

Maths

Group A

$$\begin{array}{r} 222 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 597 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 585 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 773 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 743 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 607 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 719 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 857 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 841 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 912 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 584 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 141 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 234 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 573 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 578 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 765 \\ \times 9 \\ \hline \end{array}$$

Day 2:

1. There are 12 biscuits in a packet. Jane buys 4 packets for her party.  
How many biscuits does she have? \_\_\_\_\_

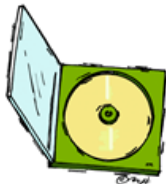


2. There are 16 fireworks in a box. Sam has 7 boxes. How many fireworks does he have altogether? \_\_\_\_\_

3. The teacher needs each table to have eight pencils and five pens. There are 5 tables. How many pencils and pens will she need? \_\_\_\_\_



4. Ben wants to buy 4 lollies for each of his twelve friends.  
How many lollies will he need to buy? \_\_\_\_\_



5. Lucy has 36 CDs in each rack. She has 3 racks. How many CDs has she altogether? \_\_\_\_\_



6. Jay's class are collecting shoes to send to Malawi. His class collected 26 pairs of shoes. How many individual shoes were collected altogether in Year 5? \_\_\_\_\_



7. It takes Laura 18 minutes to walk to St John's School each day. She walked to school and back every day for 5 days. How many minutes did Laura spend walking to and from school in one week? \_\_\_\_\_

8. Six children have completed their sticker card. Each card holds 24 stickers. How many stickers has the teacher given out. \_\_\_\_\_



Day 3:

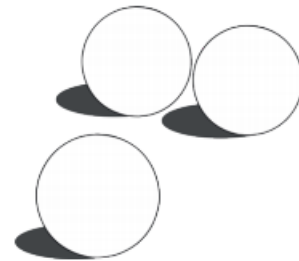
Complete the calculations below.

1.	3	8	1		2.	4	7	2		3.	6	1	7	4	
4.	4	2	7	2	5.	8	3	4	4	6.	7	4	3	4	

7.  $294 \div 6 =$

8.  $744 \div 3 =$

9. Connor had 91 marbles. He shared them out equally between 7 bags. How many marbles were in each bag?

10. A baker bakes 132 cupcakes. She sends them to 6 different supermarkets. How many cupcakes does each supermarket receive?




## Day 4: Multiplication reasoning problems

### Spot the mistake

Alex and Dexter have both completed the same multiplication.



Alex

	H	T	O
	2	3	4
×			6
1	2	0	4

2 2



Dexter

	H	T	O
	2	3	4
×			6
1	4	0	4

2 2

Who has the correct answer?

What mistake has been made by one of the children?

Here are three incorrect multiplications.

	T	O
	6	1
×		5
	3	5

	T	O
	7	4
×		7
4	9	8

	T	O
	2	6
×		4
8	2	4

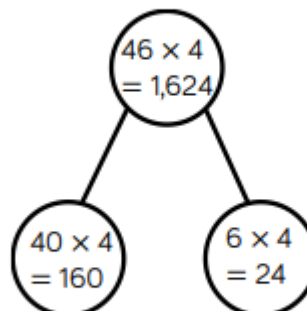
Correct the multiplications.

### 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.

Ron is calculating 46 multiplied by 4 using the part-whole model.



Can you explain Ron's mistake?

Teddy and his mum were having a reading competition.  
In one month, Teddy read 814 pages.



His mum read 4 times as many pages as Teddy.

How many pages did they read altogether?

How many fewer pages did Teddy read?  
Use the bar model to help.

Teddy 

814
-----

Mum 

814	814	814	814
-----	-----	-----	-----

Teddy has calculated  $19 \times 3$



$$20 \times 3 = 60$$

$$60 - 1 = 59$$

$$19 \times 3 = 59$$

Can you explain his mistake and correct the diagram?

Here are three number cards.

21
----

42
----

38
----

Dora, Annie and Eva choose one of the number cards each.

They multiply their number by 5

Dora says,



I did  $40 \times 5$  and then subtracted 2 lots of five.

Annie says,

I multiplied my number by 10 and then divided 210 by 2



Eva says,



I halved my 2-digit number and doubled 5 so I calculated  $21 \times 10$

Which number card did each child have?  
Would you have used a different method to multiply the numbers by 5?

Here are 6 multiplications.

$$43 \times 5$$

$$54 \times 6$$

$$38 \times 6$$

$$33 \times 2$$

$$19 \times 7$$

$$84 \times 5$$

Which of the multiplications would you calculate mentally?

Which of the multiplications would you use a written method for?

Explain your choices to a partner.

Did your partner choose the same methods as you?

## Day 5: Division reasoning problems

### Always, Sometimes, Never

If you write a whole number in a place value grid and multiply it by 10, all the digits move one column to the left.

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Four children are in a race. The numbers on their vests are:

350	35
3,500	53

Use the clues to match each vest number to a child.

- Jack's number is ten times smaller than Mo's.
- Alex's number is not ten times smaller than Jack's or Dora's or Mo's.
- Dora's number is ten times smaller than Jack's.

Eva and Whitney are dividing numbers by 10 and 100. They both start with the same 4-digit number.

They give some clues about their answer.



Eva

My answer has 8 ones and 2 tens.

My answer has 2 hundreds, 8 tens and 0 ones.



Whitney

What number did they both start with?  
Who divided by what?

Annie has multiplied a whole number by 10

Her answer is between 440 and 540

What could her original calculation be?

How many possibilities can you find?

While in Wonderland, Alice drank a potion and everything shrank. All the items around her became ten times smaller! Are these measurements correct?

Item	Original measurement	After shrinking
Height of a door	220 cm	2,200 cm
Her height	160 cm	16 cm
Length of a book	340 mm	43 mm
Height of a mug	220 mm	?

Can you fill in the missing measurement?

Can you explain what Alice did wrong?

Write a calculation to help you explain each item.

Use the digit cards to fill in the missing digits.

1	2	3	4	5	6	7	8	9
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$$170 \div 10 = \underline{\quad} \underline{\quad}$$

$$\underline{\quad}20 \times 10 = 3\underline{\quad}00$$

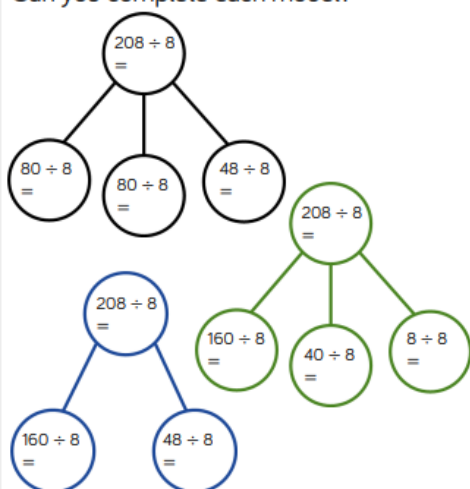
$$1,8\underline{\quad}0 \div 10 = 1\underline{\quad}6$$

$$\underline{\quad}9 \times 100 = 5\underline{\quad}00$$

$$6\underline{\quad} = 6,400 \div 100$$

Dexter is calculating  $208 \div 8$  using part-whole models.

Can you complete each model?



How many part-whole models can you make to calculate  $132 \div 4$ ?