





Steps to success

Lockdown work	
Date	5.3.21
Subject/s	Maths (Lockdown revision session)
Learning Objective 	To be able to multiply and divide

SA 	TA 

Success Criteria 	I understand that multiplying is the same as repeated addition.		
	I know that division is sharing amounts into equal groups.		
	I can use a range of methods to multiply and divide.		
Support	Independently	Support ()	Group work

Pre-task:

Answer these questions using skills that you have learnt previously.

1. $24 \times 9 =$
2. $33 \times 7 =$
3. $152 \div 2 =$
4. $244 \div 4 =$

Fluency- display these on the board and children to copy and complete them in their maths books.

$$\begin{array}{r} 1. \quad 24 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 22 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 18 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 26 \\ \times 3 \\ \hline \\ \hline \end{array}$$

1. $142 \div 2 =$

2. $84 \div 12 =$

3. $49 \div 5 =$

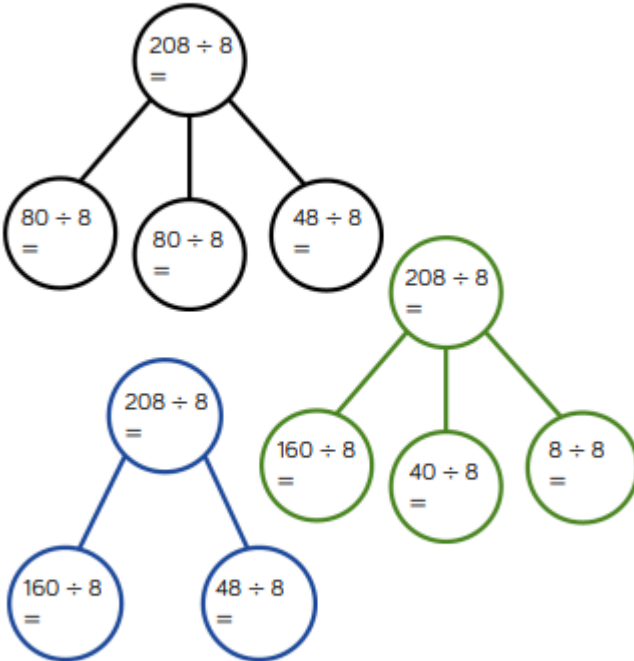
4. $53 \div 6 =$

Reasoning and problem-solving:



Dexter is calculating $208 \div 8$ using part-whole models.

Can you complete each model?



How many part-whole models can you make to calculate $132 \div 4$?



You have 12 counters and the place value grid. You must use all 12 counters to complete the following.

Hundreds	Tens	Ones

- Create a 3-digit number divisible by 2
- Create a 3-digit number divisible by 3
- Create a 3-digit number divisible by 4
- Create a 3-digit number divisible by 5
- Can you find a 3-digit number divisible by 6, 7, 8 or 9?