve missing number problems.   | 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 can identify whether angles are greater than or less than a right angle.                               |  |
| 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 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.<br>$\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ | 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 identify, represent and estimate numbers in different contexts.  | I can solve addition and subtraction problems.                                 | I can write and calculate statements for X and $\div$ . 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 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 recall and use multiplication and division facts for the 8 times table.                        | I can add and subtract amounts of money to give change using $\pounds$ and p.                      | I can recognise and use fractions as numbers.   | 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 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 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 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 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 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 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 add and subtract a 3 digit-number and ones mentally.                     |  |  |   | I can draw 2-D shapes.   |  |
| <b>Number and Place Value</b>  | <b>Addition and Subtraction</b>  | <b>Multiplication and Division</b>   | <b>Measurements</b>  | <b>Fractions</b>  | <b>Geometry</b>  | <b>Statistics</b>  |

30.11.21

LO: to divide by 8.

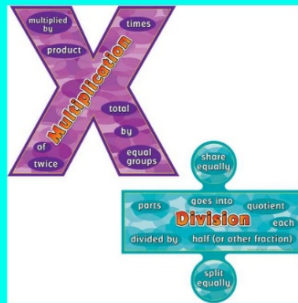
I know how to use the inverse to check my answers.

I can use concrete resources to help me divide by 8.

I understand equal grouping and sharing.

In maths, we are learning about...

## **MULTIPLICATION AND DIVISION**



# Flashback 4

Year 3 | Week 11 | Day 2

$5 \times 8$

- 1) How many wheels do seven tricycles have?



- 2) Find the product of 5 and 7

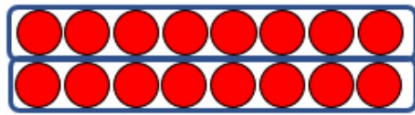
- 3) Ron has this money.



Dora has twice as much money.  
How much money does Dora have?

- 4) How many hours are in a day?

Here is an 8 by 2 array



$$2 \times 8 = 16 \quad 8 \times 2 = 16$$

$$16 \div 8 = 2 \quad 16 \div 2 = 8$$

- 1) Draw an 8 by 4 array
- 2) How many counters are there in your array?
- 3) Write 2 multiplication equations to match your array.
- 4) Write 2 division equations to match your array.



48 children go camping.  
Each tent holds 8 children.  
How many tents are needed?



$$8 \times \dots\dots\dots = 48$$
$$48 \div \dots\dots = 8$$



To divide by 8, take the number you are dividing and divide it by 2 four times.

One of these numbers will not divide exactly by 8

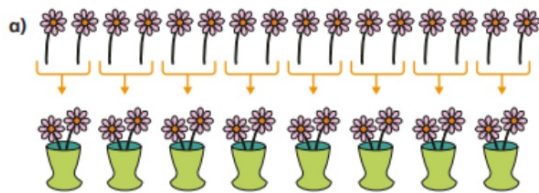
16

56

86

96

1 Complete the sentences.

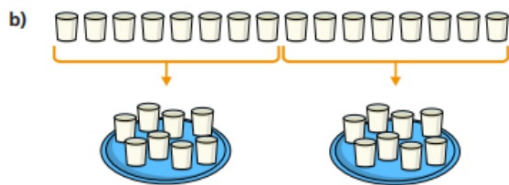


There are  flowers.

There are  vases.

Each vase has  flowers.

16 shared into  equal groups is



There are 16 glasses of milk.

There are  glasses of milk on each tray.

There are  trays.

16 shared into  equal groups is



2 Make an array using 40 counters.

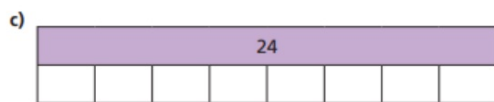
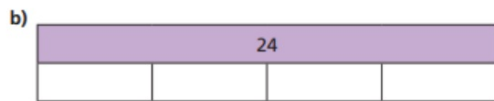
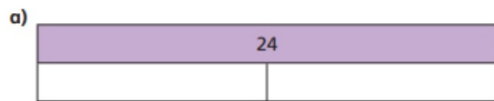
Use the array to help you complete the divisions.

a)  $40 \div 8 = \square$       b)  $40 \div 5 = \square$

3 32 coins are shared between 8 people.

How many coins does each person get?

4 Complete the bar models and write a division statement for each.



What do you notice?

5 40 kg of potatoes are packed into 8 kg bags.

How many 8 kg bags can be filled?



## Extension 1

$$48 \div 2 = \underline{\quad}$$

$$48 \div 4 = \underline{\quad}$$

$$48 \div 8 = \underline{\quad}$$

What do you notice about the answers to these questions?

Can you predict what  $48 \div 16$  would be?

## Extension 2

Which numbers can be divided by 8 without a remainder?

64

32

800

18

200

42

## Extension 3

Amir shares 24 sweets equally between 8 friends.

How many do they get each?

Which bar model would you use to represent this problem? Why?

24



24



# True or False?

Divide by 8

To divide by 8, you divide by 4 and then double your answer.

# Time to fill in your target grid...

| Year 3<br>NUMERACY<br>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.<br>$\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ | 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 tens 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 ones 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.                               |
| Number and Place Value   | Addition and Subtraction   | Multiplication and Division  | Measurements  | Fractions   | Geometry   | Statistics   |

1 . 1   2 . 2   1

LO: to use the 8 times table.

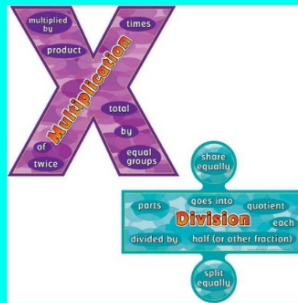
I know how to use my other times table facts to help me calculate unknown multiplication facts.

I can use concrete or pictorial representations to help me.

I understand that to make my multiplication easier I can partition my number.

In maths, we are learning about...

## **MULTIPLICATION AND DIVISION**

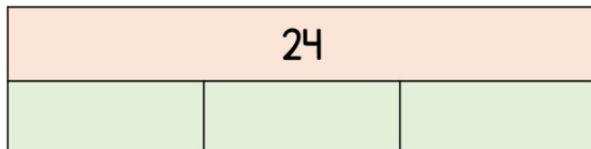


# Flashback 4

Year 3 | Week 11 | Day 3

$$6 \times 10$$

- 1) Complete the bar model.



- 2) Calculate  $24 \div 2$

- 3) True or false?

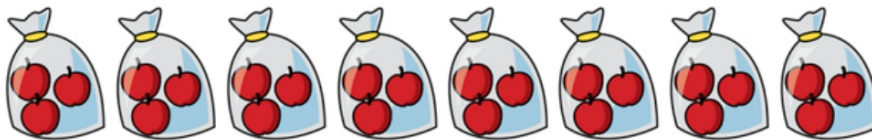
15 counters can be put into 4 equal groups.

- 4) How many vertices does an octagon have?

1) How many cakes?



2) Write a multiplication equation to represent the apples.



3) Complete the number track.

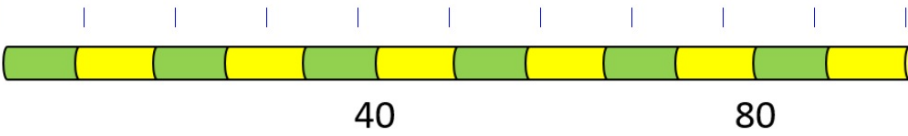
|   |    |    |  |  |    |  |    |  |    |  |    |
|---|----|----|--|--|----|--|----|--|----|--|----|
| 8 | 16 | 24 |  |  | 48 |  | 64 |  | 80 |  | 96 |
|---|----|----|--|--|----|--|----|--|----|--|----|







$$\square \times 8 = 72$$



$$7 \times 8 = \square$$

18

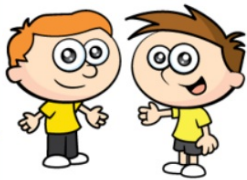
12

16

20

Multiples of 3

Multiples of 4

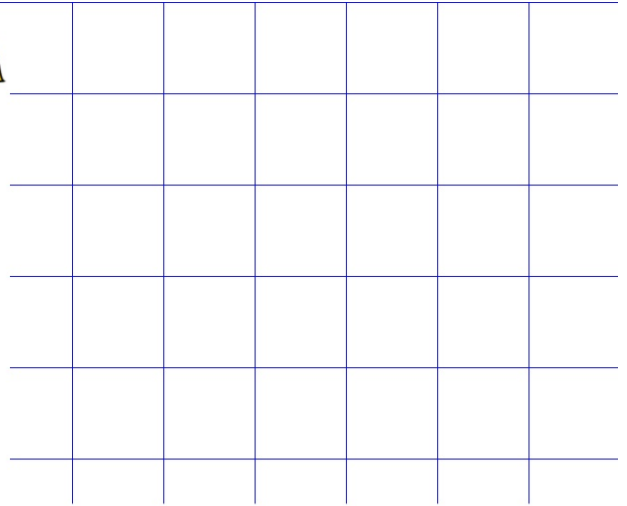


Multiples of 8

What numbers could we put in the gaps?

What is  $16 \times 8$ ?

I started from  $12 \times 8$  and counted up 4 more 8s

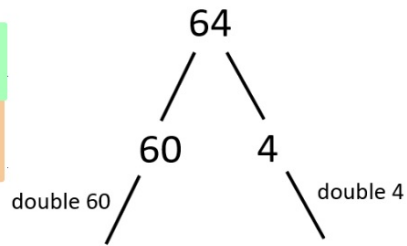
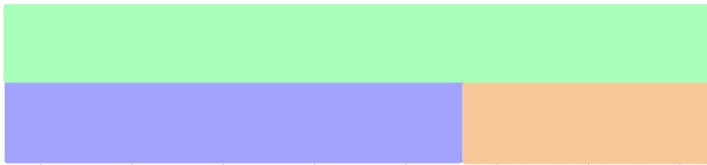


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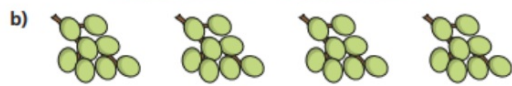
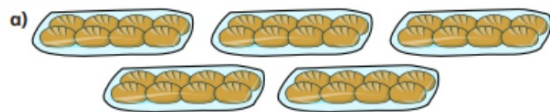


I added  $10 \times 8$  and  $6 \times 8$  to make 128

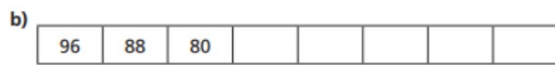
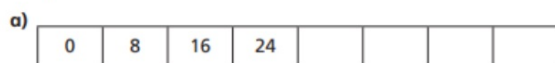
I knew that  $8 \times 8 = 64$  so I doubled 64 to get  $16 \times 8$



1 What multiplications are represented?



2 Complete the number tracks.



3 Here is an array made up of triangles.



a) What multiplication sentence can you see?

b) What division sentence can you see?

4 Complete the calculations in your head.

- a)  $6 \times 8 = \square$       d)  $\square = 8 \times 4$       g)  $\square \div 8 = 5$   
b)  $8 \times \square = 56$       e)  $72 \div 8 = \square$       h)  $8 \times 1 = \square$   
c)  $10 \times 8 = \square$       f)  $\square \div 11 = 8$

5 What multiplication can you see?

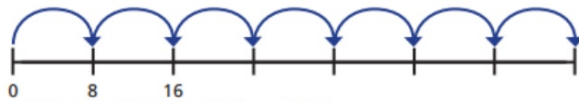


6 Complete the multiplications.

- a)  $2 \times 8 = \square$        $4 \times 8 = \square$        $8 \times 8 = \square$   
b)  $8 = 8 \times \square$        $16 = 8 \times \square$        $32 = 8 \times \square$

What patterns do you notice?

7 a) Amir draws 7 jumps of 8 on a number line.



What number does Amir end on?

Explain how you worked it out.

b) This time, Amir makes 7 jumps of 8, but starts from 1

What number does Amir end on this time?

Explain how you know.

8

Boats can be hired on a lake.

There are 5 large boats and 8 small boats on the lake.

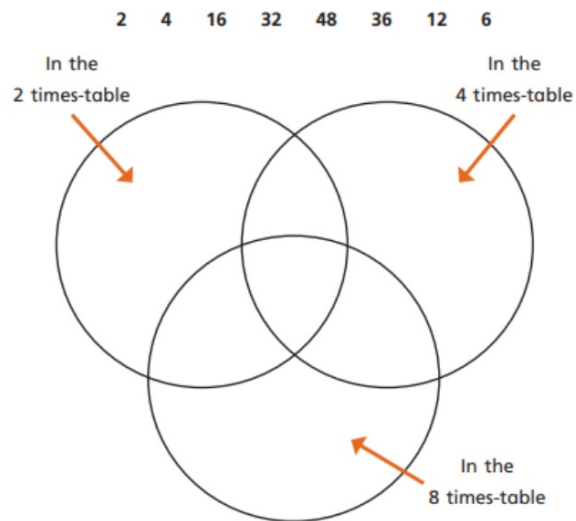
Each boat is full.

How many people are on the lake?



9

Put the numbers into the sorting diagram.



Are any of the parts empty? Why?

Talk about it with a partner.

## Extension 1



All the numbers in the 8 times table are even.

Explain why

## Extension 2

Rosie has some packs of cola which are in a box.

Some packs have 4 cans in them, and some packs have 8 cans in them.



Rosie's box contains 64 cans of pop.

How many packs of 4 cans and how many packs of 8 cans could there be?

Find all the possibilities.



# True or False?

The 8 times table

If I know my 2 times table, I can solve my 8 times table by doubling and doubling again.

# Time to fill in your target grid...

| Year 3<br>NUMERACY<br>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.<br>$\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ | 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 tens 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 ones 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.                               |
| Number and Place Value   | Addition and Subtraction   | Multiplication and Division  | Measurements  | Fractions   | Geometry   | Statistics   |

2.1 2.2 1

*LO: to complete reasoning questions for the 8 times table.*

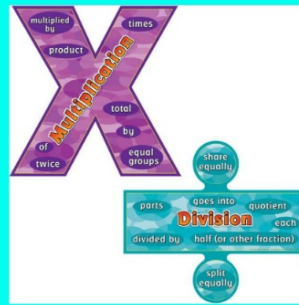
*I know how to use my other times table facts to help me calculate unknown multiplication facts.*

*I can use concrete or pictorial (Ctrl) + tations to help me.*

*I understand that to make my multiplication easier I can partition my number.*

*In maths, we are learning about...*

## **MULTIPLICATION AND DIVISION**



# Flashback 4

Year 3 | Week 11 | Day 4

$3 \times 2$

1) Complete the fact family.

$$\boxed{3} \times \boxed{9} = \boxed{27}$$

$$\boxed{\phantom{00}} \div \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

$$\boxed{\phantom{00}} \times \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

$$\boxed{\phantom{00}} \div \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

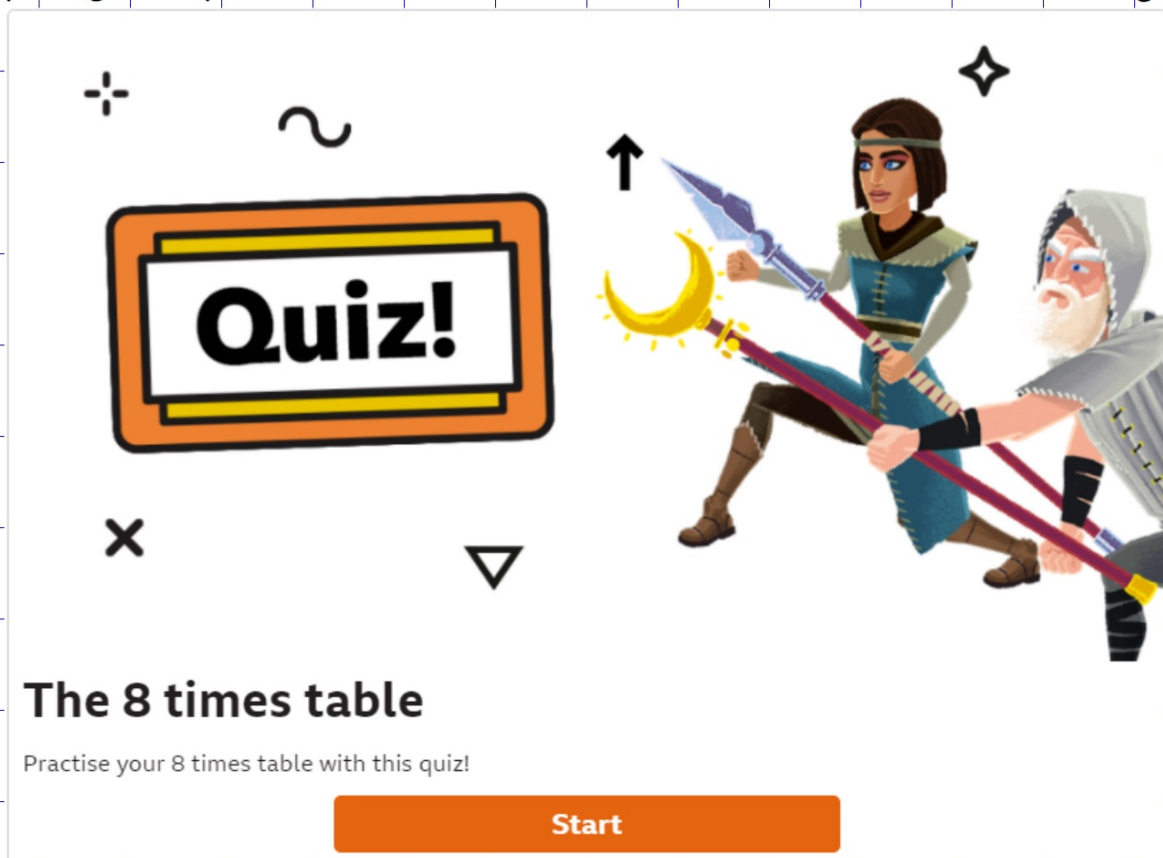
2) How many groups of 4 are in 16?

3) Find the missing number.

$$456 + \underline{\hspace{2cm}} = 590$$

4) How many minutes are between 12 o'clock and quarter past 12?

Let's play a quiz to test our 8 times table knowledge



The image shows a digital quiz interface. On the left, a large orange-bordered box contains the word "Quiz!" in bold black text. Surrounding this box are five mathematical symbols: a plus sign (+) at the top left, a tilde (~) at the top center, a multiplication sign (x) at the bottom left, and a downward-pointing triangle (▽) at the bottom center. To the right of the box is an illustration of two characters in a dynamic pose. The character on the left is a woman with dark hair, wearing a blue tunic and a headband, holding a purple spear. The character on the right is an older man with a white beard, wearing a grey hooded cloak, also holding a purple spear. A yellow crescent moon is positioned between them, and a black arrow points upwards from the moon. A small black four-pointed star is in the upper right corner of the illustration area.

## The 8 times table

Practise your 8 times table with this quiz!

[Start](#)

8 times table

What patterns do we notice in the answers?

$1 \times 8 =$

$2 \times 8 =$

$3 \times 8 =$

$4 \times 8 =$

$5 \times 8 =$

$6 \times 8 =$

$7 \times 8 =$

$8 \times 8 =$

$9 \times 8 =$

$10 \times 8 =$

$11 \times 8 =$

$12 \times 8 =$

Which two calculations will give the same answer?

$$8 \times 8 = 64$$

$$4 \times 8 = 32$$

$$12 \times 8 =$$


What other calculations are the same?

$$4 \times 10 = 40$$

$$5 \times 8 = 40$$

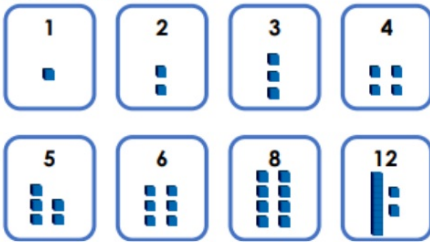


1b. Colour in all the pairs of multiplications that can be used to solve:

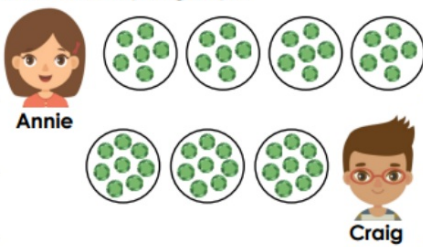


|                |                |                |
|----------------|----------------|----------------|
| 6 x 8<br>3 x 8 | 5 x 8<br>3 x 8 | 2 x 8<br>5 x 8 |
| 3 x 8<br>4 x 8 | 1 x 8<br>5 x 8 | 2 x 8<br>6 x 8 |
| 5 x 8<br>1 x 8 | 5 x 8<br>2 x 8 | 3 x 8<br>5 x 8 |

2b. Use the digit cards below to make pairs of multiplications that have the same answer. You must multiply by 8 in one of each pair.



3b. Annie and Craig have 24 gems to share in to equal groups.



Who do you agree with? Explain your answer.

4b. Colour in all the pairs of multiplications that can be used to solve  $11 \times 8$ .

|                              |                              |                              |
|------------------------------|------------------------------|------------------------------|
| $3 \times 8$<br>$7 \times 8$ | $6 \times 8$<br>$5 \times 8$ | $2 \times 8$<br>$5 \times 8$ |
| $4 \times 8$<br>$7 \times 8$ | $8 \times 8$<br>$2 \times 8$ | $7 \times 8$<br>$4 \times 8$ |
| $2 \times 8$<br>$9 \times 8$ | $1 \times 8$<br>$4 \times 8$ | $3 \times 8$<br>$3 \times 8$ |

5b. Use the digit cards below to make pairs of multiplications that have the same answer. You must multiply by 8 in one of each pair.

|   |    |   |   |
|---|----|---|---|
| 2 | 12 | 3 | 1 |
| 6 | 4  | 8 | 5 |

6b. Lola and Sam have 48 marbles to share in to equal groups.



Lola

We could make 4 groups of 8 and 4 groups of 4.



Sam

If we halved the groups of 8, we could double the groups of 4.

Do you agree with Sam? Explain your answer.

7b. Colour in all the pairs of multiplications that have the same answer as  $7 \times 8$ .

|                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|
| $9 \times 2$<br>$4 \times 5$  | $6 \times 2$<br>$2 \times 6$  | $8 \times 4$<br>$12 \times 2$ |
| $10 \times 4$<br>$1 \times 8$ | $2 \times 8$<br>$10 \times 4$ | $6 \times 4$<br>$4 \times 6$  |
| $2 \times 10$<br>$9 \times 4$ | $2 \times 2$<br>$8 \times 4$  | $5 \times 4$<br>$4 \times 4$  |

8b. Use the digit cards below to make 3 multiplications that have the same answer.

|    |   |   |    |
|----|---|---|----|
| 10 | 6 | 7 | 8  |
| 2  | 5 | 4 | 20 |

Identify the cards that cannot be used.

9b. Aliza and William have 48 biscuits to share in to equal groups.



Aliza

We could make 4 groups of 8, 2 groups of 4 and 4 groups of 2.



William

If we had 3 groups of 8, we could double the number of groups of 4 and 2.

Do you agree with William? Explain your answer.

# Extension

Word Problem

Number Sentence

How many legs would 14 spiders have altogether?

The coach splits the group of 72 children into 8 equal teams. Each team needs a football between 3 children. How many footballs does each team need?

How many 30p chews can I buy for £2.00? Will I have any money left over?

I buy cartons of apple juice in packs of 8. There are 42 guests coming to my party. How many packs do I need to buy? Will there be any left over?

Carolyn and Mike own a cattery. There are currently 8 cats staying with them. If each cat eats 3 bowls of food a day, how much food will they need to last 3 days?

Lucy sells hair ribbons in 30cm lengths. How many ribbons can she make from a 1m roll of ribbon? Will there be any ribbon left over?

How many legs would 15 dogs have altogether?

There are 32 children in my class. I'd like to take some lollipops in for them because it is my birthday. If lollipops come in packs of 3, how many packs will I need to buy? Will there be enough left over to give my brother one too?

How many 300ml glasses of lemonade will I get out of a litre bottle?

If I share my 36 stickers fairly with my 3 friends. How many will we get each?

3.1 2.2 1

LO: to answer word problems.

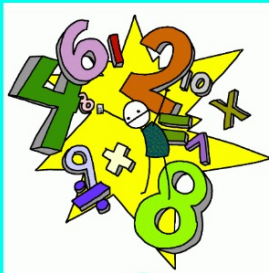
I know the different words for subtract and add.

I can add and subtract a 2-digit number from a 3-digit number.

I understand what a worded question is asking me to do.

On Fridays, we practise...

**ARITHMETIC**



# Flashback 4

Year 3 | Week 11 | Day 5

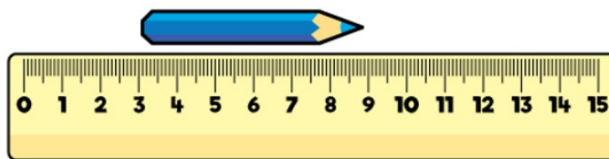
$$6 \times 3$$

1) If  $12 \times 4 = 48$ , what is  $13 \times 4$ ?

2) 35 books are sorted into 5 equal piles.  
How many books are in each pile?

3) Complete the subtraction.  $782 - \underline{\quad} = 194$

4) How long is the pencil to the nearest centimetre?



What do these words mean?

Subtract

Take-away

Add

Equals

Minus

More than

Seventy-two subtract eighteen =



Four hundred and sixty-eight subtract forty =

Twenty-eight more than fifty-three is

Forty-two more than eighty-seven is

66 is

more than 58

87 is

more than 29

- 1) Thirty-one take-away twelve.
- 2) Fifty-eight subtract twenty-nine.
- 3) One-hundred and seven minus sixty-one.
- 4) Two hundred and twenty-two subtract nineteen.
  
- 5) Seventy-three more than fifty-six is...
- 6) One hundred and thirty more than two hundred and eighty equals...
- 7) Ninety-nine add seventy-one is...
- 8) Sixty-seven more than seventy-six is...
  
- 9) 23 is .....less than 98.
- 10) 108 is ..... more than 19.
- 11) 57 is ..... less than 89.
- 12) 91 is .....more than 8.