Numeracy Homework

Due date:_____

At St. Peter's we are committed to developing children's core mathematical skills and concepts. This includes their multiplication and division facts as they move through school. This pack is designed to help children develop their multiplication knowledge for the 2,3,4 5, 8 and 10 times table.

Children should complete at least two grids per week and have their time noted above the grid. When children have completed the grids in one step, they may be ready to move on to the next step.

As well as completing the grids, it would help children to master their times tables if you discuss their learning with them. This can be achieved by using the following examples of Chatterbox style questions:

'What are 3 lots of 2?'
'Count up to 20 in jumps of 2'
'Share equally 16 sweets between 2 children.'
'Here is a fact ..... '5 lots of 2 = 10'. Tell me two division facts for this fact.'

It is important to encourage children to use the correct vocabulary when discussing maths concepts as this will help them master each times table. Please remember to cover a completed grid before children start on the next one!

In addition to learning these times tables, children can start counting in steps of the other numbers to introduce other facts. In school we are introducing these using a rolling numbers programme, where children learn to count in steps using their fingers. Furthermore, children should learn the effect of multiplying and dividing by 10 and 100. There are examples of this at the start of the booklet.

If you have any questions regarding this homework, or would like extra grids for different steps, please speak to your child's class teacher.

<u>Numeracy Homework</u>
<u>Stage 3.6</u>

When numbers are multiplied by 10, the digits within a number move up the place value columns one column. It is important that children understand that the digits move in the columns, not that a zero is added to the number or that the decimal point moves when ready to calculate with decimals. An example of how this works is shown below.

E.G.   3x10= 30   43x10= 430

Hundreds H 100's	Tens T 10's	Units/Ones U/O I's
		3
	3	0
	4	3
4	3	0

For 3x10 the 3 starts in the ones column. When we multiply by 10, the digit moves up one column to the tens column and a zero is used as a place value holder. It is important children know the digits move ready for decimal calculating.

For 43x10, the same process if followed. The 4 is in the tens column to begin with and moves up one column to the hundreds. The three follows the same pattern moving from ones to tens. Again, a zero is used as a place value holder.

Multiply the following numbers by 10, remembering they move up the place value columns one space to the left.

Time taken_____   Date:_____

Starting number	X10	Answer
7	X10	
10	X10	
12	X10	
8	X10	
14	X10	
17	X10	
2	X10	
19	X10	
11	X10	
3	X10	
15	X10	
13	X10	
18	X10	

Time taken_____   Date:_____

Starting number	X10	Answer
8	X10	
14	X10	
2	X10	
7	X10	
15	X10	
3	X10	
19	X10	
6	X10	
12	X10	
5	X10	
9	X10	
11	X10	
18	X10	

Starting number	X10	Answer
24	X10	
43	X10	
31	X10	
27	X10	
33	X10	
29	X10	
41	X10	
36	X10	
21	X10	
26	X10	
47	X10	
41	X10	
38	X10	

Time taken_____   Date:_____

Starting number	X10	Answer
31	X10	
24	X10	
35	X10	
31	X10	
17	X10	
42	X10	
47	X10	
18	X10	
21	X10	
14	X10	
28	X10	
37	X10	
26	X10	

Time taken_____   Date:_____

Starting number	X10	Answer
47	X10	
33	X10	
25	X10	
15	X10	
29	X10	
47	X10	
42	X10	
38	X10	
12	X10	
27	X10	
14	X10	
36	X10	
26	X10	

Time taken_____   Date:_____

Starting number	X10	Answer
24	X10	
43	X10	
31	X10	
27	X10	
33	X10	
29	X10	
41	X10	
36	X10	
21	X10	
26	X10	
47	X10	
41	X10	
38	X10	

This rhyme is used in class to help children learn to count in sixes confidently. The more children practise using these methods, the easier the skill will become and will lead in to learning their multiplication facts.

6's

Teacher: Team! Team! Good as gold! Let me see your fingers roll ….
the sixes!

Class: Yeah!

$6 - 12 - 18 - 24 - 30 \ldots 36 - 42 - 48 - 54 - 60$

Teacher: And team 5P says…..

Class: 66, 72. How'd you do? How'd you do?
(turn and shake partners hands)
We can do our sevens too!

This rhyme is used in class to help children learn to count in sixes confidently. The more children practise using these methods, the easier the skill will become and will lead in to learning their multiplication facts.

7's

Teacher: Team! Team! Good as gold! Let me see your fingers roll ....
the sevens!

Class: Yeah! (Army style)

7 – 14 – 21 (stomp stomp)
28 – 35 (stomp stomp)
42 – 49 (stomp stomp)
56 – 63 (stomp stomp)
70! (both hands in the air)
77 – 84 (stomp stomp)
If you want we'll give you more!

9's

Teacher: Team! Team! Good as gold! Let me see your fingers roll ....
the nines!

Class: Yeah!

9 – 18 – 27 – 36 – 45 – 54 – 63 – 72 – 81 – 90 – 99 – 108

Teacher: (Nod)

Class: Whoop there it is! I say, whoop there it is!
(put hands together and move in front of body in a circle)

Numeracy Homework

Stage 3.6

When numbers are divided by 10, the digits within a number move down the place value columns one column. It is important that children understand that the digits move in the columns, not that a zero is taken off the number or that the decimal point moves when ready to calculate with decimals. An example of how this works is shown below.

E.G.   50÷10=   140÷10=

Hundreds H 100's	Tens T 10's	Units/Ones U/O I's
	5	0
		5
1	4	0
	1	4

For 50÷10, the 5 starts in the tens column. When we divide by 10, the digit moves down one column to the ones column. It is important children know the digits move ready for decimal calculating.

For 140÷10, the same process if followed. The 1 is in the hundreds column to begin with and moves down one column to the ones. The four follows the same pattern moving from tens to ones.

Divide the following numbers by 10, remembering they move down the place value columns one space to the right.

Time taken_____   Date:_____

Starting number	÷10	Answer
30	÷10	
60	÷10	
70	÷10	
120	÷10	
140	÷10	
160	÷10	
40	÷10	
90	÷10	
150	÷10	
110	÷10	
80	÷10	
170	÷10	
130	÷10	

Time taken_____   Date:_____

Starting number	÷10	Answer
140	÷10	
120	÷10	
90	÷10	
180	÷10	
30	÷10	
70	÷10	
190	÷10	
80	÷10	
110	÷10	
140	÷10	
50	÷10	
150	÷10	
170	÷10	

Time taken_____   Date:_____

Starting number	÷10	Answer
120	÷10	
340	÷10	
230	÷10	
460	÷10	
350	÷10	
220	÷10	
430	÷10	
280	÷10	
360	÷10	
140	÷10	
420	÷10	
180	÷10	
450	÷10	

Time taken_____   Date:_____

Starting number	÷10	Answer
270	÷10	
360	÷10	
620	÷10	
180	÷10	
720	÷10	
330	÷10	
450	÷10	
190	÷10	
820	÷10	
410	÷10	
910	÷10	
870	÷10	
440	÷10	

Starting number	÷10	Answer
270	÷10	
360	÷10	
620	÷10	
180	÷10	
720	÷10	
330	÷10	
450	÷10	
190	÷10	
820	÷10	
410	÷10	
910	÷10	
870	÷10	
440	÷10	

Starting number	÷10	Answer
410	÷10	
620	÷10	
740	÷10	
810	÷10	
690	÷10	
360	÷10	
230	÷10	
300	÷10	
320	÷10	
520	÷10	
730	÷10	
780	÷10	
920	÷10	

Starting number	÷/x10	Answer
320	÷10	
45	x10	
530	÷10	
920	÷10	
60	x10	
710	÷10	
170	÷10	
62	x10	
81	x10	
730	÷10	
82	x10	
940	÷10	
82	x10	

Starting number	÷/x10	Answer
320	÷10	
970	÷10	
32	x10	
920	÷10	
34	x10	
81	x10	
74	x10	
830	÷10	
700	÷10	
320	÷10	
35	x10	
820	÷10	
45	x10	