Maths Support Pack – Week 10

This pack includes your 3 maths lessons for the week. The pack includes:

- ✓ Maths starters to keep your brains working fast!
- ✓ 3 maths lessons
- ✓ Links to online lessons for Lesson 1 and 2
- ✓ Worksheets and answer sheets
- ✓ Extension Task

This pack is to help you, so read through as carefully as possible so that you know what to do for your maths this week. In week 9, we are focusing on Adding and Subtracting Decimals with a different number of decimal places. Try your best with everything. Happy Learning Year 5! 😊

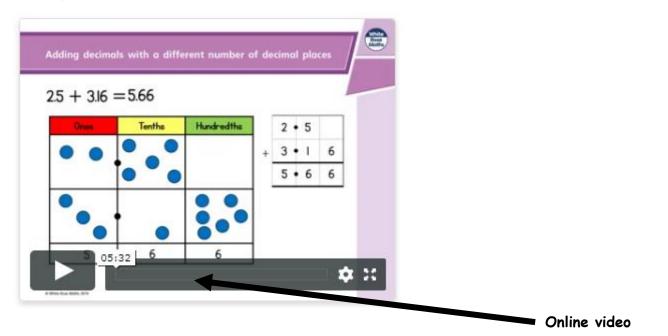# Lesson 1 – Teach and Practise – Multiply 2 digit numbers

Starter – Daily 10

https://www.topmarks.co.uk/maths-games/daily10

Practise the times tables you feel less confident with! (6's, 7's, 8's, 9's or 12's) Try 7 seconds like we do in class, or less if you want a challenge.

Input – Multiply 2 digit numbers

Open this link: https://whiterosemaths.com/homelearning/year-5/ Summer Term, Week 3, w/c 4th May, Lesson 1
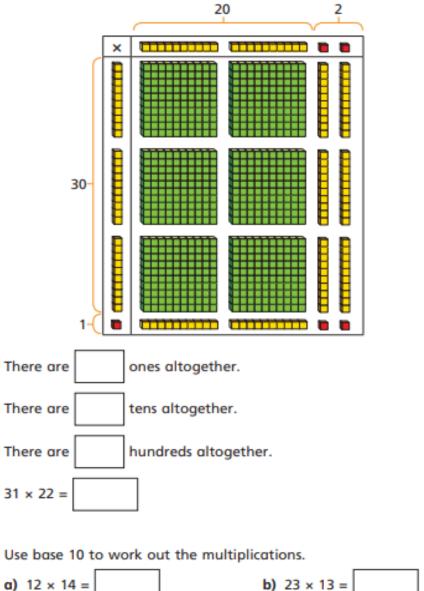

Online video

If you struggle with any of the questions, just go back and rewatch the video to check you are happy. Once you have finished, open the answers document to check your work.
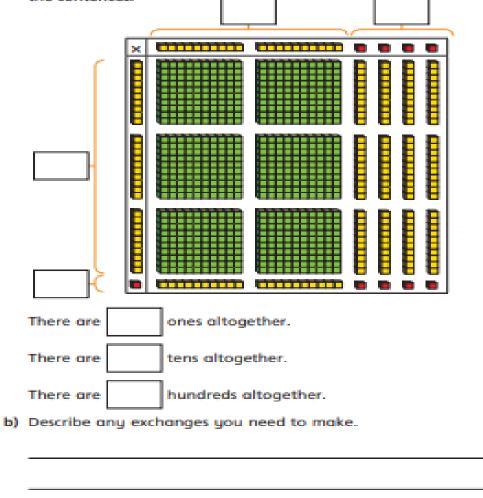
Activity: Complete the questions that are below. Watch the video for this lesson as many times as you need to. It's there to help you!

1 Kim is using base 10 to work out 31 × 22
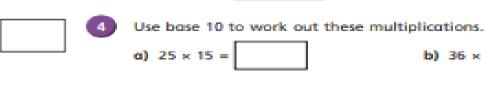
Use Kim's model to help you complete the sentences.

There are ☐ ones altogether.

There are ☐ tens altogether.

There are ☐ hundreds altogether.

31 × 22 = ☐

2 Use base 10 to work out the multiplications.

a) 12 × 14 = ☐   b) 23 × 13 = ☐

3 Amir is using base 10 to calculate 31 × 24

a) Add the missing information to the area model and complete the sentences.

There are ☐ ones altogether.

There are ☐ tens altogether.

There are ☐ hundreds altogether.

b) Describe any exchanges you need to make.

_____

_____

c) Complete the multiplication.

31 × 24 = ☐

4 Use base 10 to work out these multiplications.

a) 25 × 15 = ☐   b) 36 × 12 = ☐

5 Use the place value counters to complete the multiplication grid and sentence.

x	20	6
30		
2		

26 × 32 = [ ]

6 Use an area model to help you complete the multiplication.

a) 28 × 14 = [ ]

x	20	8
10		
4		

c) 35 × 22 = [ ]

b) 27 × 16 = [ ]

x		

d) 45 × 36 = [ ]

7 Complete the multiplications.

21 × 24 = [ ]

31 × 25 = [ ]

18 × 26 = [ ]

8 24 × [ ] = 768

Complete the area model to find the missing number.

x	

9 Use each digit card once to write a multiplication.

| 2 | | 3 | | 4 | | 5 |

[ ] × [ ] = [ ]

How many different answers can you find?

_____

_____

How many products are there between 1,000 and 1,500?

Lesson 2 – Teach and Practise- Multiply four digits by two digits.

Starter –

A sequence starts at **500** and **80** is **subtracted** each time.

500   420   340...

The sequence continues in the same way.

Write the **first two numbers** in the sequence which are **less than zero**.

Input –

Open this link: https://whiterosemaths.com/homelearning/year-5/ Summer Term, Week 3, w/c 4th May, Lesson 2

Online video

If you struggle with any of the questions, just go back and rewatch the video to check you are happy. Once you have finished, open the answers document to check your work.

White Rose Maths

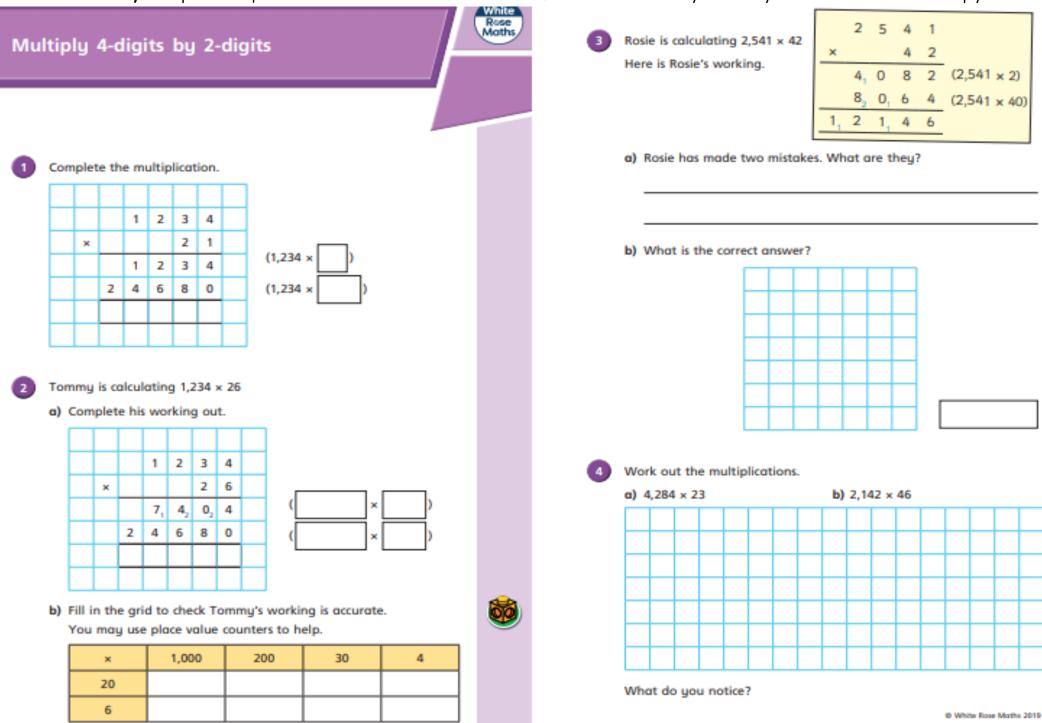## Multiply 4-digits by 2-digits

1 Complete the multiplication.

```
      1  2  3  4
   ×        2  1
      1  2  3  4     (1,234 × ☐)
   2  4  6  8  0     (1,234 × ☐☐)
   _____
```

2 Tommy is calculating 1,234 × 26

a) Complete his working out.

```
         1  2  3  4
   ×           2  6
      7₁ 4₂ 0₂ 4     (☐☐☐☐ × ☐)
   2  4  6  8  0     (☐☐☐☐ × ☐☐)
   _____
```

b) Fill in the grid to check Tommy's working is accurate.
You may use place value counters to help.

×	1,000	200	30	4
20				
6				

3 Rosie is calculating 2,541 × 42
Here is Rosie's working.

```
      2  5  4  1
   ×        4  2
   _____
   4₁ 0  8  2     (2,541 × 2)
   8₂ 0₁ 6  4     (2,541 × 40)
   _____
   1₁ 2  1₁ 4  6
```

a) Rosie has made two mistakes. What are they?

_____

_____

b) What is the correct answer?

☐

4 Work out the multiplications.

a) 4,284 × 23   b) 2,142 × 46

What do you notice?

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5 A machine makes 2,734 boxes every hour.

The machine works for 3 hours each day.

a) How many boxes will it make in 12 days?

[ ]

b) Compare methods with a partner. Were there any other ways you could have worked out the answer?

6 Work out 378 × 7 × 12

Show your method clearly.

[ ]

7

| 1 | 2 | 3 | 4 | 5 | 6 |

[ ][ ][ ][ ]

× [ ][ ]

a) Using all the digit cards, create 4 different calculations and work out the answer to each.

b) Write your answers in ascending order.

c) What is the smallest product that can be made? [ ]

8 Amir scores 4,680 points in a computer game for 12 games in a row.

Whitney scores 2,512 points every game for 24 games.

Who scores more points? _____

How many more? [ ]

Lesson 3 – Teach and Practise- Divide with remainders

Starter – Quick 10

Answer these 10 questions - these are all things you know! It'll help to train your brain back to being able to answer those quick-fire questions!

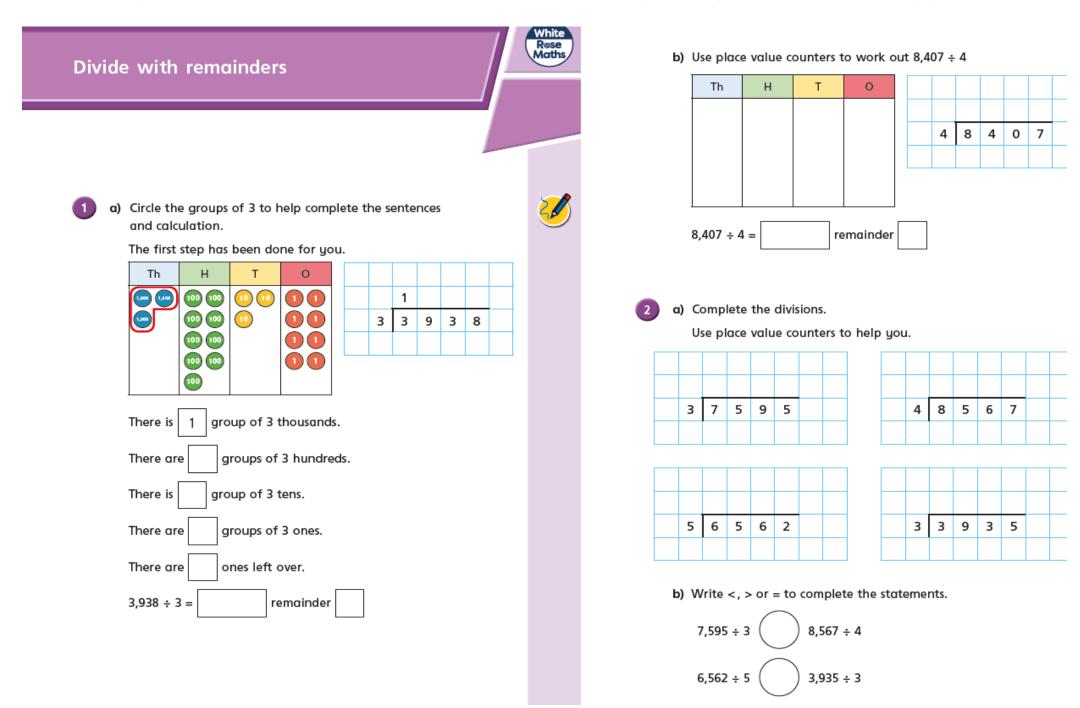| Question	Answer	Question	Answer
EXAMPLE: 3 X 4 =	12		
1. 48975 + 12313 =		6. 9 x 5 =	
2. 11^3 =		7. 962 x 10000=	
3. 12 x 6=		8. 500 x 3	
4. 7 x 8=		9. 8976 – 2361=	
5. 5814 ÷ 10=		10. 96822- 3652=	

Input –

Open this link: https://whiterosemaths.com/homelearning/year-5/ Summer Term, Week 3, w/c 4th May, Lesson 3

Online video

If you struggle with any of the questions, just go back and rewatch the video to check you are happy. Once you have finished, open the answers document to check your work.

Divide with remainders

White Rose Maths

1 **a)** Circle the groups of 3 to help complete the sentences and calculation.

The first step has been done for you.

Th	H	T	O

3	3	9	3	8
1				

There is ☐1☐ group of 3 thousands.

There are ☐ groups of 3 hundreds.

There is ☐ group of 3 tens.

There are ☐ groups of 3 ones.

There are ☐ ones left over.

3,938 ÷ 3 = ☐ remainder ☐

b) Use place value counters to work out 8,407 ÷ 4

Th	H	T	O

4	8	4	0	7

8,407 ÷ 4 = ☐ remainder ☐

2 **a)** Complete the divisions.

Use place value counters to help you.

3	7	5	9	5

4	8	5	6	7

5	6	5	6	2

3	3	9	3	5

b) Write <, > or = to complete the statements.

7,595 ÷ 3 ◯ 8,567 ÷ 4

6,562 ÷ 5 ◯ 3,935 ÷ 3

3 Write the calculations in the correct column of the table.

| 5,066 ÷ 4 | 9,513 ÷ 4 | 1,234 ÷ 4 |
| 6,562 ÷ 4 | 6,563 ÷ 4 | 9,515 ÷ 4 |

Remainder of 1	Remainder of 2	Remainder of 3	Remainder of 4

Are any columns empty? Talk to a partner about why this has happened.

4

| 7,816 | 7,861 | 6,781 | 1,786 |

I know that if I divide these numbers by 5 the remainder will be 1

Is Eva correct? _____

How do you know?

5 There are 459 children in a school.

They are sitting at tables in groups of 7

We will need 65 tables.

Do you agree with Mo? _____

Explain your answer.

6 Bags of crisps are put into multipacks of 6

The multipacks are then packed into boxes of 8

Yesterday, 6,500 bags of crisps were packed.

How many boxes of crisps were packed?

7

| 2 | 3 | 4 | 5 |

| | | | ÷ | |

a) How many ways can you complete the calculation using all the digit cards so that there is a remainder of 1?

b) What do you notice?

8 Dora is thinking of a number between 500 and 600

When she divides it by a 1-digit number it has a remainder of 4

What could Dora's number be?

Well done for working your way through your Maths Worksheets. I can't wait to see how well you've done! Don't forget to check all your work against the answers! If you would like an extra challenge, have a go at the extension questions below!

<u>Extension Task</u>

Here is part of a number grid

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24

Here is another part of the **same** grid.

Write in the missing number.

	95
	103