Websites to support your learning:
https://www.youtube.com/playlist?list=PLE9kvKjTxeby3SeH_Lt8apH-1V3O6Oejj

Choose from A, B or C. If you want to complete more than one, you can!

A Complete these calculations.

42 × 3 =	61 × 7 =	32 × 9 =	93 × 2 =
50 × 4 =	76 × 6 =	88 × 5 =	74 × 8 =

Use the formal method to work out the answers.

72 x 4	6 x 18	92 x 5

Websites to extend your learning:
https://www.topmarks.co.uk/Flash.aspx?a=activity04
https://www.topmarks.co.uk/Flash.aspx?f=Temperaturev2
https://nrich.maths.org/5898

B Apply your understanding of column multiplication to answer these problems.

Here are three incorrect calculations.

	6	1
x		5
	3	5

	7	4
x		7
4	9	8

	2	6
x		4
8	2	4

Correct the multiplications and explain the errors.

C Apply your understanding of column multiplication to answer these problems.

Always, sometimes, never

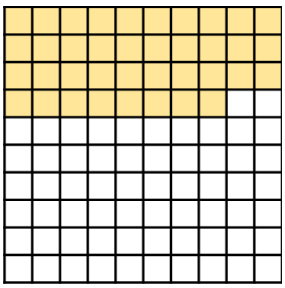
- When multiplying a two-digit number by a one-digit number, the product has 3 digits.
- When multiplying a two-digit number by 8, the product is odd.
- When multiplying a two-digit number by 7, you need to exchange.

Prove it!

https://www.bbc.co.uk/bitesize/articles/zb98wty

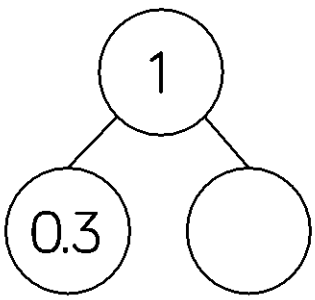
You can make a whole using tenths and hundredths, or both! Use your number bonds to ten and 100 to help you solve these problems.

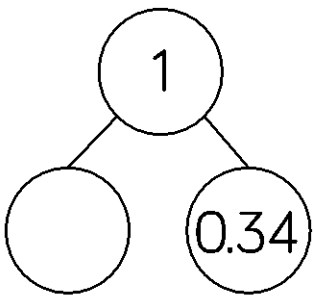
A Complete these calculations.

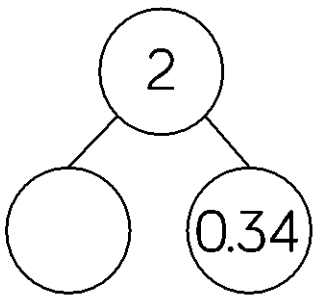


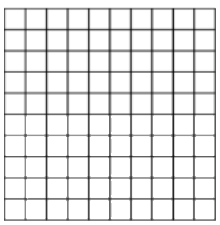
Here is a hundred square.
How many hundredths are shaded?
How many more hundredths do you need to shade in the whole square?

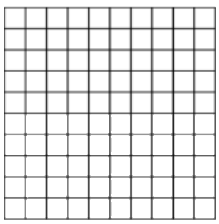
_____ hundredths + _____ hundredths = 1 whole.

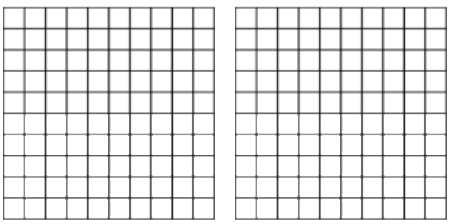








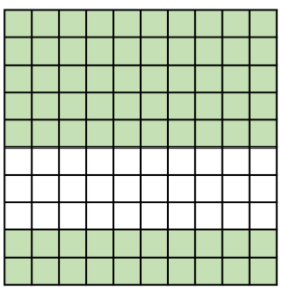


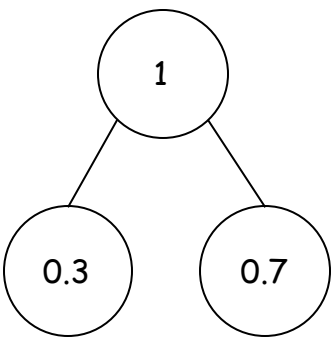


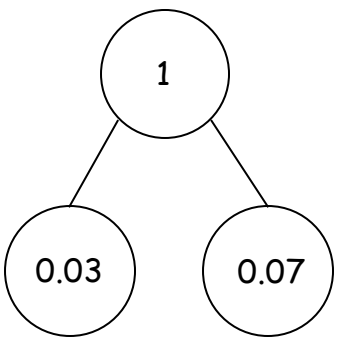
B Use your understanding of tenths and hundredths to explain your reasoning.

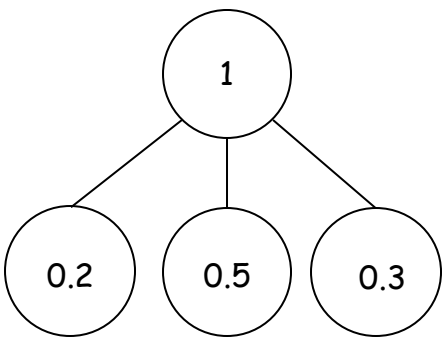
Which part-whole model does not match the hundred square?

Explain your answer.

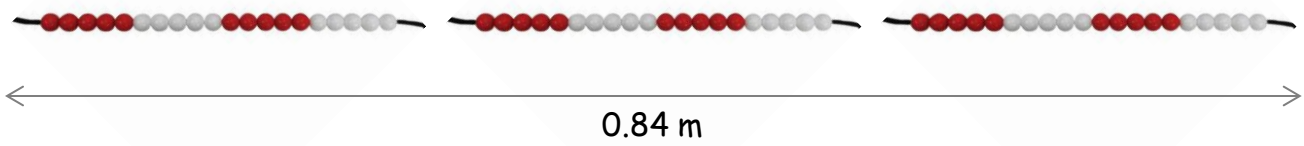








C Apply your knowledge of making a whole from hundredths and tenths to this problem.



3 bead strings are 0.84 m long altogether.

Would 4 bead strings be longer or shorter than a metre?

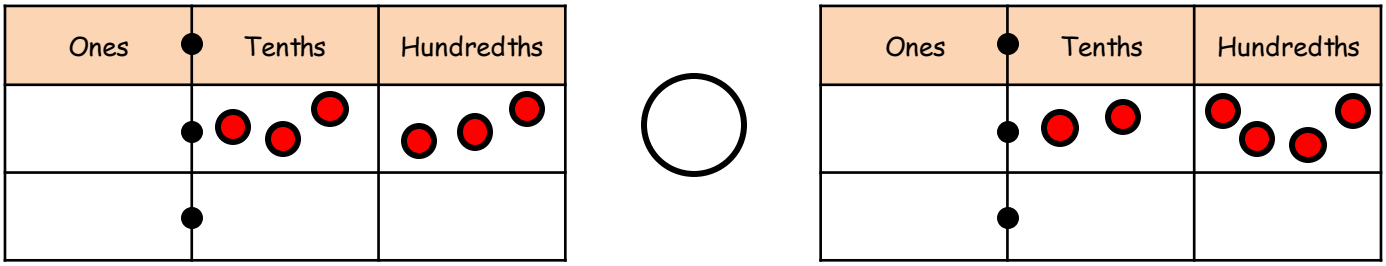
Explain how you know.

Hint!
1 cm = 0.01 m

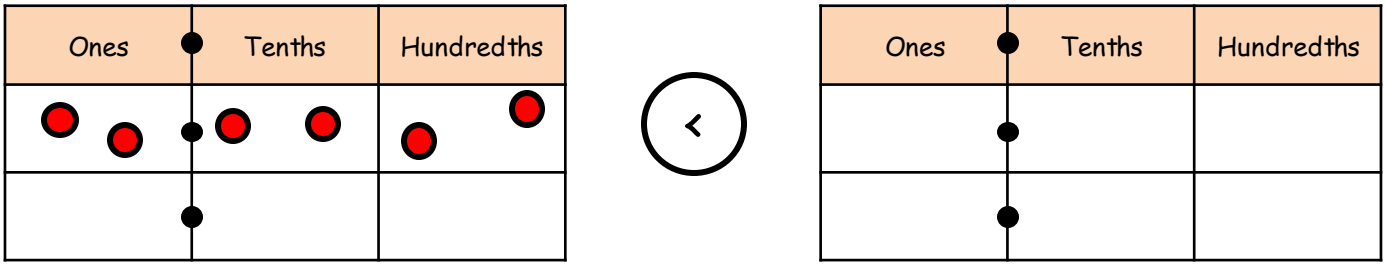
Websites to extend your learning:
https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering
http://www.sheppardsoftware.com/mathgames/decimals/DecimalModels10.htm

Website to support your learning:
https://www.bbc.co.uk/bitesize/articles/zb98wty
http://www.ictgames.com/mobilePage/decimalDemonstrator/
Websites to extend your learning:
http://flash.topmarks.co.uk/4022

A Write the numbers shown in the place value columns and compare using <, > or =.



Draw counters in the place value chart to make the statement true.



Complete these statements using <, > or =.

5.5	◯	5.7	0.37 < 0.____7
0.14	◯	0.29	2.22 > 2.____2
1	◯	0.64	1.____1 > 1.____1
3.32	◯	3.23	9.9_____ < 9.9_____

B Cut these digit cards out to help you with the next problem.

5	7	0	4

Use three of the digit cards to make the greatest possible number.

Use three of the digit cards to make the smallest possible number.

C Use the digit cards at the bottom of the page to help you with this problem.

Use each digit card once to make the statement correct.

3 ☐☐ > ☐☐☐

How many different possible solutions can you find?

0 1 2 4 5