

Cotsford
Primary School

Cotsford Primary School Year 5

Home Learning
Isolation pack
Autumn 2

Lesson 1

Find out some information about Ernest Shackleton.



Who was he? When was he alive?

What was he trying to do?

What happened to his ship and crew?

Lesson 2

To answer questions about a text.

Titanic

Titanic was a passenger liner and the largest ship of its time. It carried over 2000 passengers and crew. Its first voyage was from Southampton to New York but the ship never reached its destination.



Building Work

Titanic was built in Belfast, Ireland. It took three years to build and cost millions of dollars.

The ship was constructed so that it had 16 watertight compartments. To keep the ship and passengers safe, these compartments included heavy metal doors which closed in around 30 seconds if any water seeped in. The doors closed slowly to give escaping crew members time to pass through.

Titanic had four funnels. Only three of these funnels worked; the other was for kitchen ventilation and to make the ship seem more powerful.



Facilities

The boat deck was the highest deck on Titanic. It was called the boat deck as this is where lifeboats were kept. It was a large open space where first and second class passengers could stroll, rest on benches and play games.

The grand staircase was covered by a beautiful glass dome. The centrepiece of the staircase contained a clock.

There was an A La Carte Restaurant for first class passengers, a Parisian-style restaurant and also first, second and third class dining saloons. In addition, there was a pool, two barber shops, two libraries, a gym, Turkish baths, a squash court and lifts. However, the use of these facilities depended on your ticket class.

First Class

Titanic's first class passengers were very rich. They travelled with several suitcases and trunks; some even brought their butlers, maids, dogs or car. The most expensive suites included two bedrooms, two dressing rooms, a sitting room, a bathroom and a private deck, or there were 350 cheaper first class cabins. All the rooms were beautifully decorated.

First class, one way tickets started at roughly £25 (thousands of pounds in today's money) with a suite costing near to £900.

Second Class

There was a grand dining room for second class passengers. The room was beautifully decorated. Second class rooms slept between two to four people, with a shared bathroom. Second class on Titanic was equal to first class standard on any other ship at the time.

Third Class

Third class travel was much less comfortable and known as 'steerage'. These passengers were not allowed to go to the first and second class areas of the ship and use facilities such as the swimming pool or squash court.

Cabins slept between two and ten people and there were only two bathtubs for all of the 712 third class passengers on board.

Third class tickets costed between £3 and £8. An £8 ticket would be worth around £550 today. This class offered transportation rather than luxury.



Why Didn't The Titanic Reach Its Destination?

The Titanic sank in the North Atlantic Ocean on 15th April, 1912 after hitting an iceberg.

Who Was to Blame?

Here a few theories about who was to blame:

Captain Smith was the ship's captain. Many people blamed him for continuing at speed into an unknown area of ice.

There were not enough lifeboats on board to hold all of the passengers and crew. There were only enough lifeboat spaces for 1178 people when the ship's total capacity was 3547. Tragically, when the lifeboats were launched, they were not even full.



Captain Lord was the captain of another ship called the Californian. His crew saw rockets being fired into the sky from the Titanic. Captain Lord was informed, but he didn't realise they were warning signals, therefore the ship didn't assist immediately. Also, the Californian's radio operator had finished work for the night meaning the ship didn't pick up the Titanic's distress signals in time to help.

The inquiries into the tragedy concluded that ships must always slow down when entering icy areas, all ships must carry enough lifeboats for everyone onboard and wireless rooms were to be manned around the clock.

1. Where was Titanic sailing to?

2. How many years did it take to build?

3. What was the purpose of fitting heavy metal doors, which closed slowly, in the watertight compartment areas of the ship?

4. Where were the lifeboats kept?

5. Why do you think third class passengers were not allowed to go up to the first or second class areas of the ship?

6. Can you explain why a second class passenger would have been impressed with their facilities?

7. What was the problem with the lifeboats? Give a detailed response.

8. Which ticket class would you have preferred and why?

9. What or who do you think was to blame for the disaster? Explain your reasoning.

Lesson 3

Research information about the Titanic.



RMS *Titanic*

Lesson 4

Create a poster of information about Titanic.

Lesson 6

To use the vocabulary linked to Antarctica.

What do the following words mean?

Climate: _____

Indigenous: _____

Polar Day: _____

Polar Night: _____

Tundra: _____

Please put 2 of the above words into a sentence.

Lesson 8

To create a fact file about the Antarctic.

Antarctic

Choose 4 words to describe what Antarctic is like:

Who lives in Antarctic?

Draw a picture of Antarctic:

What animals live in Antarctic?

Describe 3 activities you could do in Antarctic:

Why is The Antarctic classed as a desert?

Describe the importance of ice in the Antarctic:

Lesson 9

Imagine you are an explorer in the Antarctic. Plan a letter to your parent, explaining about what has happened and what you have seen.

Introduction	Who are you writing your letter to? Why are you writing your letter?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
First point	What has happened on your journey? How do you feel about that? What did you like? What did you dislike?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Second point	What animals have you seen on your journey? How did you feel? What did you like? What did you dislike?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Conclusion	Explain when you will be leaving. How do you feel about ending your journey? What have you missed while on your journey? What/who are you excited to see when you get back?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Lesson 1 – Maths

To complete 4-digit addition with no exchange

$$\begin{array}{r} 1 \quad 2541 \\ + 5235 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 7114 \\ + 2372 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 6280 \\ + 2704 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 2854 \\ + 4042 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 4672 \\ + 4221 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 6091 \\ + 3604 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 4472 \\ + 5226 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 5828 \\ + 3031 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 4482 \\ + 5502 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 7023 \\ + 1445 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 4661 \\ + 3238 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 3668 \\ + 4131 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13 \quad 7002 \\ + 2755 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14 \quad 5192 \\ + 3203 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15 \quad 4927 \\ + 4031 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16 \quad 7731 \\ + 2164 \\ \hline \\ \hline \end{array}$$

Challenge:

$$\begin{array}{r} 1 \quad 3_2_ \\ + _375 \\ \hline 78_8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad __36 \\ + 57_3 \\ \hline 787_ \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 4_ _1 \\ + _306 \\ \hline 888_ \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 62_ _ \\ + 3_84 \\ \hline _688 \\ \hline \end{array}$$

Lesson 2 – Maths

To complete 4-digit addition with exchange

$$\begin{array}{r} 1 \quad 4078 \\ + 7806 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 3020 \\ + 7033 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 8389 \\ + 2094 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 1938 \\ + 8398 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 8784 \\ + 9969 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 8580 \\ + 1887 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 9771 \\ + 8489 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 5602 \\ + 9250 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 2851 \\ + 2330 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 8976 \\ + 7249 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 6942 \\ + 3220 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 7238 \\ + 5733 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13 \quad 4265 \\ + 8270 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14 \quad 8811 \\ + 2787 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15 \quad 1899 \\ + 8179 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16 \quad 6073 \\ + 6379 \\ \hline \\ \hline \end{array}$$

Challenge:

$$\begin{array}{r} 1 \quad 2_32 \\ + 31_ \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 96_ \\ + 6_80 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 25_7 \\ + _39_ \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 8_2_ \\ + _060 \\ \hline \\ \hline \end{array}$$

Lesson 3 – Maths

To complete 4-digit subtraction with no exchange

$$\begin{array}{r} 1 \quad 8017 \\ - 5004 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 6276 \\ - 3153 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 8068 \\ - 2044 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 9894 \\ - 8452 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 6558 \\ - 4341 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 8302 \\ - 5301 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 8969 \\ - 4823 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 8568 \\ - 3522 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 6482 \\ - 4151 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 6143 \\ - 3022 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 9663 \\ - 6241 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 6527 \\ - 3204 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13 \quad 7716 \\ - 3602 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14 \quad 5159 \\ - 3026 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15 \quad 8380 \\ - 4270 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16 \quad 6881 \\ - 3260 \\ \hline \\ \hline \end{array}$$

Challenge:

$$\begin{array}{r} 1 \quad 82_3 \\ - _12_ \\ \hline 4_20 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 5_44 \\ - _2_1 \\ \hline 171_ \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 9_64 \\ - 63_ \\ \hline _241 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 9_5_ \\ - _302 \\ \hline 22_4 \\ \hline \end{array}$$

Lesson 4 – Maths

To complete 4-digit subtraction with exchange

$$\begin{array}{r} 1 \quad 7894 \\ - 3918 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 7425 \\ - 6773 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 9882 \\ - 6443 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 6746 \\ - 5816 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 6873 \\ - 5175 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 7043 \\ - 5878 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 7861 \\ - 7200 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 9803 \\ - 1985 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 7327 \\ - 5309 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 7178 \\ - 2906 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 5637 \\ - 4447 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 2877 \\ - 2498 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13 \quad 7450 \\ - 3219 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14 \quad 7723 \\ - 6962 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15 \quad 6527 \\ - 4450 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16 \quad 5568 \\ - 2319 \\ \hline \\ \hline \end{array}$$

Challenge:

$$\begin{array}{r} 1 \quad 9_45 \\ - _5_6 \\ \hline 171_ \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 26_5 \\ - 1_6_ \\ \hline _368 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad _5_7 \\ - 2_2_ \\ \hline 4971 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 2_ _8 \\ - _63_ \\ \hline 1075 \\ \hline \end{array}$$

Lesson 5 – Maths

To complete addition and Subtraction problems

Maths Mastery Addition and Subtraction Challenge Cards

2. Use your maths skills to explain which of these signs should go in the boxes.

\geq \leq $=$

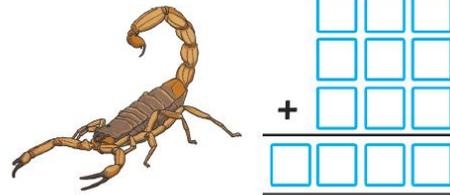
2416 + 15 + 15 2416 + 30

1904 - 904 1914 - 924

2146 - 39 + 42 2134 - 49 + 21

Maths Mastery Addition and Subtraction Challenge Cards

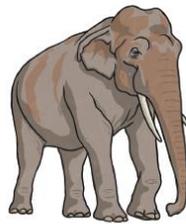
3. Use the digits 1 to 9 (once only) to make three 3-digit numbers. Your mission is to make the total as close to 1500 as you can.



Maths Mastery Addition and Subtraction Challenge Cards

4. Using these numbers in any order: 2,3,4 What is the largest answer you can get by adding them together?

Example: $24 + 3 = 27$



Maths Mastery Addition and Subtraction Challenge Cards

5. Choose four negative consecutive numbers between -1 and -10. Place a - and/or a + sign between each one, and add them together.

What do you notice about the answers?

Example: $-7 + -6 + -5 + -4 =$

Try different negative consecutive numbers.

Can you predict the answers?

Maths Mastery Addition and Subtraction Challenge Cards

How old is Grandad?

Sally asked her Grandad how old he was.

This was his answer:

"I have 6 children, and there are 4 years between each child. I had my first child when I was 21. Now the youngest one is 21 himself. Can you work out my age?"

How old is Sally's Grandad?



Maths Mastery Addition and Subtraction Challenge Cards

7. Choose four digits. Put one digit in each box. Read the new two-digit numbers they make. Add all the four, 2-digit number together and see if they make 100.

2	6
4	8

 $26 + 24 + 48 + 68 = 166$

Can you work your magic to show how the 4 2-digit numbers were created – reading left to right 26, 48 and up to down 24, 68?

Can you make 100 using your choice of digits?
Find four different digits that result in a total of 100.

Lesson 6 – Maths

To create a TV timetable using the given durations.

You have been challenged to create a TV schedule for a new channel called Twinkl TV. You must decide which programmes will show on the channel between 16:00 and 00:00. This channel does not have any adverts. Choose which programmes to show and create your TV schedule on the template provided. Alternatively, you could design your own timetable.

You cannot choose the same programme twice.

The first programme on the template has been done for you.

Film (100 minutes)	Documentary (80 minutes)	Film (90 minutes)	Film (80 minutes)
Science Show (25 minutes)	Music Show (75 minutes)	Film (100 minutes)	Game Show (80 minutes)
Documentary (65 minutes)	Comedy Show (25 minutes)	Game Show (30 minutes)	Sitcom (50 minutes)
Comedy Show (30 minutes)	Sports Report (10 minutes)	Game Show (20 minutes)	Sitcom (60 minutes)
News (15 minutes)	Cartoon (15 minutes)	Cartoon (15 minutes)	Weather Forecast (10 minutes)



Top Tips:

- You could cut out the programmes to help you arrange your TV schedule before writing it down.
- You could shade the rows of the timetable in different colours to show the different programmes.
- You could think of an interesting name for each programme.

Lesson 6 – Maths continued

16:00	Spin to Win game show
16:15	
16:30	
16:45	
17:00	
17:15	
17:30	
17:45	
18:00	
18:15	
18:30	
18:45	
19:00	
19:15	
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20:15	
20:30	
20:45	
21:00	
21:15	
21:30	
21:45	
22:00	
22:15	
22:30	
22:45	
23:00	
23:15	
23:30	
23:45	

Lesson 8 – Maths

Place Value challenge!

Number-and-Place-Value-Challenge-Cards

1

Question

Write the value of the underlined digit in each number:

- a) 675 801 d) 548 132
b) 344 156 e) 970 130
c) 813 430 f) 100 768

Number-and-Place-Value-Challenge-Cards

2

Question

The numbers in this sequence increase by 10 000 each time. Fill in the missing numbers:

671 766, 681 766, _____, _____,
_____, _____, _____.

Number-and-Place-Value-Challenge-Cards

3

Question

Compare these numbers using < or >:

- a) 989 450 ___ 998 540 e) 300 071 ___ 293 771
b) 876 345 ___ 877 345 f) 669 243 ___ 696 244
c) 213 600 ___ 312 060
d) 559 810 ___ 555 980

Number-and-Place-Value-Challenge-Cards

4

Question

Put these numbers in order from smallest to largest:

600 460, 460 300, 346 390, 640 460,
364 390, 346 391, 461 400

Lesson 9 – Maths

Rounding

5 and above, give it a shove!

4 and below, let it go!

Dear Agent,

There has been a breach in Internet security, and we need you to help protect the data before it is stolen!

The IP numbers attached to this document have fallen into the hands of despicable criminals. Soon, they will have worked out the patterns to unlock the codes and steal important and secretive information.

Can you help us find the codes to lock the files before they access them?

To find the code to lock the files, you must round the IP number to the nearest 10, 100 and 1000.

Good Luck Agent!

Round each IP number to the nearest 10, 100 and 1000 to find the code.

For example: Mr Amadi Owoh IP Number: 4239 Code: 4240, 4200, 4000	Mr Nigel Mikkellsson IP Number: 6902 Code: _____ _____	Mrs Rita Clarence IP Number: 7264 Code: _____ _____	Mr Thomas Matthews IP Number: 7619 Code: _____ _____
Mr Matt Richards IP Number: 3759 Code: _____ _____	Mr Grayson Tull IP Number: 74 929 Code: _____ _____	Miss Jacqui Kneel IP Number: 15 575 Code: _____ _____	Mrs Sarah White IP Number: 9493 Code: _____ _____
Mr Arif Dawar IP Number: 3724 Code: _____ _____	Miss Rachel Knit IP Number: 4957 Code: _____ _____	Mr James Ramone IP Number: 27 845 Code: _____ _____	Mr Antony Truddard IP Number: 4827 Code: _____ _____
Mrs Gita Patel IP Number: 41 487 Code: _____ _____	Miss Emma Prigg IP Number: 21 306 Code: _____ _____	Miss Ruby Pritchard IP Number: 29 849 Code: _____ _____	Mr Ji Cheng IP Number: 8705 Code: _____ _____

Lesson 10 – Maths

Times Table ultimate challenge!

$2 \times 4 =$	$4 \times 10 =$	$12 \times 12 =$	$11 \times 7 =$	$7 \times 3 =$	$12 \times 4 =$
$3 \times 1 =$	$6 \times 4 =$	$6 \times 5 =$	$5 \times 6 =$	$8 \times 9 =$	$8 \times 3 =$
$5 \times 2 =$	$3 \times 7 =$	$4 \times 11 =$	$5 \times 8 =$	$5 \times 4 =$	$12 \times 10 =$
$4 \times 4 =$	$8 \times 11 =$	$6 \times 8 =$	$9 \times 4 =$	$12 \times 11 =$	$4 \times 4 =$
$10 \times 6 =$	$7 \times 5 =$	$9 \times 10 =$	$1 \times 8 =$	$3 \times 6 =$	$9 \times 2 =$
$2 \times 4 =$	$2 \times 9 =$	$2 \times 6 =$	$12 \times 6 =$	$8 \times 6 =$	$6 \times 5 =$
$8 \times 2 =$	$8 \times 10 =$	$7 \times 7 =$	$7 \times 9 =$	$3 \times 9 =$	$9 \times 4 =$
$5 \times 3 =$	$6 \times 2 =$	$8 \times 1 =$	$3 \times 10 =$	$4 \times 6 =$	$2 \times 7 =$
$10 \times 3 =$	$4 \times 5 =$	$9 \times 9 =$	$9 \times 6 =$	$7 \times 7 =$	$8 \times 5 =$
$12 \times 1 =$	$12 \times 6 =$	$12 \times 3 =$	$3 \times 4 =$	$12 \times 12 =$	$3 \times 4 =$
$3 \times 6 =$	$3 \times 3 =$	$10 \times 12 =$	$8 \times 8 =$	$6 \times 3 =$	$6 \times 6 =$
$11 \times 4 =$	$8 \times 4 =$	$8 \times 7 =$	$2 \times 7 =$	$8 \times 7 =$	$11 \times 9 =$
$7 \times 2 =$	$4 \times 4 =$	$3 \times 10 =$	$12 \times 11 =$	$4 \times 10 =$	$4 \times 7 =$
$8 \times 3 =$	$10 \times 7 =$	$5 \times 8 =$	$5 \times 5 =$	$8 \times 2 =$	$9 \times 3 =$
$4 \times 5 =$	$5 \times 5 =$	$2 \times 2 =$	$2 \times 8 =$	$7 \times 4 =$	$5 \times 5 =$
$11 \times 9 =$	$11 \times 3 =$	$9 \times 5 =$	$8 \times 3 =$	$9 \times 5 =$	$7 \times 3 =$
$4 \times 3 =$	$9 \times 4 =$	$3 \times 4 =$	$11 \times 7 =$	$12 \times 6 =$	$6 \times 4 =$
$9 \times 2 =$	$7 \times 1 =$	$8 \times 4 =$	$3 \times 6 =$	$3 \times 3 =$	$12 \times 2 =$
$5 \times 10 =$	$6 \times 11 =$	$5 \times 9 =$	$11 \times 8 =$	$8 \times 6 =$	$9 \times 5 =$
$3 \times 2 =$	$6 \times 6 =$	$12 \times 4 =$	$12 \times 12 =$	$5 \times 12 =$	$7 \times 7 =$
$7 \times 3 =$	$10 \times 5 =$	$5 \times 2 =$	$5 \times 3 =$	$4 \times 3 =$	$12 \times 8 =$
$8 \times 5 =$	$6 \times 3 =$	$9 \times 1 =$	$2 \times 6 =$	$7 \times 6 =$	$3 \times 8 =$
$11 \times 2 =$	$9 \times 3 =$	$2 \times 7 =$	$9 \times 3 =$	$11 \times 6 =$	$5 \times 3 =$
$5 \times 12 =$	$10 \times 10 =$	$12 \times 7 =$	$8 \times 2 =$	$8 \times 4 =$	$12 \times 12 =$