

Year 3

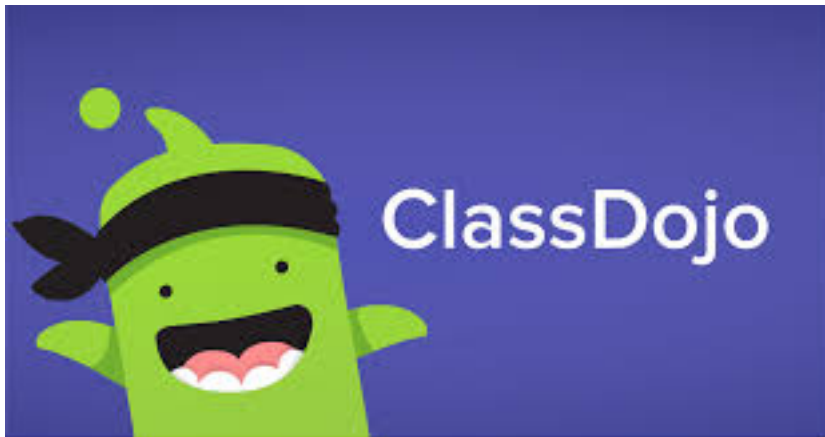
Maths Lesson

13.1.21

Home Learning Powerpoint – If you have any problems, just send us a Dojo message.

On this maths powerpoint:

- 1 warm up activity
- 1 maths lesson



Remember – you can get Dojos for posting pictures of your work on Class Dojo!



Warm Up Activity



Practise the 3 and 6 x tables.

Easier

1. ___ x 3 = 6
2. ___ x 3 = 15
3. ___ x 3 = 21
4. ___ x 3 = 12
5. ___ x 3 = 27
6. ___ x 3 = 33
7. ___ x 3 = 18
8. ___ x 3 = 30
9. ___ x 3 = 24
10. ___ x 3 = 9

Harder

1. ___ x 4 = 8
2. ___ x 4 = 40
3. 4 x ___ = 16
4. 4 x ___ = 44
5. ___ x 4 = 24
6. 4 x ___ = 36
7. ___ x 4 = 28
8. 4 x ___ = 12
9. ___ x 4 = 4
10. 4 x ___ = 20

Answers on
the next
page – no
peeking!



Warm Up Activity



Answers!

Easier

1. $2 \times 3 = 6$
2. $5 \times 3 = 15$
3. $7 \times 3 = 21$
4. $4 \times 3 = 12$
5. $9 \times 3 = 27$
6. $11 \times 3 = 33$
7. $6 \times 3 = 18$
8. $10 \times 3 = 30$
9. $8 \times 3 = 24$
10. $3 \times 3 = 9$

Harder

1. $2 \times 4 = 8$
2. $10 \times 4 = 40$
3. $4 \times 4 = 16$
4. $4 \times 11 = 44$
5. $6 \times 4 = 24$
6. $4 \times 9 = 36$
7. $7 \times 4 = 28$
8. $4 \times 3 = 12$
9. $1 \times 4 = 4$
10. $4 \times 5 = 20$

Now mark
your work.

How did you
do?

Maths Lesson

Write out your
objective and date in
your exercise book.

13.1.21

Objective: Can I multiply and divide any
number by 10?

Objective: : **Multiply and divide by 10.**

Draw a **place value** grid like this
on paper/your whiteboard.



| 100s | 10s | 1s |
|------|-----|----|
| | 3 | 0 |

Show **30** on the grid.

3 in the **10s** column
and **0** in the **1s**.

What is 30×10 ?
Show the answer on
your grid.

Objective: : **Multiply and divide by 10.**

Draw a **place value** grid like this
on paper/your whiteboard.



Show **30** on the grid.

What is 30×10 ?
Show the answer on
your grid.

| 100s | 10s | 1s |
|------|-----|----|
| | 3 | 0 |

3 in the **10s** column
and **0** in the **1s**.

Answer:

| 100s | 10s | 1s |
|------|-----|----|
| 3 | 0 | 0 |

Objective: : **Multiply and divide by 10.**

Draw a **place value** grid like this
on paper/your whiteboard.



| 100s | 10s | 1s |
|------|-----|----|
| | 3 | 0 |

Show **30** on the grid.

3 in the **10s** column
and **0** in the **1s**.

What is 30×10 ?
Show the answer on
your grid.

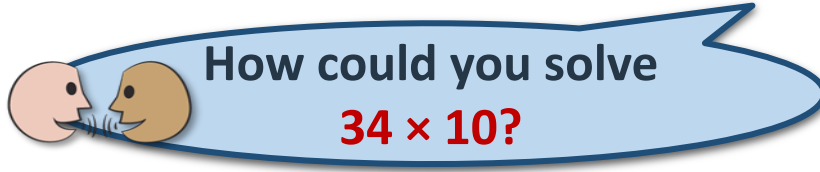
Answer:

| 100s | 10s | 1s |
|------|-----|----|
| 3 | 0 | 0 |

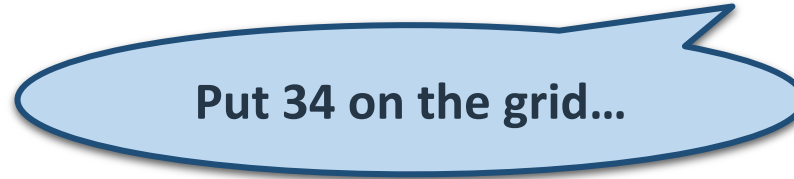
What has happened to
the digits?

Why do we need an
extra **0** digit?

Objective: **Multiply and divide by 10.**

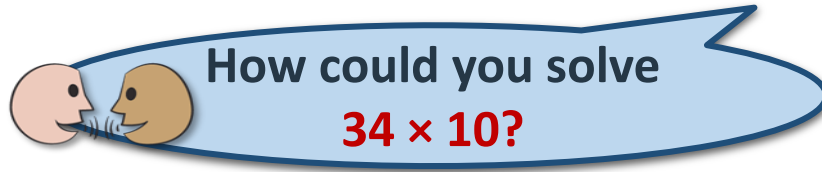


| 100s | 10s | 1s |
|------|-----|----|
| | 3 | 4 |



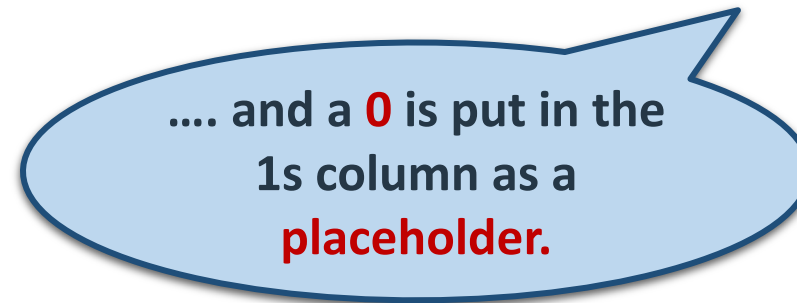
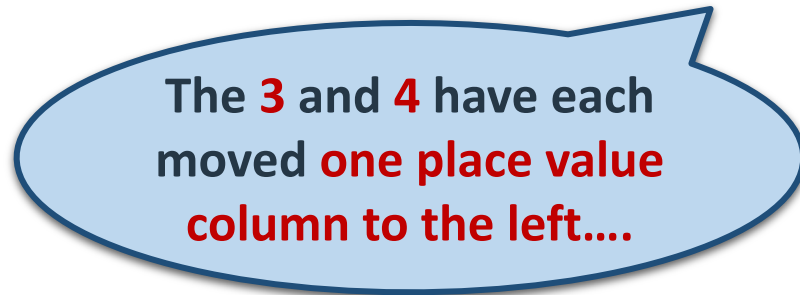
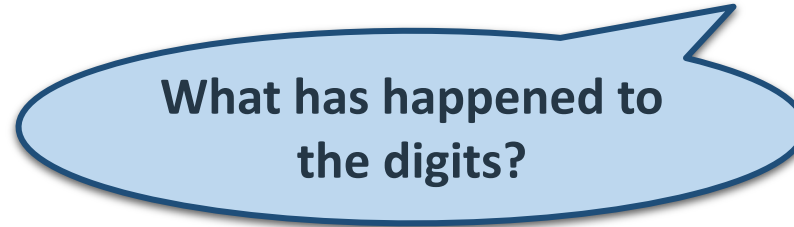
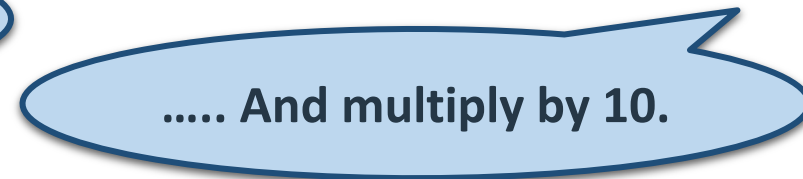
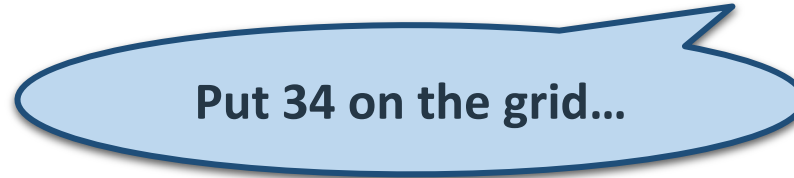
Answer on the next slide...

Objective: **Multiply and divide by 10.**



| Answer | | |
|--------|-----|----|
| 100s | 10s | 1s |
| 3 | 4 | 0 |

Answer



Objective: : **Multiply and divide by 10.**

Now try **42×10**
and **25×10** .

Let's check those...

| 100s | 10s | 1s |
|------|-----|----|
| | 4 | 2 |

| 100s | 10s | 1s |
|------|-----|----|
| | 2 | 5 |

Answers on the next slide...

Objective: : **Multiply and divide by 10.**

Now try **42×10**
and **25×10** .

Let's check those...

The **10s** and **1s** have
each moved **one place**
to the left....

| 100s | 10s | 1s |
|------|-----|----|
| 4 | 2 | 0 |

| 100s | 10s | 1s |
|------|-----|----|
| 2 | 5 | 0 |

Answers

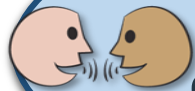
.... don't forget to put a
0 in the 1s as a
placeholder.

Objective: : **Multiply and divide by 10.**

Now Try
Division!

Now put **270** on the grid.

| 100s | 10s | 1s |
|------|-----|----|
| 2 | 7 | 0 |



When we multiplied by 10 the digits moved to the left, what do you think will happen when we divide by 10?

Let's see.

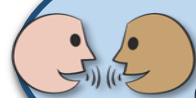
Answers on the next slide...

Objective: : **Multiply and divide by 10.**

Now Try
Division!

Now put **270** on the grid.

| 100s | 10s | 1s |
|------|----------|----------|
| | 2 | 7 |



When we multiplied by 10 the digits moved to the left, what do you think will happen when we divide by 10?

Let's see.

The **2** and **7** have each moved **one place to the right....**

.... and we don't need the final 0.

Objective: : **Multiply and divide by 10.**

Now try **$450 \div 10$**
and **$320 \div 10$** .

Let's check those...

| 100s | 10s | 1s |
|------|-----|----|
| 4 | 5 | 0 |

| 100s | 10s | 1s |
|------|-----|----|
| 3 | 2 | 0 |

Answers on the next slide...

Objective: : **Multiply and divide by 10.**

Now try **$450 \div 10$**
and **$320 \div 10$.**

Let's check those...

The **100s** and **10s** digits
move one place to the
right....

| 100s | 10s | 1s |
|------|-----|----|
| | 4 | 5 |

| 100s | 10s | 1s |
|------|-----|----|
| | 3 | 2 |

.... and we don't need
the final **0**.

Task 1

Multiply each number by 10. Write the calculation in your book and the answer.

Easier

1. $9 \times 10 =$
2. $17 \times 10 =$
3. $22 \times 10 =$
4. $36 \times 10 =$
5. $26 \times 10 =$
6. $37 \times 10 =$
7. $48 \times 10 =$
8. $73 \times 10 =$

Harder

1. $165 \times 10 =$
2. $163 \times 10 =$
3. $232 \times 10 =$
4. $354 \times 10 =$
5. $383 \times 10 =$
6. $4123 \times 10 =$
7. $5142 \times 10 =$
8. $2115 \times 10 =$

To multiply by 10 move each digit one decimal place to left and add zero as a place saver when needed.



Task 2

Divide each number by 10. Write the calculation in your book and the answer.

Easier

1. $90 \div 10 =$
2. $70 \div 10 =$
3. $30 \div 10 =$
4. $10 \div 10 =$
5. $60 \div 10 =$
6. $20 \div 10 =$
7. $80 \div 10 =$
8. $40 \div 10 =$

Harder

1. $630 \div 10 =$
2. $320 \div 10 =$
3. $540 \div 10 =$
4. $830 \div 10 =$
5. $170 \div 10 =$
6. $140 \div 10 =$
7. $350 \div 10 =$
8. $950 \div 10 =$

To divide by 10 move each digit one decimal place to right.



Challenge



Challenge Task 3

Multiplying by and dividing by 10

Sheet 2

Multiply the green numbers by 10 and divide the purple numbers by 10.

Set 1

16, 43, 27, 98, 40, 81, 72, 34, 69, 155
130, 460, 880, 690, 910, 350, 740, 220, 570, 900

Set 2

516, 403, 62, 999, 700, 88, 127, 45, 610, 355
830, 4260, 3890, 990, 8010, 550, 7120, 140, 2070, 1000

Challenge

Each week Harry gets £2 spending money. He spends 50p on sticker cards each week and saves the rest of the money.
How much money will Harry have saved after 10 weeks?
Now try making up another word problem that uses either $\times 10$ or $\div 10$.

How did you do?

Don't forget to post your work on Class Dojo!

