

Year 4 – Spring 1

This term your child will be learning about:

Multiplication and Division

Fluency:

Fill in the blanks.



$2 \times 10 = \underline{\quad}$

$2 \times 1 = \underline{\quad}$

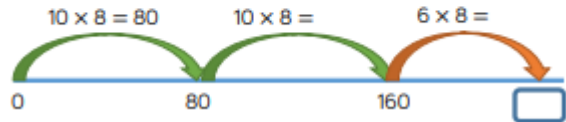
2 lots of 10 doughnuts = $\underline{\quad}$

2 lots of 1 doughnut = $\underline{\quad}$

2 lots of 11 doughnuts = $\underline{\quad}$

$2 \times 10 + 2 \times 1 = 2 \times 11 = \underline{\quad}$

There are 8 classes in a school.
Each class has 26 children.
How many children are there altogether?
Complete the number line to solve the problem.



Complete the factor pairs for 12

 $1 \times \square = 12$

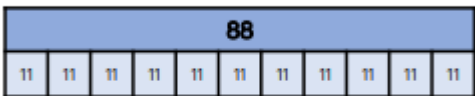
 $\square \times \square = 12$

$\square \times 6 = 12$

12 has $\underline{\quad}$ factor pairs. 12 has $\underline{\quad}$ factors altogether.

Problem Solving:

Rosie uses a bar model to represent 88 divided by 11



Explain Rosie's mistake.

Can you draw a bar model to represent 88 divided by 11 correctly?

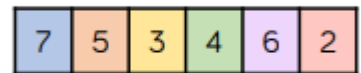
Tommy says



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

Is Tommy correct?

Make the target number of 84 using three of the digits below.



$\square \times \square \times \square = 84$

Mathematical Talk:

If I know 11×10 is equal to 110, how can I use this to calculate 11×11 ?

Which number is a factor of every whole number?

Do factors always come in pairs?

Do whole numbers always have an even number of factors?

Key Skills: Recall multiples of 7 in any order