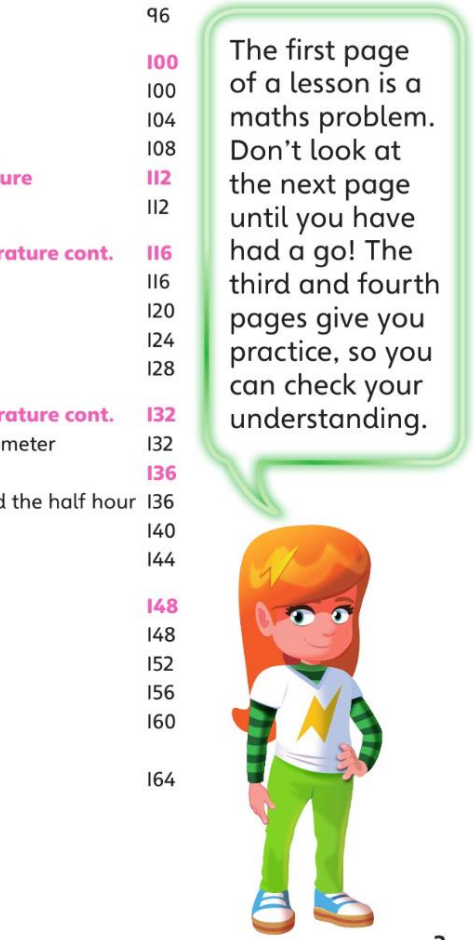
Contents



Lesson 1

10 times-table

Discover

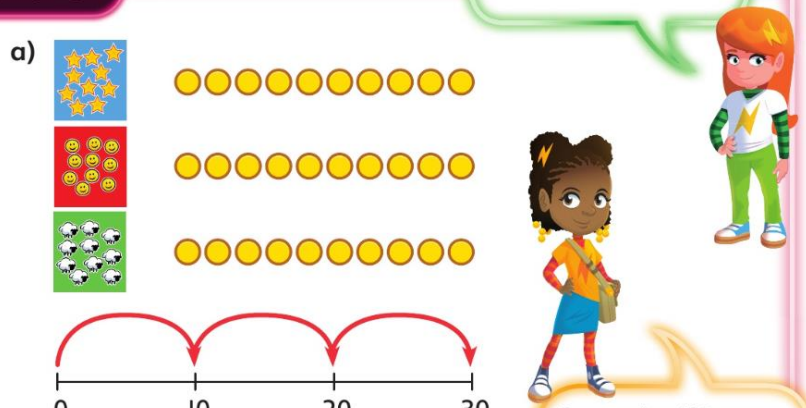
1 **a)** How many stickers are there on 3 sheets?

b) Jamal has 6 sheets of stickers.

How many stickers does he have in total?

Share

I can count in 10s.



a)

0 10 20 30

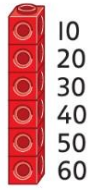
10 + 10 + 10 = 30

3 × 10 = 30

There are 30 stickers on 3 sheets.

I wonder if I can use multiplication to help.

b)



10 + 10 + 10 + 10 + 10 + 10 = 60

6 × 10 = 60

Jamal has 60 stickers in total.

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

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?

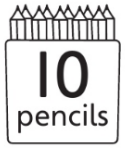
☐ × ☐ = ☐

There are ☐ stickers in total.

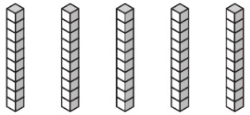
b) How many pencils are there in 6 boxes?

☐ × ☐ = ☐

There are ☐ pencils in 6 boxes.



2 **a)** How many ▣ are there?



☐ × 10 = ☐

b) Complete the number sentence.

?			
10	10	10	10

☐ ◯ ☐ = ☐

3 Compare each calculation using <, > or =.

a) 3 × 5 ◯ 4 × 10

b) 10 × 3 ◯ 5 × 6

c) 5 × 5 ◯ 2 × 10

d) 5 × 4 ◯ 3 × 10

4 Put these cards in order from smallest to largest.

3 × 5	_____
10 × 9	_____
1 × 10	_____
5 × 5	_____
2 × 6	_____
4 × 10	_____
10 × 2	_____
5 × 3	_____
2 × 8	_____

Lesson 2

Making equal groups

Discover

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

How many groups are there?

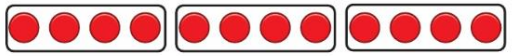
b) The 12 children now dance in groups of 3.

How many groups are there now?

Share

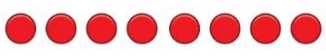
I used counters to represent the children.

a) Put 4 ◯ in a group.

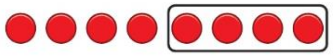


Put the next 4 ◯ in a group. Then another 4 ◯ in a group.

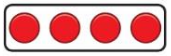
They make 3 groups.



12 – 4 = 8



8 – 4 = 4



4 – 4 = 0

I took 4 away from 12 three times.

There are 12 children.

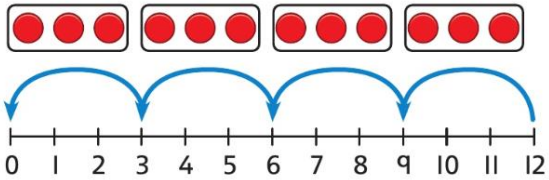
They are put in groups of 4.

There are 3 groups.

We can write this as 12 ÷ 4 = 3.

÷ means **divide**. Here this means working out how many groups we can make.

b)



12 ÷ 3 = 4

There are 4 groups now.

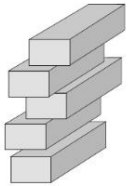
Lesson 2

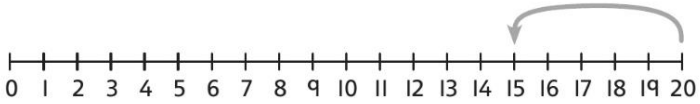
Making equal groups

1 Jo makes towers of 5 blocks each.

She has 20 blocks in total.

How many towers can she make?





☐ ÷ ☐ = ☐

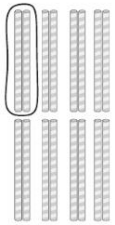
Jo can make ☐ towers of 5 blocks.

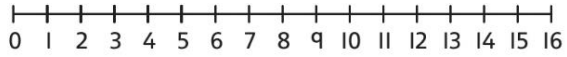
2 Complete each number sentence.

a)

10 ÷ 5 = ☐

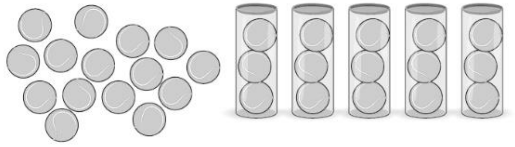
b)



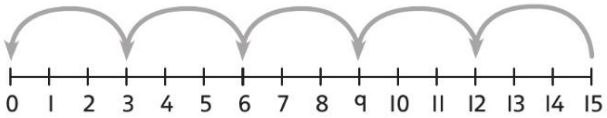


☐ ÷ 2 = ☐

3



15 ÷ 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.

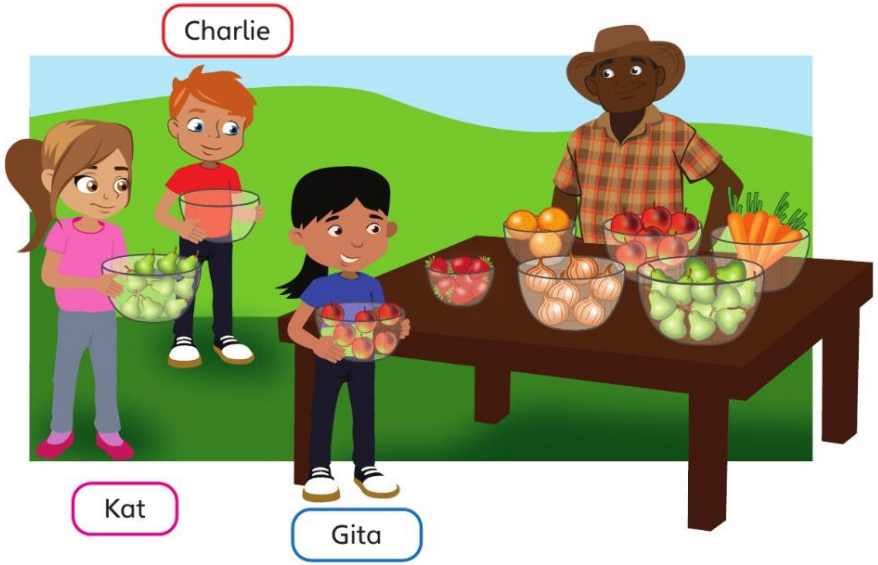
_____ made a mistake about

_____ .

Lesson 3

Sharing and grouping

Discover



1 **a)** 3 friends share 6 apples equally. Use drawings to show how they shared the 6 apples.
How many does each friend get?

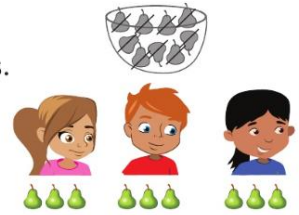
b) The 3 friends now share 9 pears equally.
How many does each friend get?

Share

a)

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

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



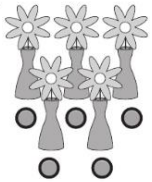
Lesson 3

Sharing and grouping

1 Jamal has 15 flowers.

He shares them equally between 5 vases.

How many flowers go in each vase?



15 ÷ 5 = ☐

There are ☐ flowers in each vase.

2 There are 15 bricks.

They are shared between three wheelbarrows.

How many bricks go in each wheelbarrow?

☐ ÷ ☐ = ☐

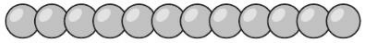
Each wheelbarrow carries ☐ bricks.

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

a) ☐ ÷ ☐ = ☐

Each class gets ☐ .

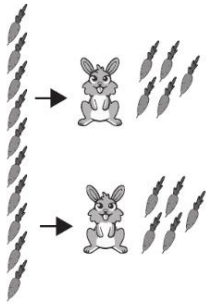
b) ☐ ÷ ☐ = ☐



Each class gets ☐ .

4 Use these words to complete each sentence.

shared	carrots
total	rabbits
people	equal



10 ÷ 2 = 5

The 10 represents _____ .

The 2 represents _____ .

The 5 represents _____ .

Lesson 4

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.

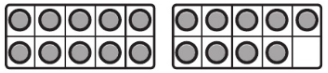
There are ☐ children.

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.

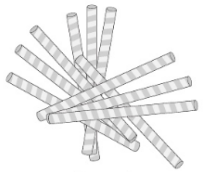
 ☐ is an _____ number.

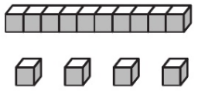
 ☐ is an _____ number.

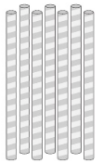
 ☐ is an _____ number.

3 Tick which pictures show odd numbers.

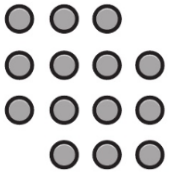
Use the 2 times-table to help you decide.

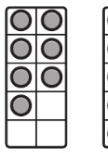
 ☐

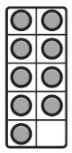
 ☐

 ☐

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

 ☐



 ☐