Cotsford
Primary School

Cotsford Primary School Home learning

Year 4
Summer 2

Blue Abyss

Name

These activities are for you to do at home with an adult. You can do all of them or choose the ones that you find most interesting.

Activities

1. Use a dictionary to help you write definitions for the topic-related words listed.

adaptation _____

_____

aquatic _____

_____

marine _____

_____

ocean _____

_____

oceanography _____

_____

pollution _____

_____

sea _____

_____

species _____

_____

2. Use online sources or information books to find out about the world's five oceans. Record your findings in the table. Include facts about each ocean's size, temperature, characteristics and animal life.

Ocean	Facts

3. Marine species rely on each other as a food source. Answer the questions, then draw some marine food chains in the box.

What is a food chain?

_____

_____

What is the producer in a food chain?

_____

_____

What is the consumer in a food chain?

_____

_____

What are a predator and prey? Give some examples.

_____

_____

_____

Useful words

- consumer
- predator
- prey
- producer

4. Use your research skills to find out about the different ocean zones (sunlight zone, twilight zone and midnight zone) and the marine animals that live in them. Draw or label marine animals in the zones in which they live. Compare the animals that live in the different zones. What similarities or differences are there between them? Record some of your comparisons.

sunlight zone

twilight zone

midnight zone

5. Find out about unusual marine animals, such as the deep-sea angler fish and the gulper eel. Record your findings in the table and describe the adaptations that help them survive in a particular ocean or ocean zone.

Name and diagram of marine animal	Ocean or ocean zone	Adaptations
deep-sea angler fish	midnight zone	
gulper eel	midnight zone	

6. Read these statements about the Great Barrier Reef and decide which are true and which are false. Use online sources or information books to help. For the false statements, write the correct answer in the space below. Then answer the questions.

Statement	True	False
The Great Barrier Reef lies off the coast of Africa.		
The Great Barrier Reef gets its name because it acts as a barrier between the coast and the large waves of the Indian Ocean.		
The Great Barrier Reef can be seen from the International Space Station.		
The Great Barrier Reef is the world's largest living structure.		
Very few marine species inhabit the Great Barrier Reef. The only creatures living here are sea urchins and barrel sponges.		
Captain James Cook and his crew were sailing up the coast of Australia in 1770 in their ship, HMS *Endeavour* when they discovered the Great Barrier Reef by crashing into it.		
Climate change is not changing or posing a danger to the Great Barrier Reef and other coral reefs of the world.		

Why is the Great Barrier Reef an important structure?

How has the Great Barrier Reef changed over time?

What threatens the Great Barrier Reef?

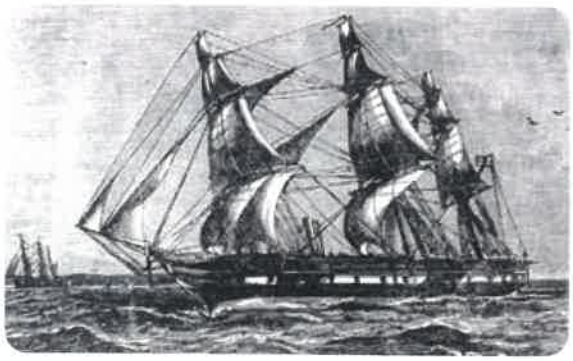
What impact are the dangers and changes to the reef having on other living things that inhabit the area?

7. Look at examples of artists who create artwork of marine life or endangered marine species, such as Amber Marine, Jenny Berry and Michael Hoffman. Choose an artist whose work you like and use their style as inspiration for creating a marine-inspired artwork. Consider elements of shape, line, pattern and colour when creating your piece.

8. Significant people, events and technology of the past and present have helped scientists learn about the oceans. Use a range of sources to determine what achievement the person, event or technology listed has made to progress oceanography.

Cornelius Drebble
Key date: 1620

HMS *Challenger*
Key date: 1872–1876



Images from: Wikimedia Commons/Public domain

Jacques Cousteau
Key date: 1943

Deepsea Challenger
Key date: 26th March 2012

9. A combination of global warming, pollution, overfishing, and coastal development is destroying many marine habitats. Use your research skills to read about these factors and their effects on the world's oceans, marine life and coastal areas. Find out what conservation is taking place to stop the damaging impact that these factors are having. Write a persuasive newspaper report or letter, setting out an argument for preserving the oceans and marine life. Include persuasive devices in your writing, such as facts that support your argument, repetition and emotional language.

10. Finish your home learning by writing a summary of the topic, explaining what you have learned about the world's oceans, marine life, ocean exploration and why ocean conservation is essential.

Useful websites

DKfindout! – Oceans of the World

BBC Bitesize – What is a food chain?

BBC Teach – Food chains and food webs in animals – Science KS2/KS3

BBC Four – Nature's Microworlds, The Deep Sea, Twilight zone

BBC One – Blue Planet II, Series 1, The Deep

National Geographic – Ocean Wildlife

WWF Australia – The Great Barrier Reef

Linda Hall Library – Cornelis Drebbel

Dive & Discover – The Challenger Expedition

Britannica Kids – Jacques Cousteau Kids – Homework Help

National Geographic – DEEPSEA CHALLENGE Expedition – James Cameron

Greenpeace UK – Ocean sanctuaries

Good reads

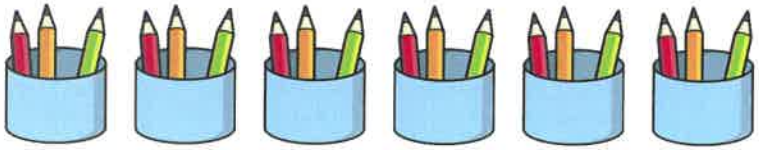
Title	Author	ISBN
Song of the Dolphin Boy	Elizabeth Laird	9781509828234
Manfish – A Story of Jacques Cousteau	Jennifer Berne	9781452141237
Flowchart Science: Oceans	Louise and Richard Spilsbury	9781398200845
Ocean – a children's encyclopedia	DK	9780241185520
National Geographic Kids: Ocean Animals – Who's Who in the Deep Blue	Johnna Rizzo	9781426325069
Kids Fight Plastic – How to be a #2minutesuperhero	Martin Dorey	9781406390650

Multiply by 3

1 Complete the sentences.

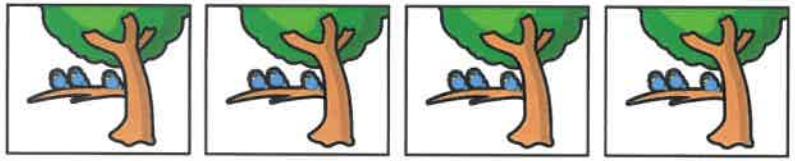
Write an addition sentence and a multiplication sentence for each picture.

a)



There are ☐ equal groups of ☐

b)



There are ☐ equal groups of ☐

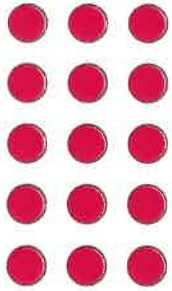
c)

There are ☐ equal groups of ☐

Could you write the number sentences in a different way?

2 Write two multiplication sentences for each part of the question.

a)



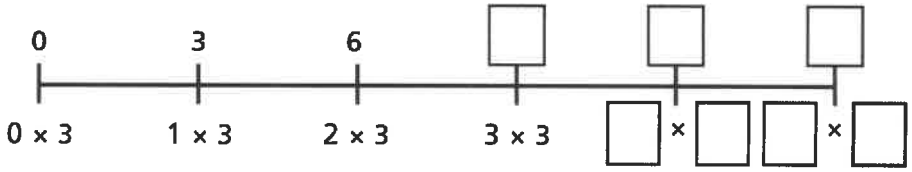
b)

3	3	3	3	3	3	3	3	3	3

3 Complete the diagram.

Number story	6 × 3 = 18	Bar model
Addition sentence		Draw it

4 Complete the number line.



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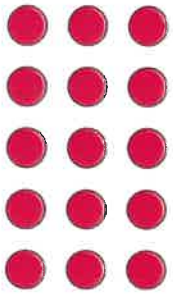

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Number story		Bar model
	6 × 3 = 18	
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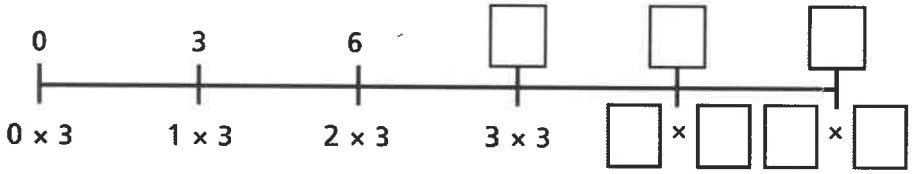


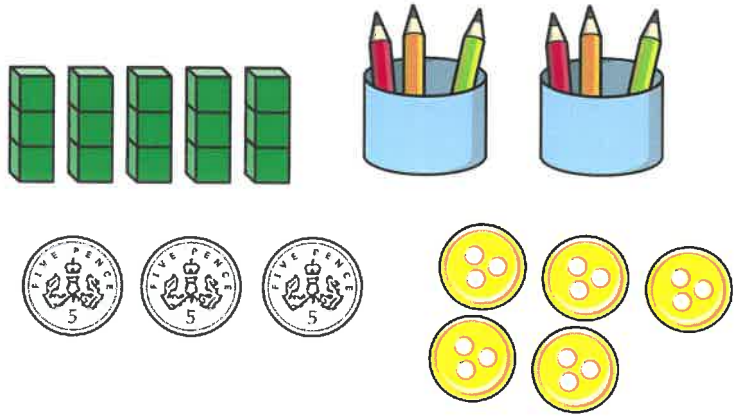
5

Do you agree with Dora?

Explain why.

6 Which is the odd one out?

Tick your answer.

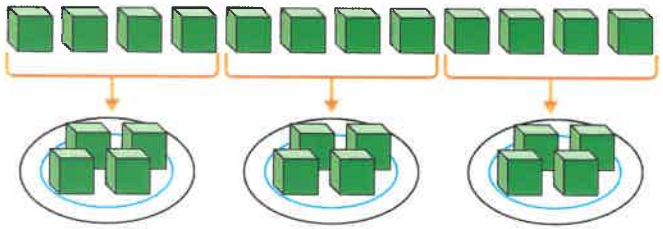


Explain your answer.

Is there more than one answer?

Divide by 3

1



Complete the sentences.

There are 12 cubes.

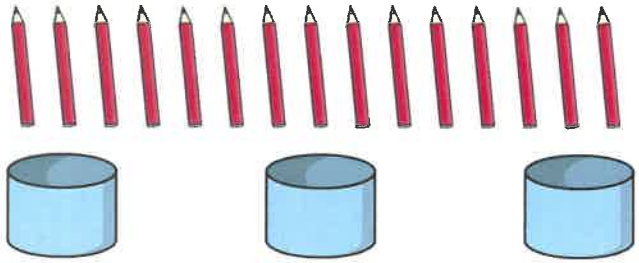
There are ☐ plates.

Each plate has ☐ cubes.

12 divided into ☐ equal groups is ☐

2 Mo has 15 pencils.

He shares them equally into 3 pots.

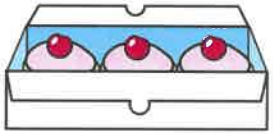


How many pencils will there be in each pot?

3 Divide 18 counters into groups of 3 counters.

Draw a picture to show what this would look like.

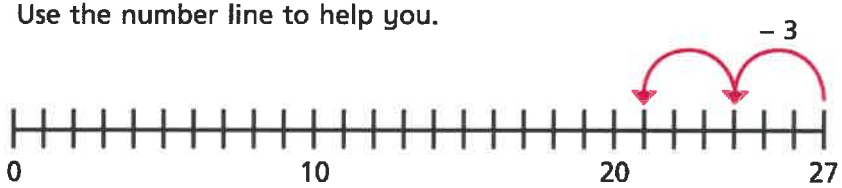
4 There are 27 cakes.



A box can hold 3 cakes.

How many boxes of 3 cakes can be filled?

Use the number line to help you.



5 Complete the bar model for the division 33 ÷ 3 = 11

33

Is there more than one way to do this?

6 Complete the division statements for each problem.

a) Esther has 21 balloons.

She puts them into 3 party bags.

How many balloons are in each party bag?

b) Nijah has 36 apples.

In each box there are 3 apples.

How many boxes are there?

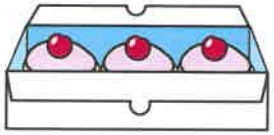
c) 24 children stand in groups of 3

How many groups are there?

4 There are 27 cakes.

A box can hold 3 cakes.

How many boxes of 3 cakes can be filled?



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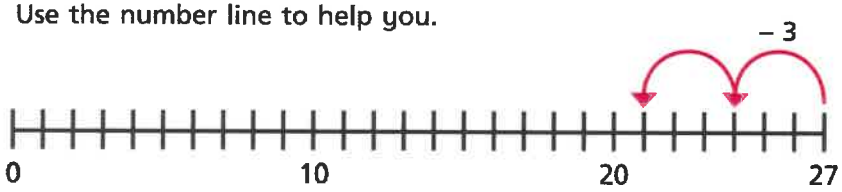

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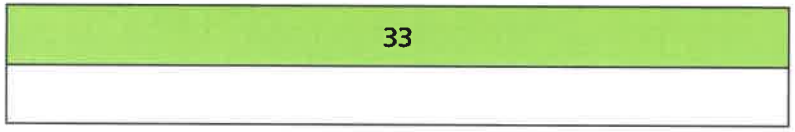

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How many groups are there?

7 Numbers that follow each other when you count are called consecutive numbers.

Three consecutive numbers can form a staircase.

Here is 4, 5 and 6

When you add three consecutive numbers, the total can always be divided equally by 3

Is this statement correct?

Talk about it with a partner.

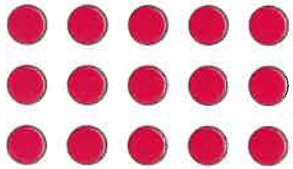
The 3 times-table

1 What multiplications are represented?

a) 

b) 

2 Dani makes an array using counters.



Write two multiplication and two division facts represented by the array.

3 Complete the number sentences.

a) 6 × 3 = ☐

b) 3 × ☐ = 27

c) ☐ ÷ 11 = 3

d) ☐ ÷ 3 = 5

e) 12 × 3 = ☐

f) ☐ × 3 = 0

4 Complete the number sentences.

a) 2 × 3 = ☐

4 × 3 = ☐

8 × 3 = ☐

b) 6 = 3 × ☐

12 = 3 × ☐

18 = 3 × ☐

What patterns do you notice?

5 Write <, > or = to compare the statements.

a) 33 ÷ 11 ◯ 3

b) 27 ◯ 30 ÷ 3

c) 9 ÷ 3 ◯ 3 × 6

d) 6 × 3 ◯ 6 ÷ 3

e) 3 × 6 ◯ 18 ÷ 3

f) 0 × 3 ◯ 3 ÷ 3

6 Colour all the numbers in the 3 times-table.

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

What two patterns do you notice?

7 Work out the missing values in each bar model.

a)

3	3	3	3	3	3

b)

36		

5 Write <, > or = to compare the statements.

a) 33 ÷ 11 ◯ 3

b) 27 ◯ 30 ÷ 3

c) 9 ÷ 3 ◯ 3 × 6

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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

What two patterns do you notice?

7 Work out the missing values in each bar model.

a)

3	3	3	3	3	3

b)

36		

8 Mo has 7 packets of 3 stickers.

Eva has 3 packets of 9 stickers.

Who has the greatest number of stickers?

9 a) Complete the multiplications.

Are the answers odd or even?

1 × 3 = 3

2 × 3 = ☐

3 × 3 = ☐

☐ × 3 = 12

b) What would the next multiplication be?

c) What do you notice about the products?

d) Will the product of 11 × 3 be odd or even?

10 Use the fact that 12 × 3 = 36 to work out the calculations.

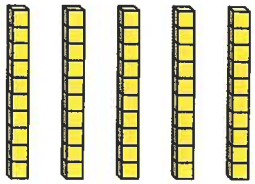
13 × 3 3 × 15 14 × 3 24 × 3

How did you work this out?

Did you find the answers in the same way as your partner?

Multiply by 10

1 Complete the calculation shown in base 10



5 × 1 ten = ☐ tens

5 × 10 = ☐

2 Work out the multiplications.

a) 2 × 10 **c)** 10 × 8 **e)** 10 × 6

b) 4 × 10 **d)** 7 × 10 **f)** 3 × 10

3 Match the bar models to the multiplications.

10	10	10	10	10

5 × 10

6	6	6	6	6	6	6	6	6	6

10 × 9

10	10	10	10	10	10	10	10	10

6 × 10

4 Tom has 10 boxes of eggs.

There are 12 eggs in each box.

How many eggs does he have altogether?

5 Complete the sentences.

Each row has ☐ ten

and ☐ ones.

There are ☐ rows.

The calculation is

☐ × ☐ = ☐

H	T	O
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1

6 Use counters on a place value chart to work out 23 × 10

7 Which of these is the odd one out?

There are 10 teams with 7 players on each team.	There are 10 red flowers and 7 yellow flowers.	There are 7 ten frames with 10 counters in each.

Talk about it with a partner.

5 Complete the sentences.

Each row has ☐ ten

and ☐ ones.

There are ☐ rows.

The calculation is

☐ × ☐ = ☐

H	T	O
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1
	10	1 1 1

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7 Which of these is the odd one out?

There are 10 teams with 7 players on each team.	There are 10 red flowers and 7 yellow flowers.	There are 7 ten frames with 10 counters in each.

Talk about it with a partner.

8 Complete the calculations.

a) 45 × 10 = ☐

b) 36 × 10 = ☐

c) ☐ = 10 × 78

d) 31 × ☐ = 310

e) 10 × ☐ = 140

f) ☐ = 40 × 10

g) 32 × 10 = 10 × ☐

h) 670 = 2 × 5 × ☐

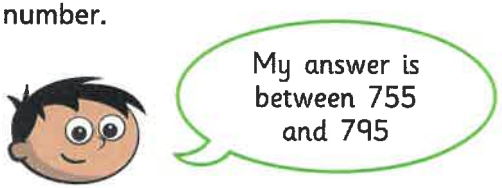
9 Eva walks 60 m to school.

Teddy walks 10 times as far as Eva to school.

How far does Teddy walk to school?

10 Amir thinks of a 2-digit number.

He multiplies it by 10



Write all the numbers Amir could be thinking of.

11 Chocolates come in boxes of 8 and 10

Rosie needs to buy 80 chocolates.

a) What boxes could Rosie buy?

b) What is the fewest number of boxes Rosie needs to buy?

Multiply by 100

1 Complete the calculation shown in base 10

3 × 1 hundred = ☐ hundreds 3 × 100 = ☐

2 Work out the calculations.

a) 2 × 100 c) 100 × 8 e) 100 × 10

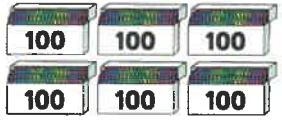
b) 4 × 100 d) 5 × 100 f) 20 × 100

3 There are 7 boxes of 100 crayons.

Which calculations work out the total number of crayons?

100 + 7 100 × 7 7 + 100 7 × 100

4 Match the images to the calculations. Work out the calculations.



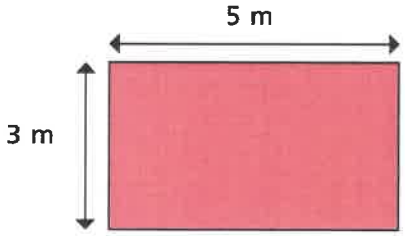
9 × 100 = ☐ 6 × 100 = ☐ 12 × 100 = ☐

5 Complete the calculations.

a) 32 × 100 = ☐ c) 100 × 72 = ☐ e) ☐ × 100 = 6,500

b) 29 × 100 = ☐ d) 5 × 7 × 100 = ☐ f) 100 × ☐ = 3,000

6 Calculate the perimeter of the rectangle.



Give your answer in centimetres.

7 Write <, > or = to compare the statements.

a) 45 × 100 ◯ 45 × 10

b) 36 × 100 ◯ 100 × 36

c) 100 × 27 ◯ 26 × 100

d) 31 × 100 ◯ 31 × 10 × 10

e) 30 × 10 ◯ 3 × 100

5 Complete the calculations.

a) 32 × 100 = ☐

b) 29 × 100 = ☐

c) 100 × 72 = ☐

d) 5 × 7 × 100 = ☐

e) ☐ × 100 = 6,500

f) 100 × ☐ = 3,000

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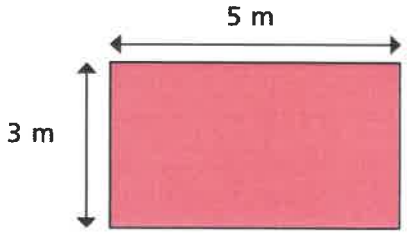


Give your answer in centimetres.

7 Write <, > or = to compare the statements.

a) 45 × 100 ◯ 45 × 10

b) 36 × 100 ◯ 100 × 36

c) 100 × 27 ◯ 26 × 100

d) 31 × 100 ◯ 31 × 10 × 10

e) 30 × 10 ◯ 3 × 100

8 Amir thinks of a 2-digit even number.

He multiplies it by 100

His answer is greater than 3,450 but less than 3,750

Write the number that Amir is thinking of.

9 Four children are making numbers using base 10

The table shows how many of each piece they use.

	Number of 100s	Number of 10s
Eva	17	0
Ron	15	8
Dexter	16	15
Whitney		

a) What number has Eva made?

b) Who has made the biggest number?

c) Whitney has made the same number as Eva.

She used 100s and 10s.

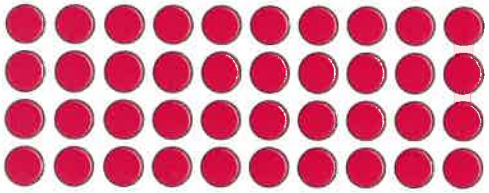
What pieces could Whitney have used?

Write your answer in the table.

Are there any other answers? Talk about it with a partner.

Divide by 10

1 Complete the calculation shown by the array.



40 ÷ 10 = ☐

2 Work out the calculations.

a) 30 ÷ 10 **c)** 90 ÷ 10 **e)** 100 ÷ 10

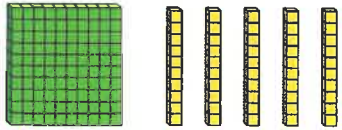
b) 60 ÷ 10 **d)** 80 ÷ 10 **f)** 120 ÷ 10

3 Balloons come in bags of 10

Huan has 130 balloons.

How many bags does he have?

4 **a)** Whitney makes 150 using base 10



Complete the sentences.

150 = 1 hundred + ☐ tens

1 hundred = ☐ tens

Whitney has ☐ tens altogether.

150 ÷ 10 = ☐

b) Make 230 using base 10

Complete the sentences.

230 = ☐ hundreds + ☐ tens

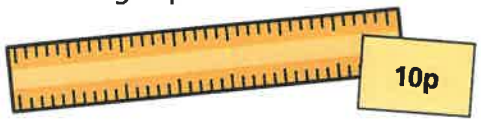
☐ hundreds = ☐ tens

There are ☐ tens altogether.

230 ÷ 10 = ☐

5 Mr Smith has this amount of money.

He buys some rulers costing 10p each.



Mr Smith spends all of his money.

How many rulers does he buy?

1 hundred = ☐ tens

Whitney has ☐ tens altogether.

150 ÷ 10 = ☐

b) Make 230 using base 10

Complete the sentences.

230 = ☐ hundreds + ☐ tens

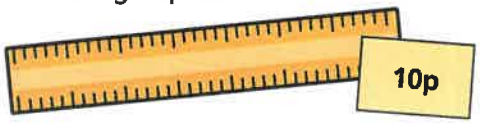
☐ hundreds = ☐ tens

There are ☐ tens altogether.

230 ÷ 10 = ☐

5 Mr Smith has this amount of money.

He buys some rulers costing 10p each.



Mr Smith spends all of his money.

How many rulers does he buy?

6 Aisha has a bag of 10p coins.

She has £3 and 40p altogether.

How many 10p coins does Aisha have?

7 Fill in the missing numbers.

a) 360 ÷ 10 = ☐

b) 630 ÷ 10 = ☐

c) 10 × ☐ = 520

d) ☐ ÷ 10 = 41

e) ☐ = 75 tens ÷ 10

f) 86 = ☐ tens ÷ 10

8 A pool is 10 m long.

Annie and Mo are swimming lengths of the pool.

Annie swims 85 lengths.

Annie and Mo swim 1,240 m in total.

How many lengths does Mo swim?

9 Complete the calculations.

a) 360 ÷ 10 ÷ 3 = ☐

b) 450 ÷ 10 ÷ 5 = ☐

c) 720 ÷ 10 ÷ ☐ = 8

d) ☐ ÷ 10 ÷ 4 = 1

Divide by 100

1 There are 400 pins altogether.

The pins are packed in jars of 100

How many jars are there?

2 Work out the calculations.

a) 700 ÷ 100 **c)** 200 ÷ 100 **e)** 8,000 ÷ 100

b) 800 ÷ 100 **d)** 7,000 ÷ 100 **f)** 2,000 ÷ 100

3 **a)** Teddy makes 2,300 using base 10

Complete the sentences.

2,300 = 2 thousands + ☐ hundreds

1 thousand = ☐ hundreds

2 thousands = ☐ hundreds

Teddy has ☐ hundreds altogether.

2,300 ÷ 100 = ☐

b) Make 3,700 using base 10

Complete the sentences.

3,700 = 3 thousands + ☐ hundreds

3 thousands = ☐ hundreds

There are ☐ hundreds altogether.

3,700 ÷ 100 = ☐

4 One hundred 1p coins is equal to £1

a) Dexter has seven hundred 1p coins.

How many £1 coins is this equal to?

b) Aisha has seven thousand 1p coins.

How many £1 coins is this equal to?

c) Jack has 170 1p coins.

He says, "This is the same as £17"

Is Jack correct? How do you know?

5 Work out the calculations.

a) 40 ÷ 10
400 ÷ 10
400 ÷ 100
4,000 ÷ 100

b) 80 ÷ 10
800 ÷ 10
800 ÷ 100
8,000 ÷ 100

What patterns can you see?

b) Make 3,700 using base 10

Complete the sentences.

3,700 = 3 thousands + ☐ hundreds

3 thousands = ☐ hundreds

There are ☐ hundreds altogether.

3,700 ÷ 100 = ☐

4 One hundred 1p coins is equal to £1

a) Dexter has seven hundred 1p coins.

How many £1 coins is this equal to?

b) Aisha has seven thousand 1p coins.

How many £1 coins is this equal to?

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He says, "This is the same as £17"

Is Jack correct? How do you know?

5 Work out the calculations.

a) 40 ÷ 10	**b)** 80 ÷ 10
400 ÷ 10	800 ÷ 10
400 ÷ 100	800 ÷ 100
4,000 ÷ 100	8,000 ÷ 100

What patterns can you see?

6 Complete the calculations.

a) 100 × ☐ = 1,200	**d)** ☐ ÷ 100 = 35
b) 6,200 ÷ 100 = ☐	**e)** ☐ = 35 hundreds ÷ 100
c) 100 × ☐ = 5,200	**f)** 96 = ☐ hundreds ÷ 100

7 Eva and Tommy collect gems in a computer game.

Each gem is worth 100 points.

At the end of the game, Eva has 4,300 points and Tommy has 800 points.

How many gems did they collect in total?

How did you work this out?

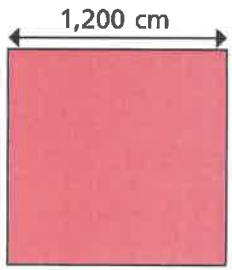
8 Use the digit cards to fill in the gaps.

You may use each digit card once only.

1	2	3	4	5	6

3_ × 100 = _,400 6,_00 ÷ 100 = _2 _,500 = 10 x _0 × 55

9 The side length of a square is 1,200 cm.



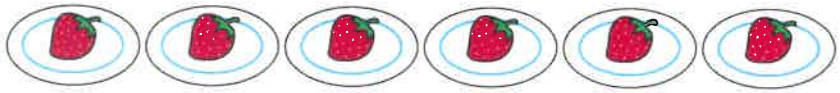
a) What is the perimeter of the square in metres?

b) A rectangle has the same perimeter.

What could the length and width of the rectangle be?

Multiply by 1 and 0

1 Write a multiplication to work out the total number of strawberries.

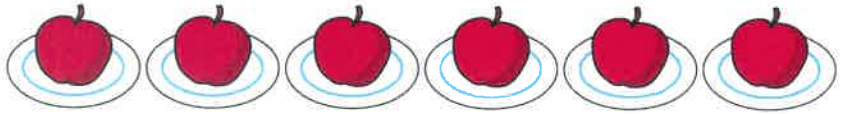


2

a) How many flowers are in each vase?

b) How many flowers are there in total?

3 Which calculation works out the number of apples?



6 × 0 6 × 1 6 × 2

4 How many marbles are there in total?

5 Work out the calculations.

a) 3 × 1 = ☐

b) 1 × 3 = ☐

c) 7 × 1 = ☐

d) 7 × ☐ = 0

e) 1 × ☐ = 4

f) 1 × ☐ = 14

g) 12 × ☐ = 0

i) 1 × ☐ = 31

6 What could the missing number be?

0 × ☐ = 0

Explain how you know.

7 **a)** Which calculations have an answer of zero?

39 × 1 95 × 0 178 × 0

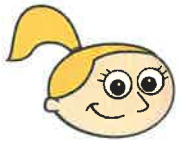
4 × 1 0 × 16

8 × 0 0 × 0 42 × 1

b) How did you work out this out?

8 Eva and Mo are working out some multiplication problems.

a)



1 × 8 = 9

What mistake has Eva made?

b)

12 × 0 = 12

What mistake has Mo made?

Talk about your answers with a partner.

6 What could the missing number be?

$0 \times \square = 0$

Explain how you know.

7 **a)** Which calculations have an answer of zero?

39 × 1 95 × 0 178 × 0

4 × 1 0 × 16

8 × 0 42 × 1

0 × 0

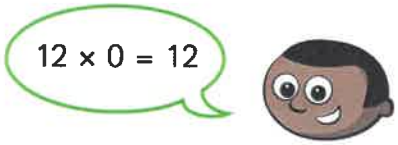
b) How did you work out this out?

8 Eva and Mo are working out some multiplication problems.

a)

What mistake has Eva made?

b)



What mistake has Mo made?

Talk about your answers with a partner.

9 Work out these multiplications.

a) 2 × 1

1 × 4

2 × 4 × 1

b) 8 × 1

8 × 1 × 2

8 × 1 × 3

What pattern do you notice in each part?

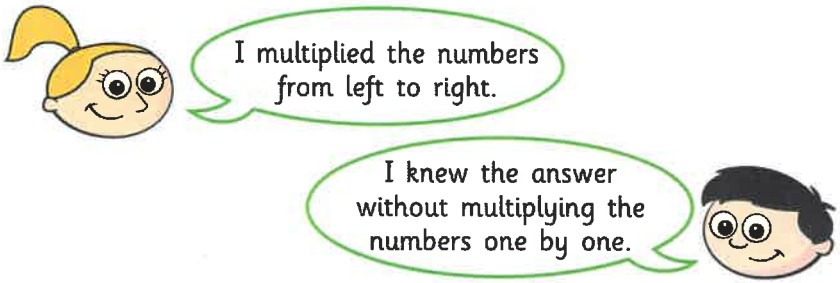
Talk about it with a partner.

c) What multiplication would come next in part b)?

10 Eva and Dexter have 6 digit cards.

They multiply them all together.

3	4	0	9	1	2



What could Dexter's method be?

Talk about it with a partner.

Divide by 1 and itself

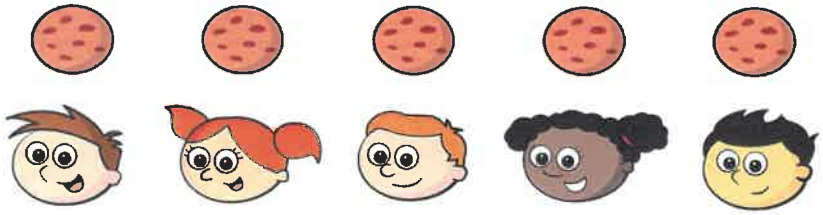
1 Annie has 5 cookies and some plates.

She wants to put 1 cookie on each plate.

a) How many plates will she need? ☐

b) Complete the calculation. ☐ ÷ ☐ = ☐

2 Annie has 5 more cookies.



She has 5 friends.

She shares the cookies equally between her 5 friends.

a) How many cookies does each child get? ☐

b) Complete the calculation. ☐ ÷ ☐ = ☐

3 **a)** Work out the calculations.

8 × 1	13 × 1	20 × 1
8 ÷ 1	13 ÷ 1	20 ÷ 1

b) What do you notice about multiplying and dividing by 1?

c) Use what you have noticed to complete these calculations.

7 × 1 = 7 ÷ ☐ 10 ÷ 1 = 10 × ☐ ☐ × 1 = 18 ÷ 1

4 Which cards have an answer of 1?

7 ÷ 1	10 ÷ 10	5 ÷ 1
9 ÷ 9	18 ÷ 18	10 ÷ 2
6 ÷ 1	1 × 1	17 ÷ 1

How do you know if a division has an answer of 1?

5 Write >, < or = to compare the calculations.

a) 4 × 0 ◯ 5 ÷ 1 **d)** 13 ÷ 1 ◯ 31 × 0

b) 24 × 1 ◯ 24 ÷ 1 **e)** 8 ÷ 8 ◯ 9 ÷ 9

c) 1 × 9 ◯ 9 ÷ 1 **f)** 10 ÷ 1 ◯ 10 ÷ 10

6 Work out these calculations.

a) 8 ÷ 4 ÷ 1 **c)** 9 × 4 ÷ 1

b) 25 ÷ 1 ÷ 5 **d)** 12 ÷ 1 × 4

c) Use what you have noticed to complete these calculations.

7 × 1 = 7 ÷ ☐ 10 ÷ 1 = 10 × ☐ ☐ × 1 = 18 ÷ 1

4 Which cards have an answer of 1?

7 ÷ 1	10 ÷ 10	5 ÷ 1
9 ÷ 9	18 ÷ 18	10 ÷ 2
6 ÷ 1	1 × 1	17 ÷ 1

How do you know if a division has an answer of 1?

5 Write >, < or = to compare the calculations.

a) 4 × 0 ◯ 5 ÷ 1 d) 13 ÷ 1 ◯ 31 × 0

b) 24 × 1 ◯ 24 ÷ 1 e) 8 ÷ 8 ◯ 9 ÷ 9

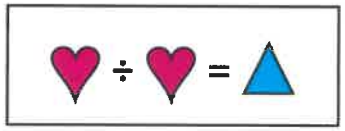
c) 1 × 9 ◯ 9 ÷ 1 f) 10 ÷ 1 ◯ 10 ÷ 10

6 Work out these calculations.

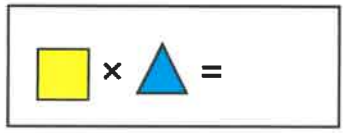
a) 8 ÷ 4 ÷ 1 c) 9 × 4 ÷ 1

b) 25 ÷ 1 ÷ 5 d) 12 ÷ 1 × 4

7



Complete this calculation.

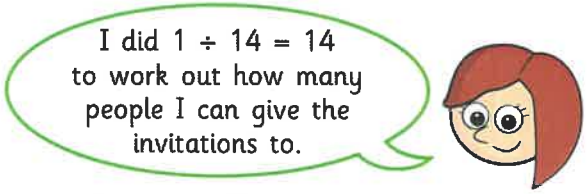


How did you work this out?

8 Rosie has 14 birthday invitations.

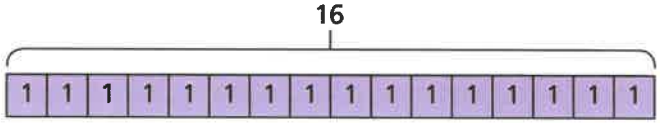
She wants to give them out to children in her class.

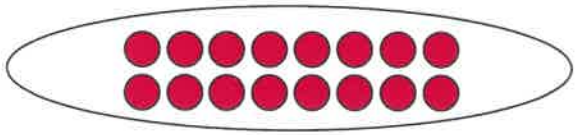
Each child will get 1 invitation each.



What mistake has Rosie made?

9 Explain how each image shows 16 ÷ 1

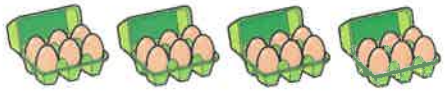




Multiply and divide by 6

1 Complete the sentences.

a)



There are ☐ boxes.

There are ☐ eggs in each box.

There are ☐ eggs altogether.

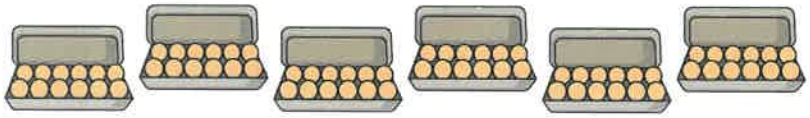
b)

There are ☐ spiders.

There are ☐ legs on each spider.

There are ☐ legs altogether.

c)

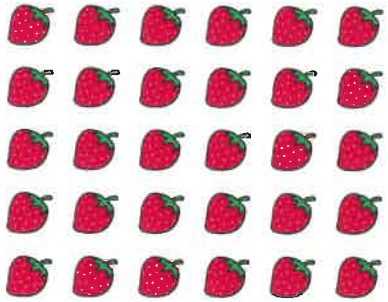


There are ☐ boxes.

There are ☐ eggs in each box.

There are ☐ eggs altogether.

2 Rosie has 30 strawberries.

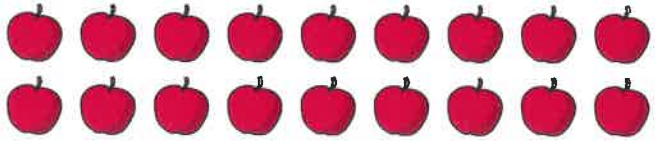


She shares them equally between 6 bowls.

a) Draw on the picture to show how Rosie shares the strawberries.

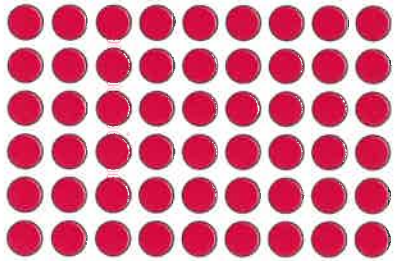
b) How many strawberries does Rosie put in each bowl?

3 These apples are being put into bags of 6

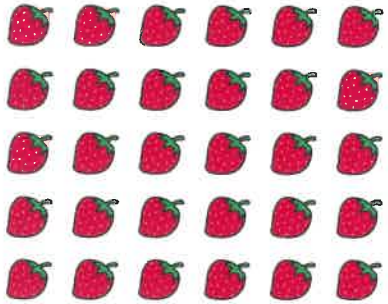


How many bags are needed?

4 Write two multiplications and two divisions shown by the array.



2 Rosie has 30 strawberries.



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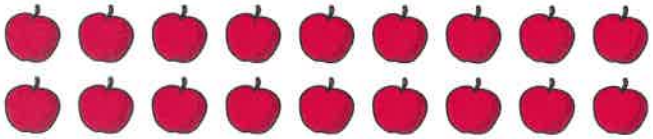

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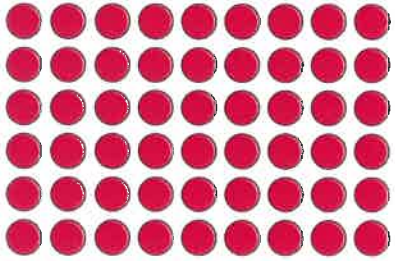

5 A red ribbon is 6 cm long.

A yellow ribbon is 7 times as long as the red ribbon.

How long is the yellow ribbon?

6 There are 66 children sitting in rows.

There are 6 children in each row.

How many rows are there?

7 Nails come in boxes of 100

A crate holds 6 boxes.

A shop orders 4,800 nails.

How many **crates** does the shop order?

8 Teddy has an odd number of counters.

Do you agree with Teddy?

Why?