Week Beginning 25.01.21

Lower Key Stage 2 Home Learning

We're Zooming now! Here are the timings for the Zoom Lessons.

The resources your will need are in red.

Writing Zoom Lesson: 9:30-10:00

Reading Zoom Lesson: 11:00 – 11:30

Foundation Subject Zoom Lesson: 2:00pm – 2:30pm

Reading Books

We are going to put the book band books in the parent shelter so you can change your books on the following days:

Monday: Year 4

Tuesday: Year 3 (PM)

Please take your new books from the folder and return your old book to the folder. DO NOT TAKE THE FOLDER!

Maths

Video links and resources will be sent out for you to watch and complete with your child(ren) at home. If your child has found something really tricky, let us know and we can arrange a bit of extra help. Every other Wednesday (starting from tomorrow) Year 4 will have a Times Tables practise on TT Rockstars or any other way you like!

Here are some useful times tables songs Year 3 have been using:

https://www.youtube.com/watch?v=pkclJn5HrMI

https://www.youtube.com/watch?v=TdqAA9Ky2DY

https://www.youtube.com/watch?v=70aG99v704k

https://www.youtube.com/watch?v=O3wN6KRfQ60

Date	Maths Y3 (See attached links and resources)	Maths Y4 (See attached links and resources)	Writing Working towards a short story	Reading	Foundation Subjects
Monday 25th Jan	Year 2 Recap: Consolidate 2, 4 and 8 times table https://vimeo.com/485432791	3 digit divided by 1 digit Spr4.3.3 - Divide 3-digits by 1-digit on Vimeo	LO: Identify where to use a or an. Paper and pencil. We will be doing a scavenger hunt around you house so be ready!	Handwriting for 15mins Handwriting book Interesting room Inference	Science Paper, pencil and Bone Function Sheet
Tuesday 26th Jan	Comparing Statements https://vimeo.com/485433674	Correspondence problems Video Spr4.3.4 - Correspondence problems on Vimeo	LO: To be able to use expanded noun phrases Paper, pencil, expanded noun phrases sheet and adjectives mat	Handwriting for 15mins Handwriting book Fair's Fair Book and Teacher Questions	History Paper, pencil and lives of rich and poor sheet
Wednesday 27th Jan	Related Calculations https://vimeo.com/486330232	End of unit assessment No video	LO: I can plan a setting description Paper, pencil, setting picture and adjectives mat	Handwriting for 15mins Handwriting book Fair's Fair Book and Teacher Questions	Faith Paper, pencil and picture sheet

Thursday 28st Jan	Multiply 2-digits by 1-digit - no exchange https://vimeo.com/486331580 NO WORKSHEET	What is Area? Spr4.4.1 - What is area? on Vimeo	LO: To be able to write a setting description Paper and pencil	Handwriting for 15mins Handwriting book Comprehension	PE Comfy clothes and space for Just Dance!
Friday 29nd Jan	Multiply 2-digits by 1-digit (1) https://vimeo.com/486513593	Counting Squares Spr4.4.2 - Counting squares on Vimeo	LO: To be able proof read and edit work Your writing from Thursday	Handwriting for 15mins Handwriting book Fair's Fair Book and Teacher Questions	Art Paper and pencil

Monday 25th Jan

Consolidate 2, 4 and 8 times-tables

White Rose Maths

1 How many legs are there altogether?

Complete the multiplications

a)

☐ × ☐ = ☐

b)

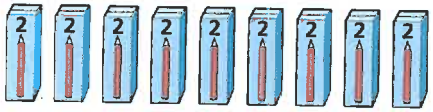
☐ × ☐ = ☐

c)

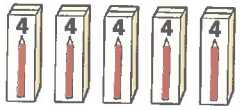
☐ × ☐ = ☐

2 How many pencils are there?

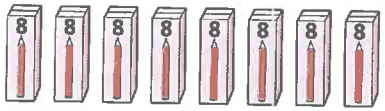
Complete the multiplications.

a) 

☐ × ☐ = ☐

b) 

☐ × ☐ = ☐

c) 

☐ × ☐ = ☐

3 A paper clip is 3 cm long.

3 cm

a) What is the total length of 2 paper clips?

☐ cm

b) What is the total length of 4 paper clips?

☐ cm

c) What is the total length of 8 paper clips?

☐ cm

4 Complete the multiplications.

a) 1 × 2 = ☐	b) 1 × 4 = ☐	c) 1 × 8 = ☐
2 × 2 = ☐	2 × 4 = ☐	2 × 8 = ☐
3 × 2 = ☐	3 × 4 = ☐	3 × 8 = ☐
4 × 2 = ☐	4 × 4 = ☐	4 × 8 = ☐
5 × 2 = ☐	5 × 4 = ☐	5 × 8 = ☐

What do you notice?

© White Rose Maths 2020

5 Complete the multiplications.

a) 6 × 4 = ☐

b) 2 × 10 = ☐

c) 7 × 8 = ☐

d) 12 × 2 = ☐

e) 8 × 4 = ☐

f) 2 × 11 = ☐

g) 4 × 9 = ☐

h) 10 × 8 = ☐

6 Work out the missing numbers.

a) ☐ × 8 = 16

b) 4 × ☐ = 20

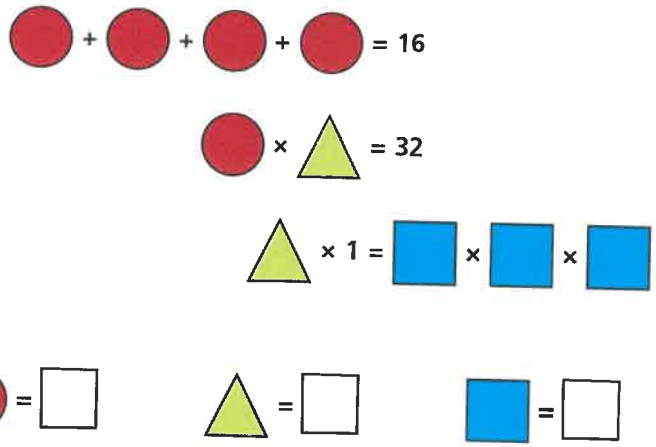
c) 24 = ☐ × 2

d) 8 × ☐ = 0

e) 2 × 4 × ☐ = 64

f) 40 = ☐ × 5 × ☐

7 Work out the value of each shape.



8 Tennis balls come in packets of 2, 4 and 8

Rosie buys 5 of each different size pack.

How many tennis balls does she buy altogether?

Show your workings.

☐

© White Rose Maths 2020

Y3 – Spring – Block 1 – Consolidate 2, 4 and 8 times-tables Answers

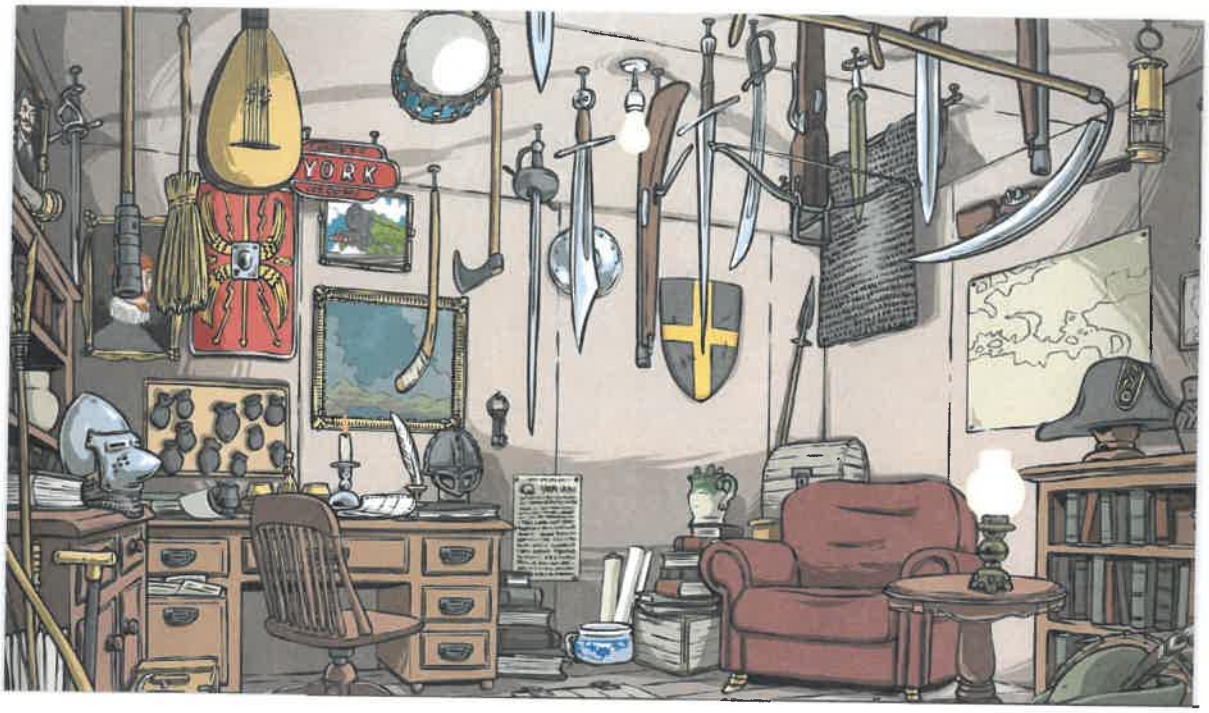
Question	Answer
1	a) $5 \times 2 = 10$ or $2 \times 5 = 10$ b) $3 \times 4 = 12$ or $4 \times 3 = 12$ c) $4 \times 8 = 32$ or $8 \times 4 = 32$
2	a) $9 \times 2 = 18$ or $2 \times 9 = 18$ b) $5 \times 4 = 20$ or $4 \times 5 = 20$ c) $8 \times 8 = 64$
3	a) 6 cm b) 12 cm c) 24 cm
4	a) 2 4 6 8 10 b) 4 8 12 16 20 c) 8 16 24 32 40 The values in the 4 times-table are all twice the corresponding value in the 2 times-table. The values in the 8 times-table are all twice the corresponding value in the 4 times-table.
5	a) 24 b) 20 c) 56 d) 24 e) 32 f) 22 g) 36 h) 80
6	a) $2 \times 8 = 16$ b) $4 \times 5 = 20$ c) $24 = 12 \times 2$ d) $8 \times 0 = 0$ e) $2 \times 4 \times 8 = 64$ f) $40 = 1 \times 5 \times 8$ or $40 = 2 \times 5 \times 4$ or $40 = 4 \times 5 \times 2$ or $40 = 8 \times 5 \times 1$

Y3 – Spring – Block 1 – Consolidate 2, 4 and 8 times-tables Answers (continued)

Question	Answer
7	● = 4 ▲ = 8 ■ = 2
8	70

Monday 25th Jan.

Reading



Look at the picture of one of the character's room What do you see? What can you infer about this character based on their office?

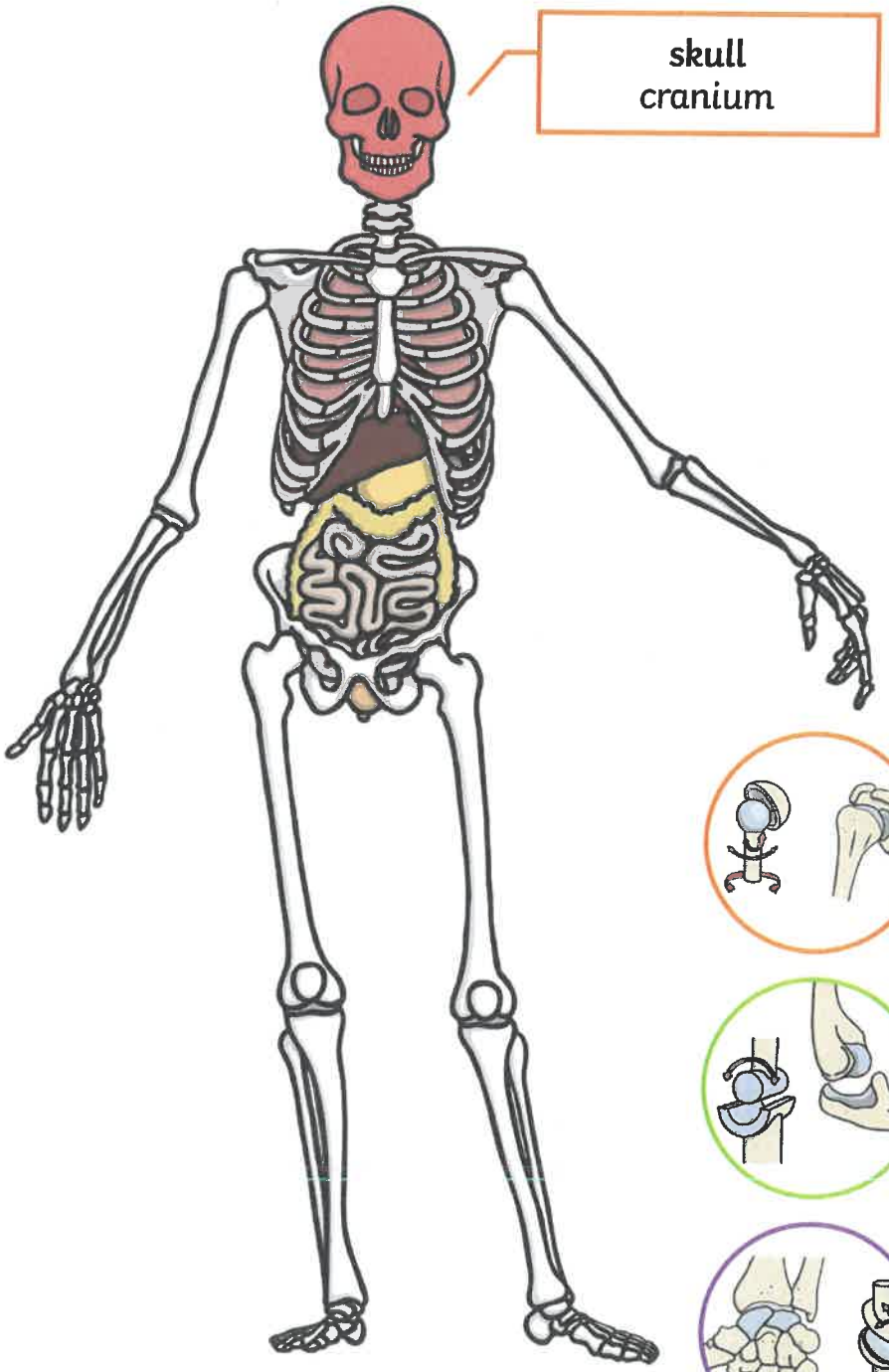
For example- I can see a map of the world on the wall so I think they may like travelling.

Monday 26th Jan

Easy

Skeleton Functions

I can explain the functions of a skeleton.



Task 1 - Protection

Label and **colour** in red the bones that protect organs in your body. (One has been done for you).

Task 2 - Support

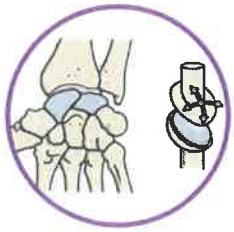
Label and **colour** in blue the bones that keep your body upright.

Task 3 - Joints

Circle (o) the following joints in the body.

Circle the **ball and socket joints** in the skeleton in orange. (Example: Hip joint).

Circle the **hinge joints** in the skeleton in green. (Example: Elbow joint).

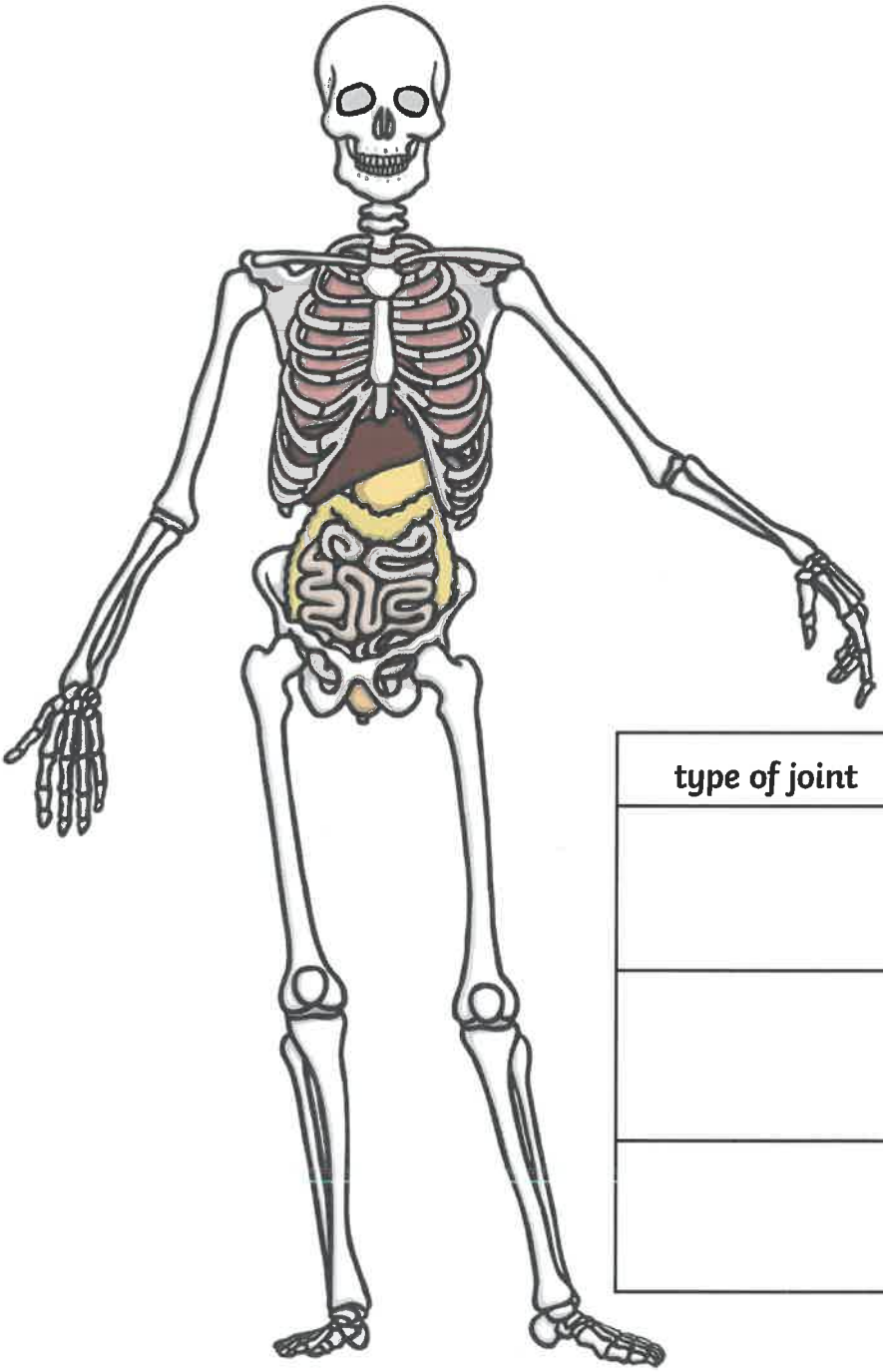


Circle the **gliding joints** in the skeleton in purple. (Example: Wrist joint).

Hard

Skeleton Functions

I can explain the functions of a skeleton.



Task 1 - Protection

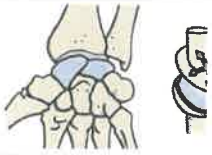
Label and **colour** in red the bones that protect organs in your body.

Task 2 - Support

Label and **colour** in blue the bones that keep your body upright.

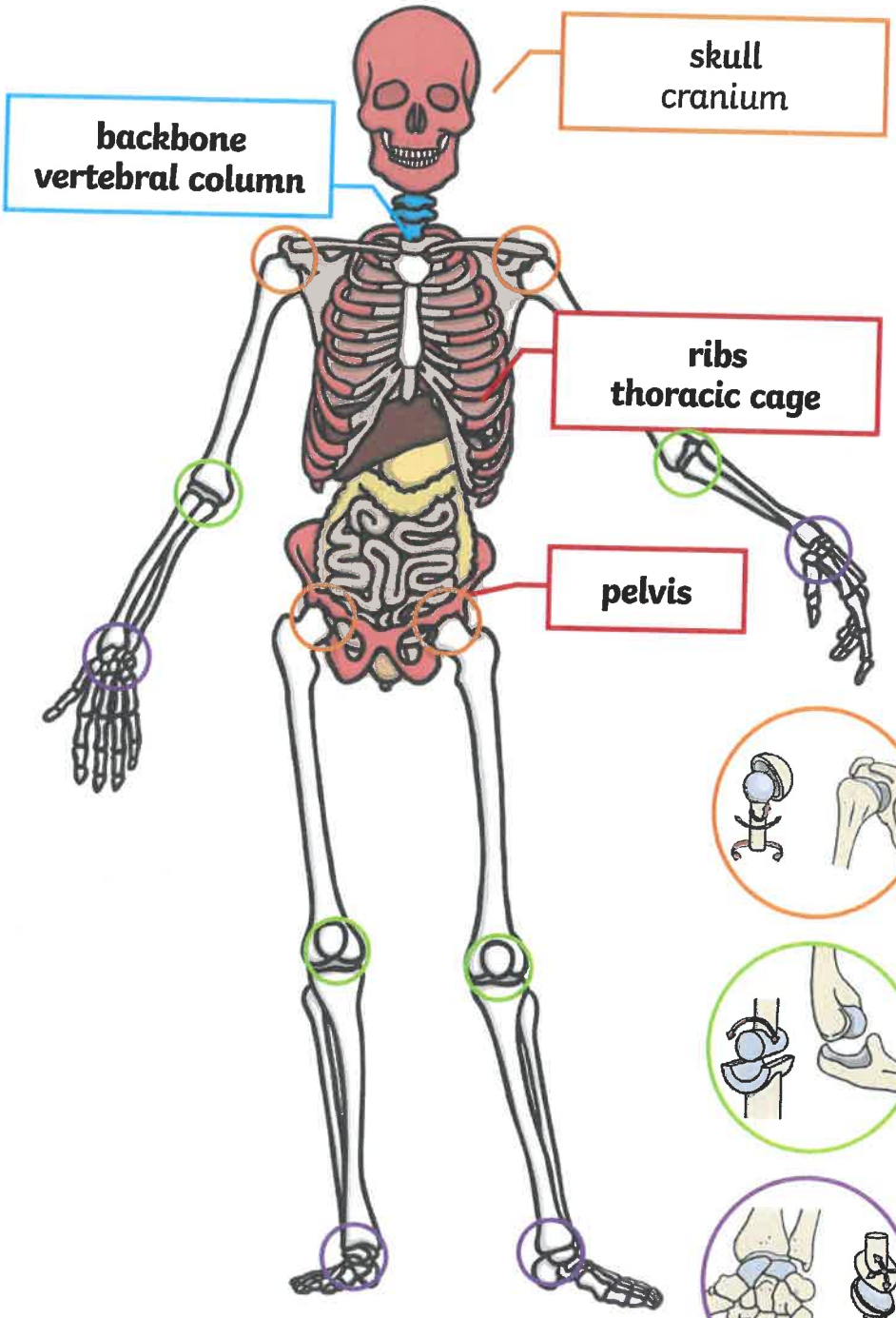
Task 3 - Joints

Create a key below and then circle (o) the joints in the body.

type of joint	picture	colour
		

Easy

Skeleton Functions **Answers**



Task 1 - Protection

Label and **colour** in red the bones that protect organs in your body. (One has been done for you).

Task 2 - Support

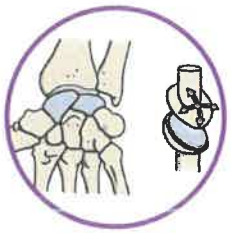
Label and **colour** in blue the bones that keep your body upright.

Task 3 - Joints

Circle (o) the following joints in the body.

Circle the **ball and socket joints** in the skeleton in orange. (Example: Hip joint).

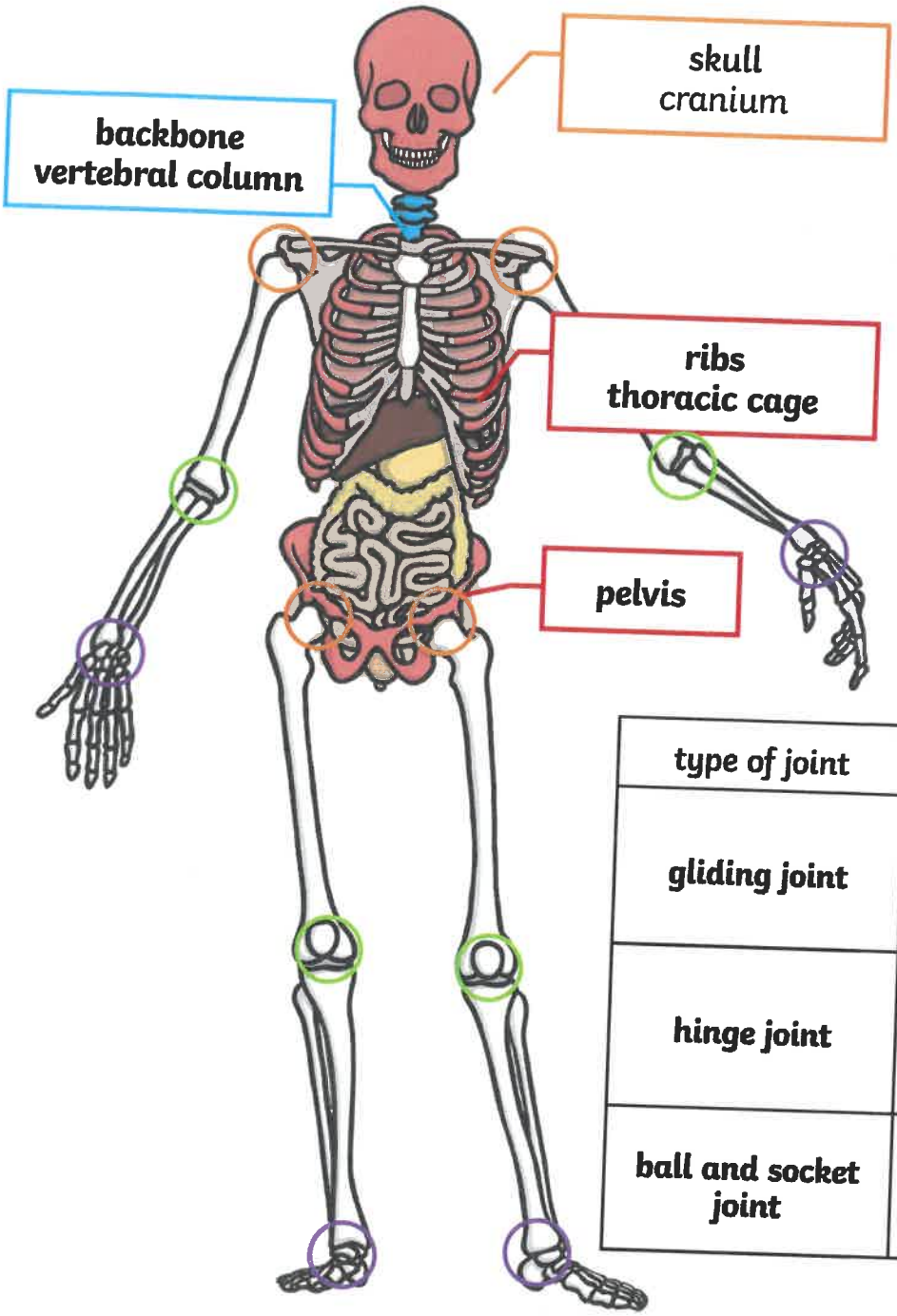
Circle the **hinge joints** in the skeleton in green. (Example: Elbow joint).



Circle the **gliding joints** in the skeleton in purple. (Example: Wrist joint).

Hard

Skeleton Functions Answers



Task 1 - Protection

Label and colour in red the bones that protect organs in your body.

Task 2 - Support

Label and colour in blue the bones that keep your body upright.

Task 3 - Joints

Create a key below and then circle (o) the joints in the body.

Children can use any colours in the key.

type of joint	picture	colour
gliding joint		purple
hinge joint		green
ball and socket joint		orange

Comparing statements Tuesday 26th Jan

1 Complete the number sentences to describe the pictures.

a)

4 × 5 = ☐

20 ÷ 5 = ☐

b)

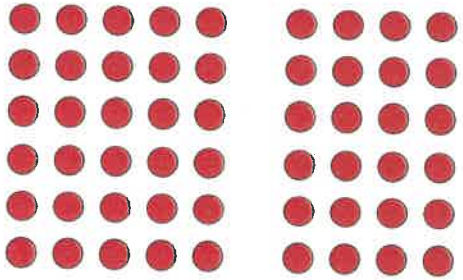
5 × 4 = ☐

20 ÷ 4 = ☐

What is the same and what is different in parts a) and b)?

2 Write <, > or = to compare the arrays.

a)

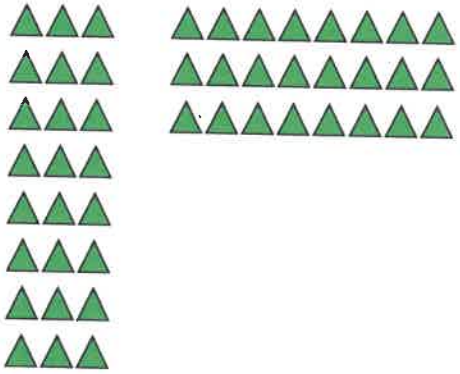


5 × 6 ◯ 6 × 4

b)

3 × 6 ◯ 6 × 3

c)



8 × 3 ◯ 3 × 8

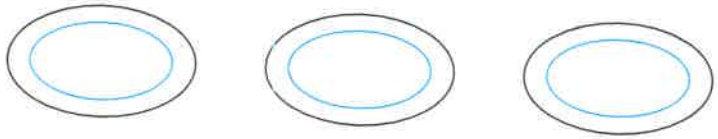
© White Rose Maths 2019

3 Rosie and Tommy each have 12 slices of melon.

a) Rosie shares her slices between 4 bowls.

How many slices are in each bowl? ☐

b) Tommy shares his slices between 3 plates.



How many slices are on each plate? ☐

c) Are there more slices of melon in a bowl or on a plate?

Explain your answer.

_____

_____

4 Write <, > or = to compare the calculations.

a) 4 × 3 ◯ 2 × 6

b) 8 × 3 ◯ 4 × 6

c) 5 × 3 ◯ 3 × 4

d) 3 × 4 ◯ 4 × 5

e) 20 ÷ 4 ◯ 20 ÷ 5

f) 24 ÷ 2 ◯ 36 ÷ 3

g) 30 ÷ 10 ◯ 30 ÷ 6

h) 18 ÷ 2 ◯ 18 ÷ 3

How did you work this out? Talk about it with a partner.

5 Here are some calculation cards.

30 ÷ 6	4 × 6	27 ÷ 3	4 × 8
8 × 3	12 × 2	5 × 6	18 ÷ 3

Write each calculation in the table.

Less than 6 × 4	Equal to 6 × 4	Greater than 6 × 4

Write one more calculation in each column.

Did you have to work out all the calculations?

6 Complete the statements.

a) 7 × 3 > ☐ × 3

b) 24 ÷ ☐ < 2 × 2

c) 30 ÷ ☐ = ☐ × 5

d) 12 × ☐ > 12 ÷ ☐

How many different ways can you complete the statements?

© White Rose Maths 2019

Comparing statements

1 Complete the number sentences to describe the pictures.

a)

4 × 5 = 20

20 ÷ 5 = 4

b)

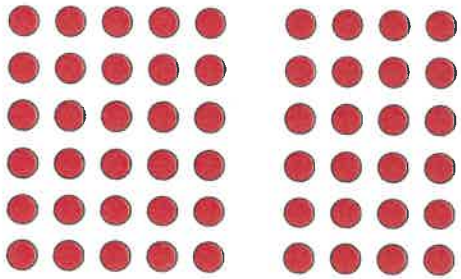
5 × 4 = 20

20 ÷ 4 = 5

What is the same and what is different in parts a) and b)?

2 Write <, > or = to compare the arrays.

a)

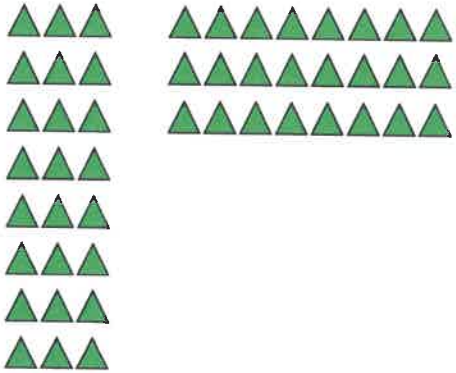


5 × 6 > 6 × 4

b)

3 × 6 = 6 × 3

c)



8 × 3 = 3 × 8

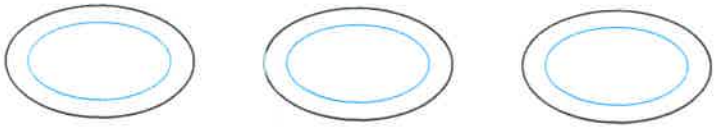
© White Rose Maths 2019

3 Rosie and Tommy each have 12 slices of melon.

a) Rosie shares her slices between 4 bowls.

How many slices are in each bowl? 3

b) Tommy shares his slices between 3 plates.



How many slices are on each plate? 4

c) Are there more slices of melon in a bowl or on a plate?

Explain your answer.

On a plate because 4 is greater than 3

4 Write <, > or = to compare the calculations.

a) 4 × 3 = 2 × 6

b) 8 × 3 = 4 × 6

c) 5 × 3 > 3 × 4

d) 3 × 4 < 4 × 5

e) 20 ÷ 4 > 20 ÷ 5

f) 24 ÷ 2 = 36 ÷ 3

g) 30 ÷ 10 < 30 ÷ 6

h) 18 ÷ 2 > 18 ÷ 3

How did you work this out? Talk about it with a partner.

5 Here are some calculation cards.

30 ÷ 6	4 × 6	27 ÷ 3	4 × 8
8 × 3	12 × 2	5 × 6	18 ÷ 3

Write each calculation in the table.

Less than 6 × 4	Equal to 6 × 4	Greater than 6 × 4
30÷6 27÷3 18÷3	8×3 4×6 12×2	5×6 4×8

Write one more calculation in each column.

Did you have to work out all the calculations?

6 Complete the statements. e.g.

a) 7 × 3 > 6 × 3

b) 24 ÷ 12 < 2 × 2

c) 30 ÷ 6 = 1 × 5

d) 12 × 1 > 12 ÷ 2

How many different ways can you complete the statements?

© White Rose Maths 2019

Tuesday 26th Jan.

Expanded Noun Phrases

A note to parents: An **expanded noun phrase** gives more detail or information about a noun in a simple noun phrase. This is usually done by adding adjectives to describe the noun in the noun phrase, for example:

She walked through the **dark, mysterious** forest.

In the example above, the expanded noun phrase is 'the dark, mysterious forest', the words 'dark' and 'mysterious' have been used to expand the noun phrase. They make writing more interesting as they help the reader to build an image in their mind.

Read the following sentences. Underline or circle the **expanded noun phrase** in each sentence.

1. The brightly-coloured parrot flew through the canopy.
2. After his lunch, Harold ate a sweet, delicious chocolate brownie.
3. Under the waves, the stripy fish swam quickly through the reef.
4. In a forest clearing, a dark, mysterious jaguar sauntered by the water.
5. "Pass me the blue shoes please," Mum asked Sophia.
6. As John sat at the bus stop, he saw three large, black cars go past.
7. "These strawberry yoghurts are out of date!" complained the customer in the shop.
8. "Whose is this writing pencil?" asked the teacher as she held it in the air.
9. When he reached the top, the climber stared at the vast, breath-taking view.
10. Happy and elated, the winning team held their trophy in the air.

Expanded Noun Phrases 2

A note to parents: Another way to create an expanded noun phrase is to add a prepositional phrase to add further information about the noun and to enable the writing to be more efficient. For example, where it takes two sentences to say:

The man sat on the beach. He was wearing a red hat.

We can write this more succinctly by expanding the noun phrase with:

The man **with the red hat** sat on the bench.

For further information on prepositional phrases, please see **this**.

Read the following sentences. Underline or circle the **expanded noun phrase** in each sentence that has been expanded with a prepositional phrase.

1. Under the waves, the fish with the jagged fins swam swiftly through the reef.
2. The cat under the bush was drenched and shivering.
3. From the cave, a dragon with deadly claws came crashing out.
4. At the stables, Aisha chose to ride the horse with a black mane.
5. Charlie reached for the chocolates on the top shelf.
6. The wizard in the purple robe waved his magic wand and they all disappeared.
7. Jason had always known that the house adjacent to the park was occupied by witches.
8. "Please pass me the keys from the top drawer," Dad said to Brian.
9. Make sure you water the plant on the windowsill whilst we are gone.

Expanded Noun Phrases **Answers**

Read the following sentences. Underline or circle the **expanded noun phrase** in each sentence.

1. **The brightly-coloured parrot** flew through the canopy.
2. After his lunch, Harold ate **a sweet, delicious chocolate brownie.**
3. Under the waves, **the stripy fish** swam quickly through the reef.
4. In a forest clearing, **a dark, mysterious jaguar** sauntered by the water.
5. "Pass me **the blue shoes** please," Mum asked Sophia.
6. As John sat at the bus stop, he saw **three large, black cars** go past.
7. "**These strawberry yoghurts** are out of date!" complained the customer in the shop.
8. "Whose is **this writing pencil**?" asked the teacher as she held it in the air.
9. When he reached the top, the climber stared at **the vast, breath-taking view.**
10. Happy and elated, **the winning team** held their trophy in the air.

Expanded Noun Phrases 2 **Answers**

Read the following sentences. Underline or circle the **expanded noun phrase** in each sentence that has been expanded with a prepositional phrase.

1. Under the waves, **the fish with the jagged fins** swam swiftly through the reef.
2. **The cat under the bush** was drenched and shivering.
3. From the cave, **a dragon with deadly claws** came crashing out.
4. At the stables, Aisha chose to ride **the horse with a black mane.**
5. Charlie reached for **the chocolates on the top shelf.**
6. **The wizard in the purple robe** waved his magic wand and they all disappeared.
7. Jason had always known that **the house adjacent to the park** was occupied by witches.
8. "Please pass me **the keys from the top drawer**," Dad said to Brian.
9. Make sure you water **the plant on the windowsill** whilst we are gone.

Tuesday 26th Jan.

Tuesday 26th Jan and Wednesday 27th Jan.

Setting Description Senses Word Mat

Sights

ancient
angular
bright
bustling
cluttered
crowded
dazzling
disappointing
dusty
empty
enormous
fashionable
glistening
gloomy
grim
hectic
impressive
luxurious
miniscule
misshapen
rounded
spotless
unkempt
wonderful

Sounds

banging
buzzing
discordant
gurgling
grating
howling
loud
low-level
melodic
muttering
noisy
quiet
raucous
ringing
rustling
scratching
screeching
scuffling
silent
tapping
thumping
tuneful
wailing
whispering

Smells

clean
clinical
damp
delicious
disgusting
dusty
earthy
exotic
familiar
floral
fresh
fruity
homely
mouth-watering
perfumed
pleasant
pungent
refreshing
sickening
smoky
tangy
tempting
unfamiliar
unusual

Sensations

bumpy
cool
damp
forceful
freezing
gentle
hard
itchy
jagged
loose
pleasant
rough
slippery
smooth
soaking
soft
sticky
stifling
sweltering
tickly
tight
uncomfortable
unpleasant
wobbly

Feelings

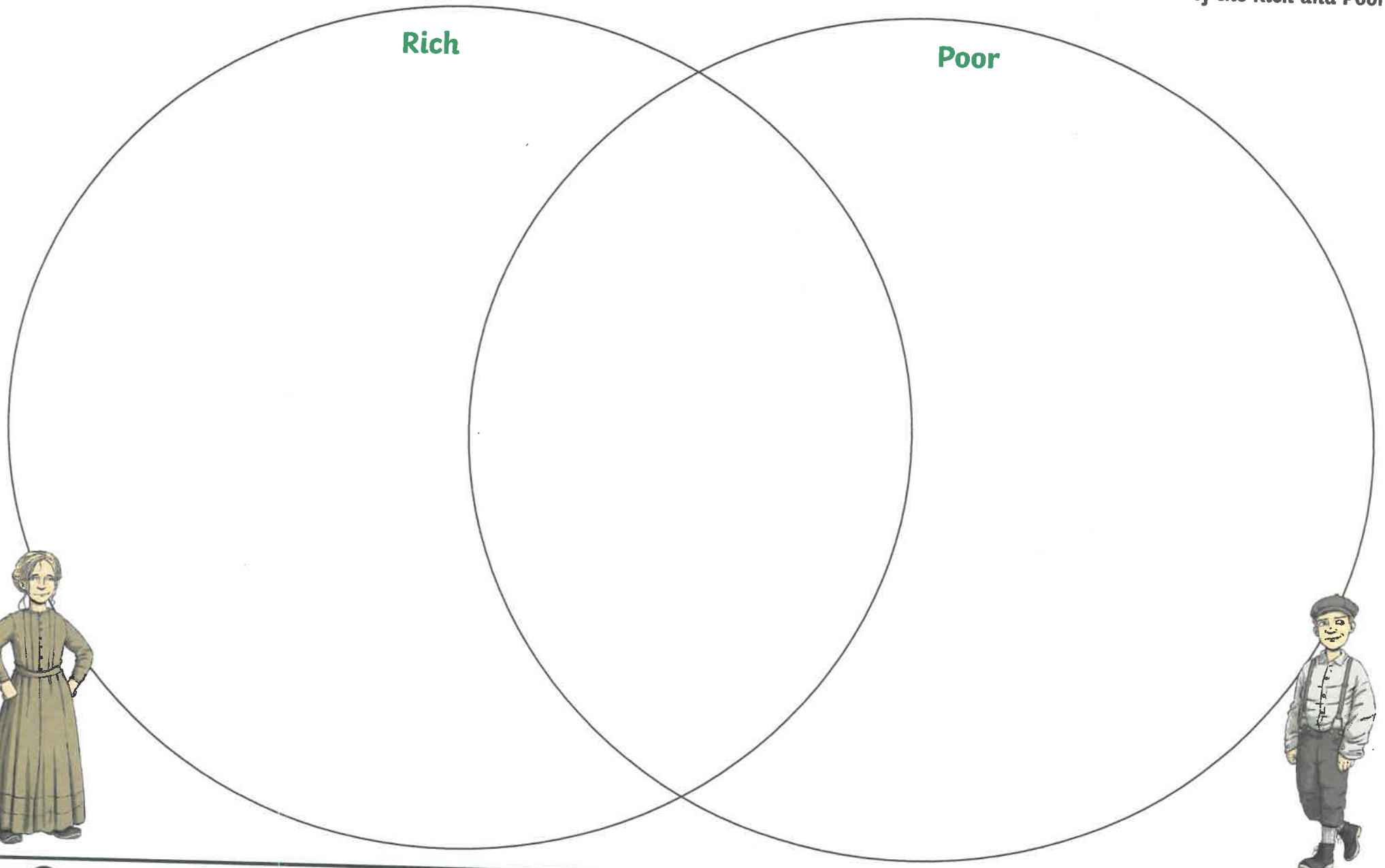
amazed
anxious
ashamed
calm
confident
curious
disappointed
eager
excited
exhilarated
furious
impressed
lazy
lonely
miserable
nauseated
nervous
overawed
overjoyed
proud
reluctant
serene
terrified
underwhelmed

Tuesday 26th Jan.

The Victorians: Lives of the Rich and Poor

Using your knowledge of the lives of the rich and poor in Victorian Britain and the information provided, complete the Venn diagram with notes.

Some families lived in small houses with several family members sharing the same bedroom.	It was the start of the Industrial Revolution so there was an increase in jobs and employment, particularly for those who had skills or who were strong and able workers.
Houses had polished wooden floors, beautifully carved furniture and framed portraits.	Men wore suits, waistcoats and top hats. Women wore long dresses with hoops or petticoats.
Back-to-back houses were built in rows.	Clothes were often badly fitted, dirty or worn out. They were made to last a long time rather than be luxurious.
Servants or kitchen staff lived in servants' quarters in their houses.	Every member of the family needed to work.
There were no toilets inside the house.	Children would have toys, such as rocking horses, dolls' houses or train sets.
Clothes were washed by hand using soap and water.	School lessons focused on the 3 Rs: reading, writing and arithmetic.



twinkl ORIGINALS

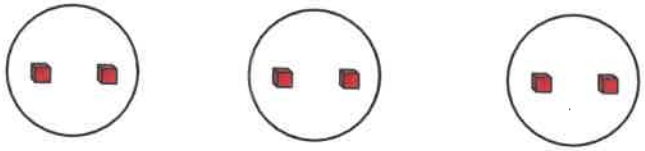
visit twinkl.com

Related calculations Wednesday 27th Jan

White Rose Maths

1 Complete the number sentences.

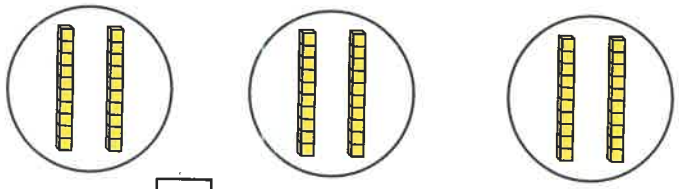
a)



3 × 2 ones = ☐ ones

3 × 2 = ☐

b)



3 × 2 tens = ☐ tens

3 × 20 = ☐

2 Use base 10 to represent the multiplications.

Complete the number sentences.

a) 2 × 4 = ☐

2 × 40 = ☐

b) 5 × 3 = ☐

5 × 30 = ☐

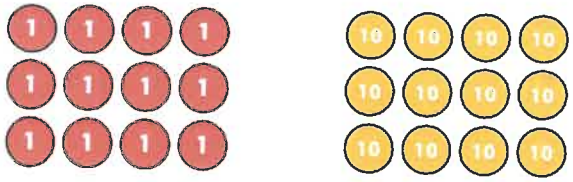
c) 5 × 2 = ☐

5 × 20 = ☐

d) 2 × 8 = ☐

80 × 2 = ☐

3 Nijah makes these arrays.



Complete the number sentences.

4 × 3 = ☐ 4 × 30 = ☐

What is the same about the arrays? What is different?

4 Scott uses base 10 to make two related calculations.

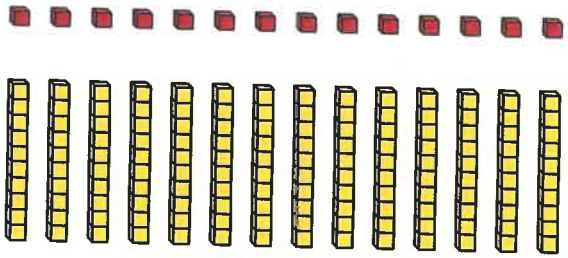
Use the base 10 to complete Scott's calculations.

6 × 3 = ☐ 6 × 30 = ☐

How does the answer to the first calculation help you work out the second calculation?

© White Rose Maths 2019

5 Use these pieces of base 10 to complete the divisions.



14 ÷ 2 = ☐ 140 ÷ 2 = ☐

6

Use Dora's fact to complete the calculations.

a) 5 × 70 = ☐

b) 7 × 5 = ☐

c) 50 × 7 = ☐

d) 35 ÷ 5 = ☐

e) 350 ÷ 5 = ☐

f) 350 ÷ 7 = ☐

7 Mr Jones buys 12 large jugs.

The total cost of the jugs is £240

How much does each jug cost?

Each jug costs ☐

How did you work this out?

8 Complete the number sentences.

a) 3 × ☐ = 210

b) 240 ÷ 6 = ☐

c) 4 × 90 = ☐

d) 120 ÷ ☐ = 2

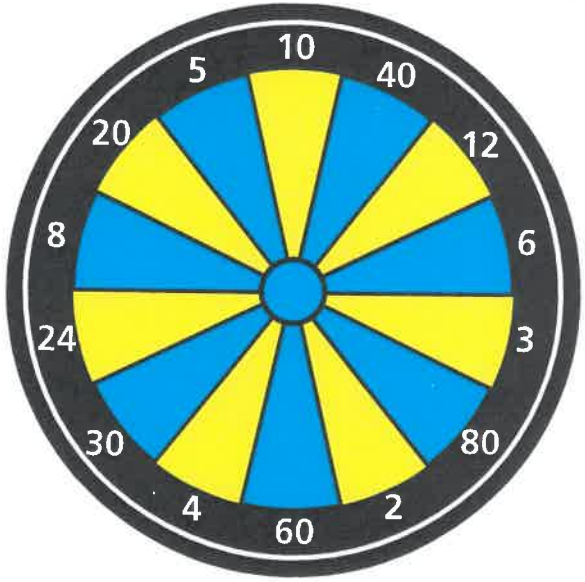
9 Huan throws two darts at the dartboard.

He multiplies the numbers he hits together.

Huan's score is 240

What two numbers could the darts have landed in?

☐ and ☐



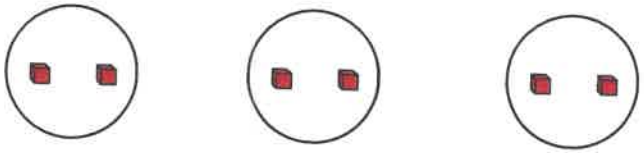
How many different answers can you find?

© White Rose Maths 2019

Related calculations

1 Complete the number sentences.

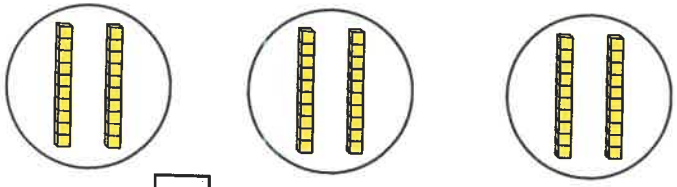
a)



3 × 2 ones = 6 ones

3 × 2 = 6

b)



3 × 2 tens = 6 tens

3 × 20 = 60

2 Use base 10 to represent the multiplications.

Complete the number sentences.

a) 2 × 4 = 8

2 × 40 = 80

b) 5 × 3 = 15

5 × 30 = 150

c) 5 × 2 = 10

5 × 20 = 100

d) 2 × 8 = 16

80 × 2 = 160

3 Nijah makes these arrays.

Complete the number sentences.

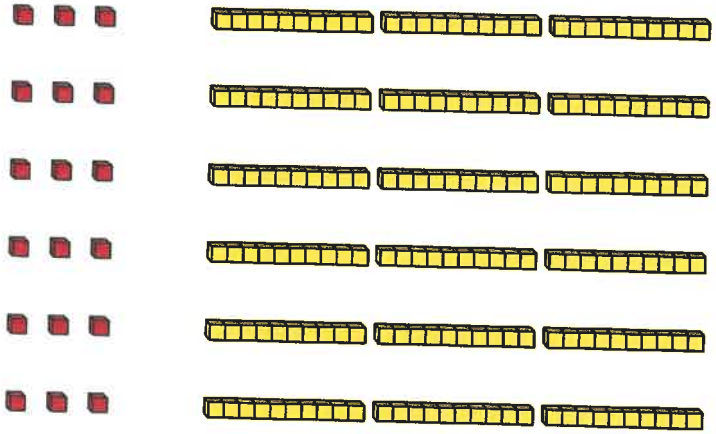
4 × 3 = 12

4 × 30 = 120

What is the same about the arrays? What is different?

4 Scott uses base 10 to make two related calculations.

Use the base 10 to complete Scott's calculations.



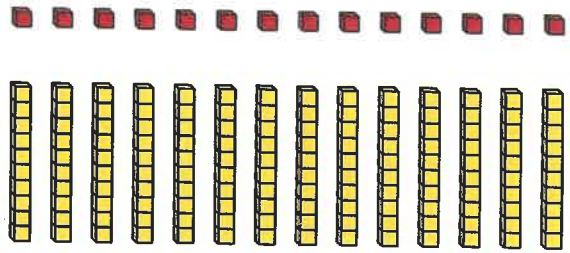
6 × 3 = 18

6 × 30 = 180

How does the answer to the first calculation help you work out the second calculation?

© White Rose Maths 2019

5 Use these pieces of base 10 to complete the divisions.



14 ÷ 2 = 7

140 ÷ 2 = 70

6

Use Dora's fact to complete the calculations.

a) 5 × 70 = 350

b) 7 × 5 = 35

c) 50 × 7 = 350

d) 35 ÷ 5 = 7

e) 350 ÷ 5 = 70

f) 350 ÷ 7 = 50

7 Mr Jones buys 12 large jugs.

The total cost of the jugs is £240

How much does each jug cost?

Each jug costs £20

How did you work this out?

8 Complete the number sentences.

a) 3 × 70 = 210

b) 240 ÷ 6 = 40

c) 4 × 90 = 360

d) 120 ÷ 60 = 2

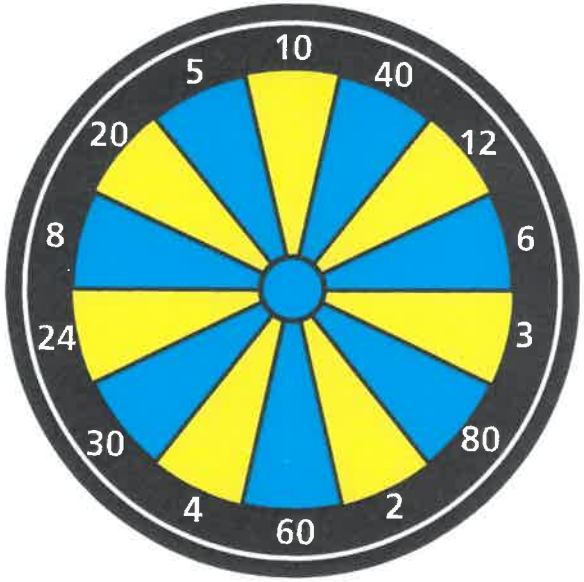
9 Huan throws two darts at the dartboard.

He multiplies the numbers he hits together.

Huan's score is 240

What two numbers could the darts have landed in?

E.g. 40 and 6

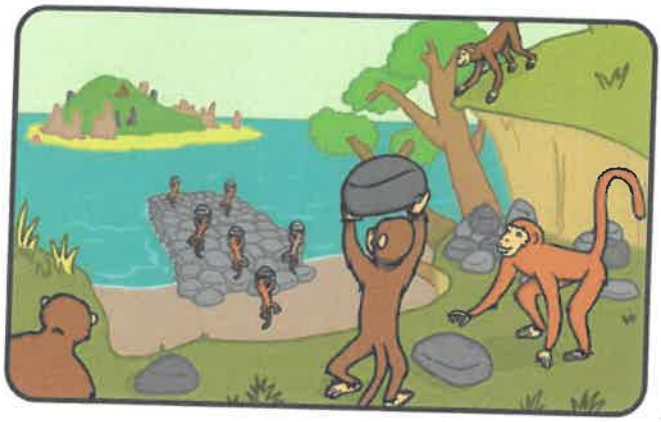


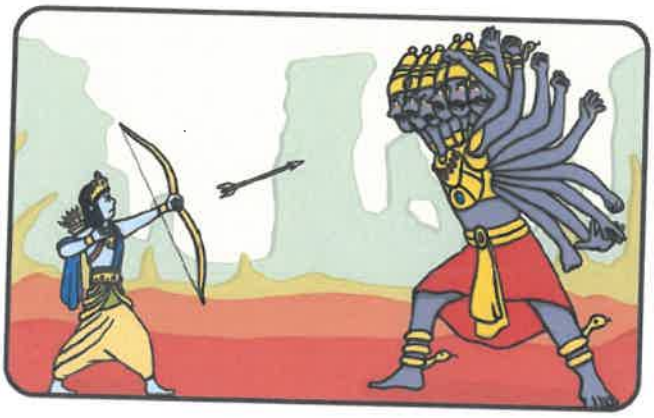
How many different answers can you find?

© White Rose Maths 2019

Wednesday 27th January 2021

LO: To retell the Hindu story of Rama and Sita





Ever since, Hindus _____ at a celebration called _____.

It reminds them that _____.

Multiply 2-digits by 1-digit (1) Friday 29th Jan

White Rose Maths

1 Ron, Eva and Mo each have 23 marbles.

Tens	Ones
10 10	
10 10	
10 10	

How many marbles are there in total?

3 × 3 ones = ☐

3 × 2 tens = ☐

☐ + ☐ = ☐

3 × 23 = ☐

There are ☐ marbles in total.

2 Use the place value chart to work out 2 × 24

Complete the multiplication sentences.

Tens	Ones
10 10	1 1 1 1
10 10	1 1 1 1

2 × 4 = ☐

2 × 20 = ☐

2 × 24 = ☐

3 Annie works out 43 × 2 = 86

Tens	Ones
10 10 10 10	1 1 1
10 10 10 10	1 1 1

	T	O
	4	3
×		2
	8	6

Talk about Annie's methods with a partner.

What is the same? What is different?

4 Complete the multiplications.

a)

	T	O
	2	4
×		2

b)

	T	O
	4	4
×		2

© White Rose Maths 2019

c) 31 × 3

d) 42 × 2

Compare answers with a partner.

5 Jack is trying to work out 34 × 2 using the column method.

I'm not sure what to do.

		2
×	3	4

Show how Jack could improve his column method and work out the answer.

6 One toaster costs £32

How much do 3 toasters cost?

7 Whitney has multiplied a 2-digit number by a 1-digit number.

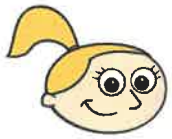
I had to do 30 + 9 = 39 to get my answer.

What numbers is Whitney multiplying?

Fill in the missing digits.

×		
3	9	

8 Filip used the column method to work out 41 × 2



I can work this multiplication out in my head.

4	1	
×	2	

a) How do you think Eva will work this out in her head?

b) Tick the multiplications that you can work out in your head.

4 × 22	3 × 23	3 × 33
12 × 4	3 × 32	4 × 20

© White Rose Maths 2019

Multiply 2-digits by 1-digit (1)

1 Ron, Eva and Mo each have 23 marbles.

Tens	Ones
10 10	
10 10	
10 10	

How many marbles are there in total?

3 × 3 ones = 9

3 × 2 tens = 60

9 + 60 = 69

3 × 23 = 69

There are 69 marbles in total.

2 Use the place value chart to work out 2 × 24

Complete the multiplication sentences.

Tens	Ones
10 10	1 1 1 1
10 10	1 1 1 1

2 × 4 = 8

2 × 20 = 40

2 × 24 = 48

3 Annie works out 43 × 2 = 86

Tens	Ones
10 10 10 10	1 1 1
10 10 10 10	1 1 1

	T	O
	4	3
×		2
	8	6

Talk about Annie's methods with a partner.

What is the same? What is different?

4 Complete the multiplications.

a)

	T	O
	2	4
×		2
	4	8

b)

	T	O
	4	4
×		2
	8	8

© White Rose Maths 2019

c) 31 × 3

	T	O	
	3	1	
×		3	
	9	3	

d) 42 × 2

	T	O	
	4	2	
×		2	
	8	4	

Compare answers with a partner.

5 Jack is trying to work out 34 × 2 using the column method.

		2	
×	3	4	

Show how Jack could improve his column method and work out the answer.

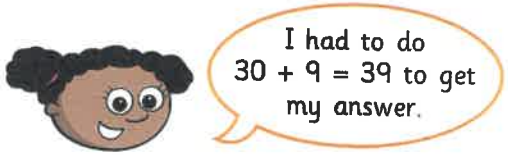
	3	4	
×		2	
	6	8	

6 One toaster costs £32

How much do 3 toasters cost?

£96

7 Whitney has multiplied a 2-digit number by a 1-digit number.



What numbers is Whitney multiplying?

Fill in the missing digits.

	1	3	
×		3	
	3	9	

8 Filip used the column method to work out 41 × 2

	4	1	
×		2	

a) How do you think Eva will work this out in her head?

b) Tick the multiplications that you can work out in your head. Various answers.

4 × 22	3 × 23	3 × 33
12 × 4	3 × 32	4 × 20

© White Rose Maths 2019