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This shows us what page to turn to.



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The first page of a lesson is a maths problem. Don't look at the next page until you have had a go! The third and fourth pages give you practice, so you can check your understanding.



# 10 times-table

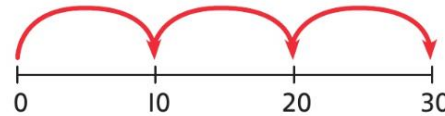
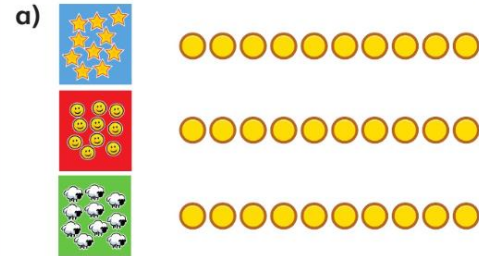
## Discover



- a)** How many stickers are there on 3 sheets?
- b)** Jamal has 6 sheets of stickers.  
How many stickers does he have in total?

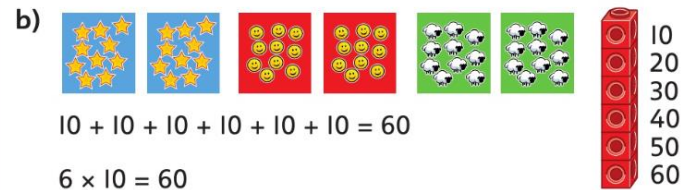
## Share

I can count in 10s.



$3 \times 10 = 30$

There are 30 stickers on 3 sheets.



Jamal has 60 stickers in total.

There are 10 in each group.  
There are 6 groups.



I wonder if I can use multiplication to help.



# Lesson 1

## 10 times-table

- 1 a) There are 3 pages of stickers.  
There are 10 stickers on each page.



How many stickers are there in total?

$$\square \times \square = \square$$

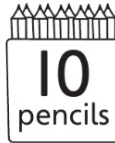
There are  stickers in total.



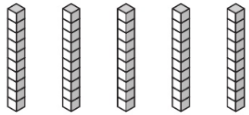
- b) How many pencils are there in 6 boxes?

$$\square \times \square = \square$$

There are  pencils in 6 boxes.



- 2 a) How many  are there?



$$\square \times 10 = \square$$

- b) Complete the number sentence.

?			
10	10	10	10

$$\square \bigcirc \square = \square$$

- 3 Compare each calculation using  $<$ ,  $>$  or  $=$ .

a)  $3 \times 5$    $4 \times 10$

c)  $5 \times 5$    $2 \times 10$

b)  $10 \times 3$    $5 \times 6$

d)  $5 \times 4$    $3 \times 10$

- 4 Put these cards in order from smallest to largest. 

$3 \times 5$	
$10 \times 9$	
$1 \times 10$	
$5 \times 5$	
$2 \times 6$	
$4 \times 10$	
$10 \times 2$	
$5 \times 3$	
$2 \times 8$	

# Making equal groups

## Discover



**1** a) 12 children want to dance in groups of 4.

How many groups are there?

b) The 12 children now dance in groups of 3.

How many groups are there now?



## Share

I used counters to represent the children.

a) Put 4 in a group.



Put the next 4 in a group. Then another 4 in a group.

They make 3 groups.



There are 12 children.

They are put in groups of 4.

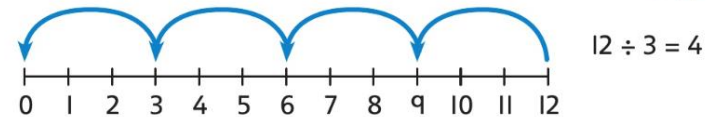
There are 3 groups.

We can write this as  $12 \div 4 = 3$ .

I took 4 away from 12 three times.

$\div$  means **divide**. Here this means working out how many groups we can make.

b)



There are 4 groups now.



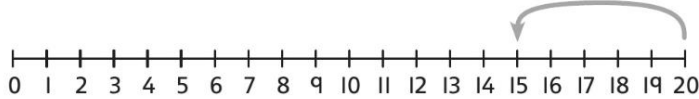
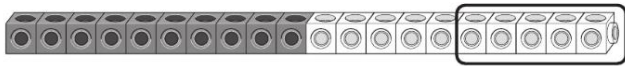
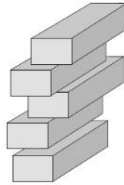
## Lesson 2

### Making equal groups

1 Jo makes towers of 5 blocks each.

She has 20 blocks in total.

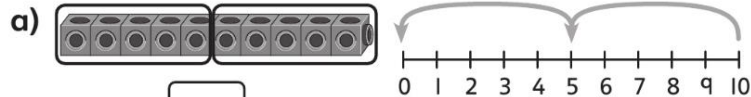
How many towers can she make?



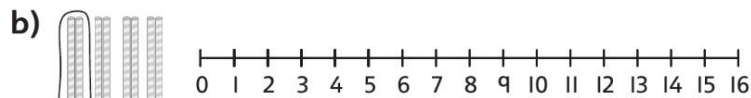
$$\square \div \square = \square$$

Jo can make  towers of 5 blocks.

2 Complete each number sentence.

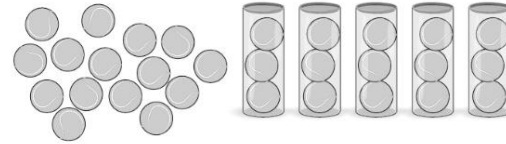


$$10 \div 5 = \square$$

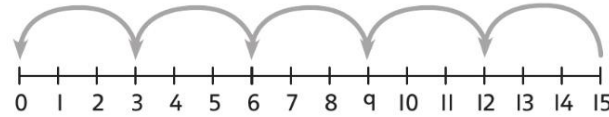


$$\square \div 2 = \square$$

3



$$15 \div 3 = 5$$



Who is correct?



There are 15 tennis balls in total.  
They are put in groups of 5.  
There are 3 equal groups at the end.

There are 15 tennis balls in total.  
They are put in groups of 3.  
There are 5 equal groups at the end.



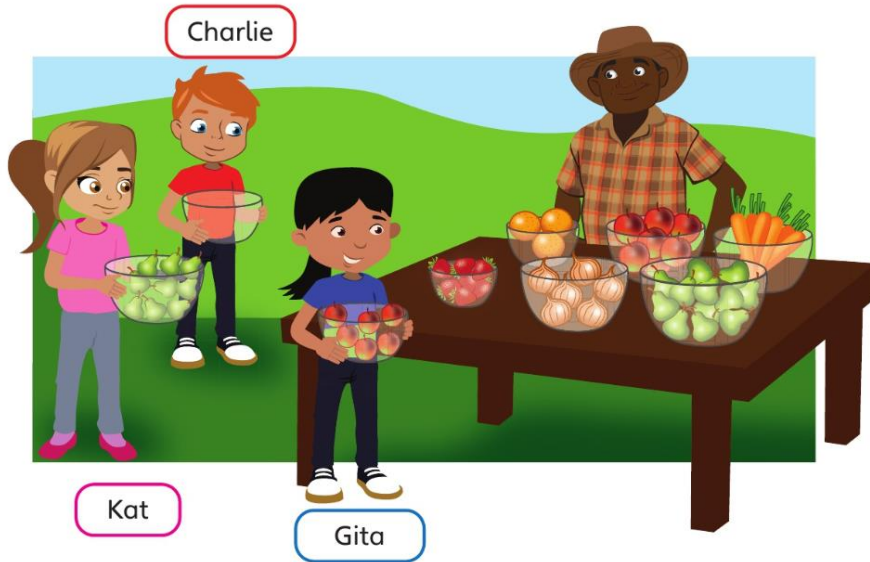
I think \_\_\_\_\_ is right.




\_\_\_\_\_ made a mistake about

\_\_\_\_\_.


# Sharing and grouping

## Discover

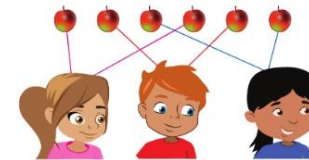


- 1 a) 3 friends share 6  equally. Use drawings to show how they shared the 6 .
- How many does each friend get?
- b) The 3 friends now share 9  equally.
- How many does each friend get?


## Share

I can see that each round of sharing must give everyone exactly the same until all the  are shared.


a)

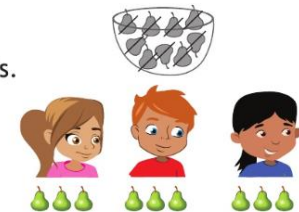


I can give the apples away until I have none left. I can use a division sentence to represent this.

There are 6 apples.  
They are shared between 3 friends.  
We can write this as  $6 \div 3 = 2$   
Each friend gets 2 .



- b) There are 9 pears.  
They are shared between 3 friends.  
 $9 \div 3 = 3$   
Each friend gets 3 .

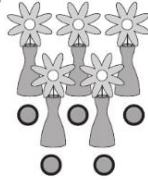
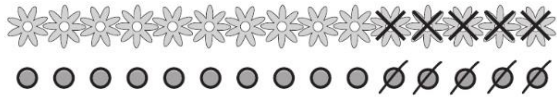


## Sharing and grouping

- 1 Jamal has 15 flowers.

He shares them equally between 5 vases.

How many flowers go in each vase?



$$15 \div 5 = \square$$

There are  flowers in each vase.

- 2 There are 15 bricks.

They are shared between three wheelbarrows.



How many bricks go in each wheelbarrow?




$$\square \div \square = \square$$

Each wheelbarrow carries  bricks.

- 3 It is sports day. Share the equipment between 4 classes.

a)  $\square \div \square = \square$

Each class gets  .



b)  $\square \div \square = \square$

Each class gets  .

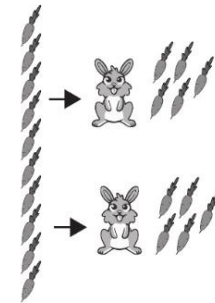


- 4 Use these words to complete each sentence. 

shared    carrots

total    rabbits

people    equal



$$10 \div 2 = 5$$

The 10 represents \_\_\_\_\_.

The 2 represents \_\_\_\_\_.

The 5 represents \_\_\_\_\_.

# Odd and even numbers

## Discover



1 a) Which socks can be sorted into pairs with none left over?

b) More socks are hung out to dry.

Can each row be sorted into pairs with none left over?

Write Yes or No for your answer.

8		
9		
10		
11		
12		

## Share

a) Each pair of socks has 2 socks.



I circled each pair but there is 1 sock left over.

The plain socks can be sorted into pairs with none left over.

b)

I counted in 2s to see which socks could be paired up. 2, 4, 6, 8, 10...

8		yes
9		no
10		yes
11		no
12		yes

2, 4, 6, 8, 10 and 12 are **even** numbers.  
1, 3, 5, 7, 9 and 11 are **odd** numbers.



Lesson 4

## Odd and even numbers

1 The children must work in pairs.

Will anyone be on their own?



There are  children.

There will be  on their own.

So  is an \_\_\_\_\_ number.

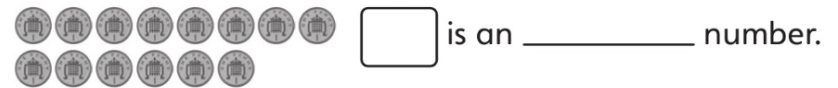


There are  children.

There will be  on their own.

So  is an \_\_\_\_\_ number.

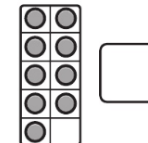
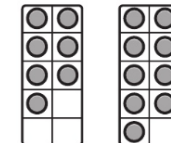
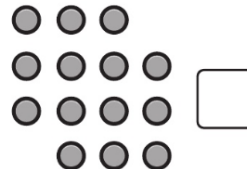
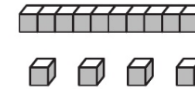
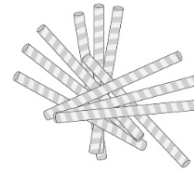
2 Circle pairs. Write the number and then 'odd' or 'even' to complete the answers below.



3 Tick which pictures show odd numbers.



Use the 2 times-table to help you decide.



- $1 \times 2 = 2$
- $2 \times 2 = 4$
- $3 \times 2 = 6$
- $4 \times 2 = 8$
- $5 \times 2 = 10$
- $6 \times 2 = 12$
- $7 \times 2 = 14$
- $8 \times 2 = 16$
- $9 \times 2 = 18$
- $10 \times 2 = 20$