# Teaching revision: Day 1

## Use knowledge of times tables facts to help find common multiples.

**Day 1:** Use knowledge of times tables facts to help find common multiples.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

Can you see a number that is a multiple of 3 and also a multiple of 2? We call these common multiples of 2 and 3.

Write at least four common multiples of 2 and 3 on your whiteboards.

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| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

The multiples of 2 are pink and the multiples of 3 are yellow.
The common multiples have pink and yellow stripes.
Use these to check your list of common multiples.
What do you notice about these numbers?

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How can we recognise multiples of 9?

Some are also multiples of 6. Write three common multiples of 6 and 9 on your whiteboards.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
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| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

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See how the common multiples have pink and yellow stripes. Check yours.

| | | | | | | | | | |
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| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
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Which of these multiples of 6 are also multiples of 8?

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| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
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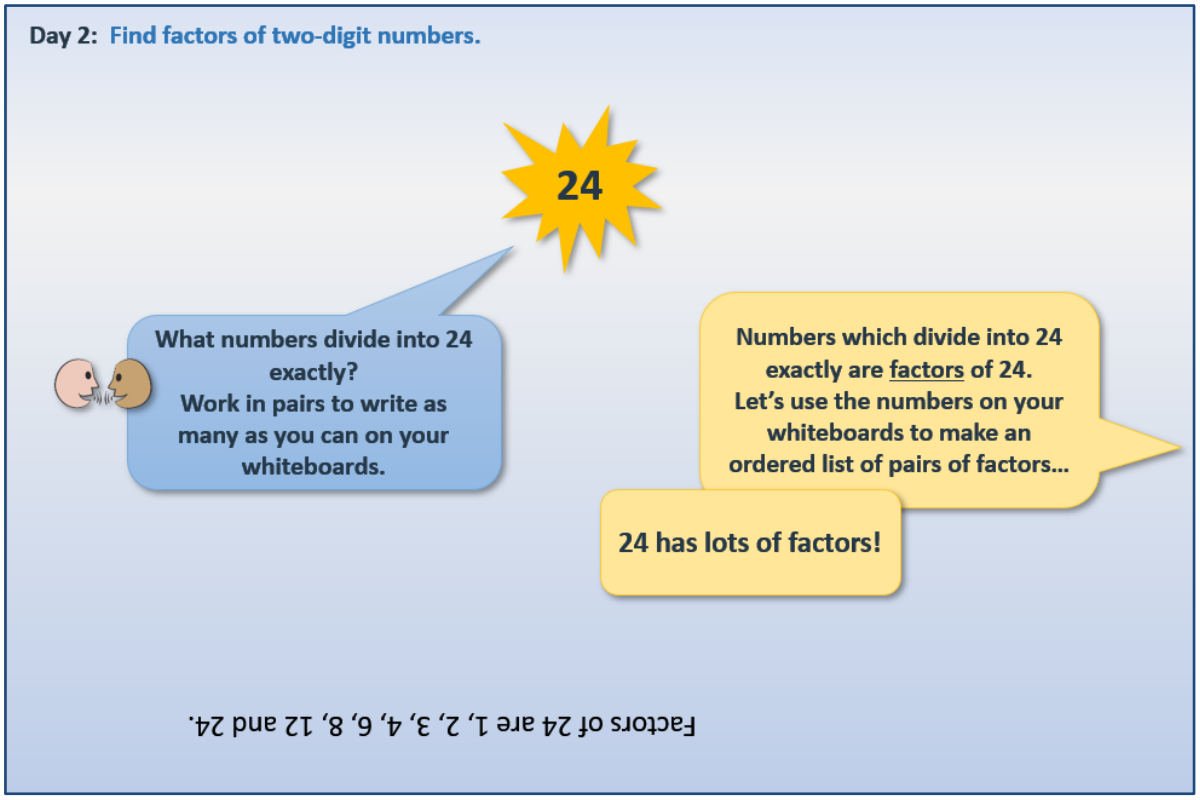
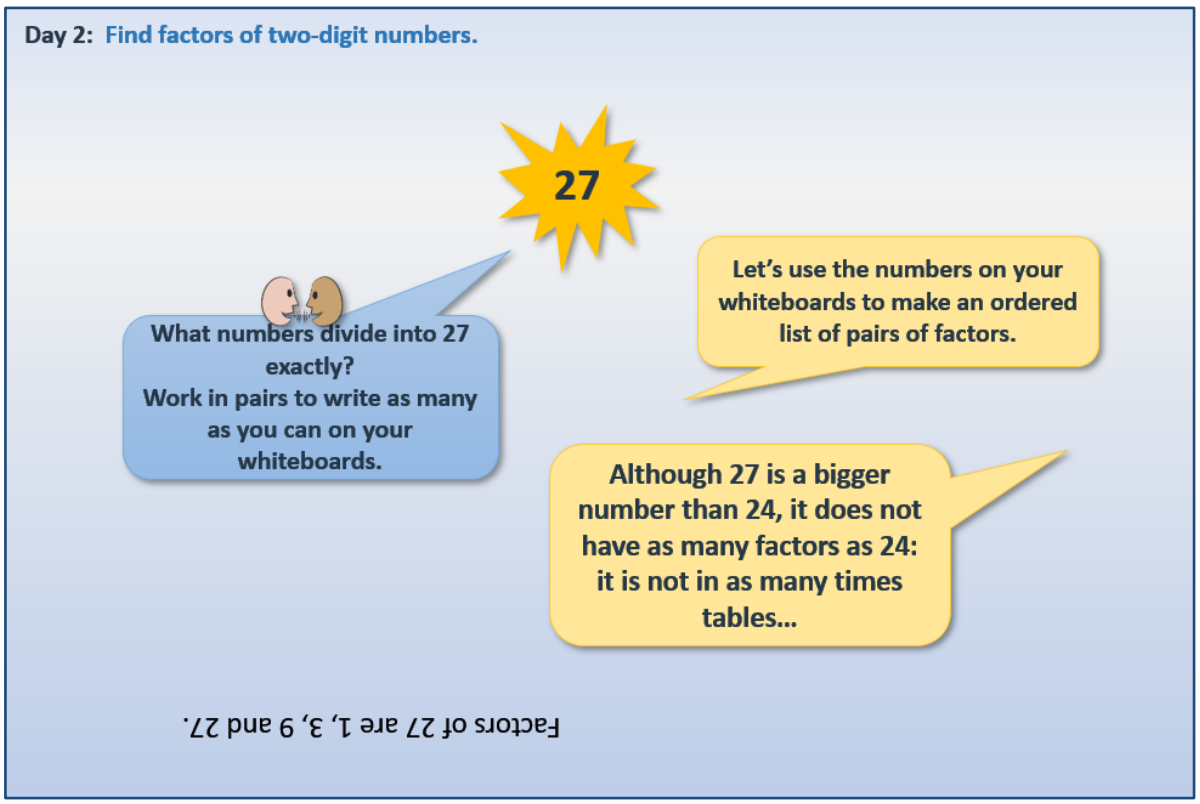
See how the common multiples have pink and yellow stripes. Check yours.

Now choose a practice sheet to suit you. You can select Day 1 Sheet 1 (easier) or Day 1 Sheet 2 (harder).

# Teaching revision: Day 2

## Find factors of two-digit numbers.




Now try the whole class practice sheet, Day 2 Sheet 1.

## Teaching revision: Day 3

**Divide mentally, deciding whether to round up or down depending on the context.**

**Day 3:** Divide mentally, deciding whether to round up or down depending on the context.

1. Sarah is taking free range chicks to sell at the farmers' market. She can put five chicks in each cage. She has 62 chicks. How many cages does she need to take all the chicks?

Work in pairs to agree the calculation needed for the problem. We'll discuss the answers to the problems together!

The answer to the division is 12 r 2, but if Sarah only takes 12 cages she will leave 2 chicks behind, so the answer needs to be rounded up to 13 so that she can take all the chicks, and the cages won't be full.

Does the answer need to be rounded up or down?

2. She's also taking eggs. She has 75. How many full boxes of six eggs can she take?

The answer is 12 r 3, but Sarah can only fill 12 boxes, so the answer is rounded down. She will have 3 eggs she can't put into boxes.

**Day 3:** Divide mentally, deciding whether to round up or down depending on the context.

3. Mrs Holes is ordering some group reading books for Year 5. She needs 65 books. They come in packs of four. How many packs does she need to order?

Does the answer need to be rounded up or down?

The answer to the division is 16 r 1, but if she orders only 16 packs she will be short of 1 book, so the answer needs to be rounded up to 17.

4. She has 89 handwriting pens for the year group. How many pots of 6 pens can she make?

The answer is 14 r 5, so she can only fill 14 pots, so the answer is rounded down. She will have 5 pens left over.

**Challenge!** Think of a division problem where we would need to round up, and one where we would need to round down.

Now try the whole class practice sheet, Day 3 Sheet 1.