

Handed out: 29.01.26

Due in: 04.02.26

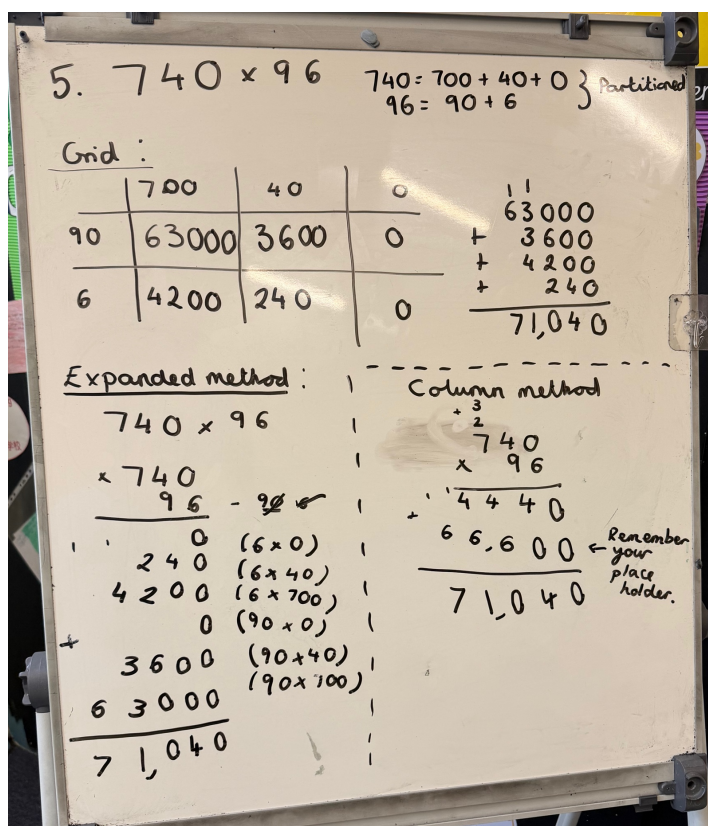
Must:

- Miss Scannell's Maths group should be able to complete all of the questions for the must.
- Miss McLaughlin's Maths group, please complete: Multiplying a 2 digit by a 1 digit and Multiplying a 3 digit by a 1 digit. If you want to challenge yourself, complete the rest of the must questions too.

You may answer the following using the method of your choice: Grid method (Y3/4 curriculum), expanded column method (Y4 curriculum) or column multiplication (Y5 curriculum).

Please complete these in your book because there's no space on the sheet for you to complete.

Here's an example of the methods in use:



Multiplying a 2 digit by a 1 digit:

|  |   |   |   |  |  |   |   |   |  |  |   |   |   |
|--|---|---|---|--|--|---|---|---|--|--|---|---|---|
|  |   | 2 | 4 |  |  |   | 1 | 8 |  |  |   | 2 | 6 |
|  | x |   | 4 |  |  | x |   | 5 |  |  | x |   | 3 |

Multiplying a 3 digit by a 1 digit:

|   |   |   |  |   |   |   |  |   |   |   |
|---|---|---|--|---|---|---|--|---|---|---|
| 7 | 2 | 5 |  | 9 | 7 | 3 |  | 3 | 4 | 4 |
| x |   | 3 |  | x |   | 2 |  | x |   | 4 |

Multiplying a 2 digit by a 2 digit:

|   |   |   |
|---|---|---|
|   | 3 | 6 |
| x | 3 | 2 |

|  |   |   |   |
|--|---|---|---|
|  |   | 4 | 6 |
|  | x | 3 | 3 |

|  |   |   |   |
|--|---|---|---|
|  |   | 1 | 4 |
|  | x | 2 | 3 |

Multiplying a 3 digit by a 2 digit:

|   |  |   |   |   |
|---|--|---|---|---|
|   |  | 1 | 6 | 1 |
| x |  |   | 2 | 3 |

|   |  |   |   |   |
|---|--|---|---|---|
|   |  | 2 | 3 | 2 |
| x |  |   | 2 | 6 |

|   |  |   |   |   |
|---|--|---|---|---|
|   |  | 6 | 1 | 4 |
| x |  |   | 1 | 8 |

Multiplying a 4 digit by a 2 digit:

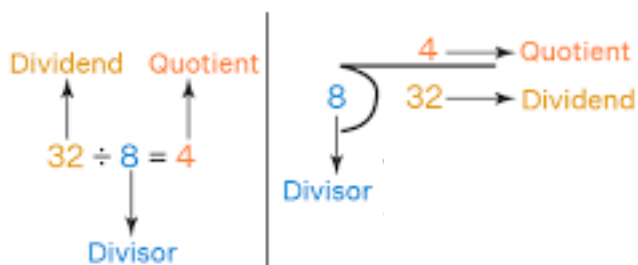
|   |  |   |   |   |   |
|---|--|---|---|---|---|
|   |  | 2 | 1 | 2 | 7 |
| x |  |   |   | 4 | 8 |

|   |  |   |   |   |   |
|---|--|---|---|---|---|
|   |  | 1 | 9 | 2 | 0 |
| x |  |   |   | 1 | 2 |

|   |  |   |   |   |   |
|---|--|---|---|---|---|
|   |  | 2 | 2 | 9 | 1 |
| x |  |   |   | 4 | 0 |

Should:

In Maths, we've been focusing on short division using the division bracket (remember, we don't call it the bus stop method) and working on the correct terminology for each part.



Short division without remainders:

The division bracket, dividend and divisor has been set up for you!

|    |   |   |   |   |
|----|---|---|---|---|
| 1) |   |   |   |   |
|    | 3 | 4 | 2 | 9 |

|    |   |   |   |   |
|----|---|---|---|---|
| 2) |   |   |   |   |
|    | 4 | 5 | 6 | 0 |

|    |   |   |   |   |
|----|---|---|---|---|
| 3) |   |   |   |   |
|    | 5 | 6 | 1 | 5 |

Short division with remainders:

The division bracket has been set up for you but the dividend and divisor hasn't been set up for you. Think about where each part goes!

a)  $1376 \div 3$

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |

b)  $2587 \div 4$

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |

Can you mark the must and should? If you get any wrong, like we do in class, go over it in purple pen (or another colour if you don't have a purple pen at home). You now know what the answer is, so think about where you went wrong and correct yourself with your purple pen till you get it right! This means, you should practise this type of question(s) more too!

### Multiplying a 2 digit by a 1 digit:

Multiplying a 3 digit by a 1 digit:

### Multiplying a 2 digit by a 2 digit:

Multiplying a 3 digit by a 2 digit:

Multiplying a 4 digit by a 2 digit:

|          |          |          |          |          |
|----------|----------|----------|----------|----------|
|          | 2        | 1        | 2        | 7        |
|          |          |          | 4        | 8        |
| <b>0</b> | <b>2</b> | <b>0</b> | <b>9</b> | <b>6</b> |

|   |  |          |          |          |          |          |
|---|--|----------|----------|----------|----------|----------|
|   |  |          | 1        | 9        | 2        | 0        |
| x |  |          |          |          | 1        | 2        |
|   |  | <b>2</b> | <b>3</b> | <b>0</b> | <b>4</b> | <b>0</b> |

|   |  |          |          |          |          |          |
|---|--|----------|----------|----------|----------|----------|
|   |  |          | 2        | 2        | 9        | 1        |
| x |  |          |          |          | 4        | 0        |
|   |  | <b>9</b> | <b>1</b> | <b>6</b> | <b>4</b> | <b>0</b> |

Should answers:

Short division without remainders:

|           |   |   |                |   |
|-----------|---|---|----------------|---|
| <b>1)</b> |   | 1 | 4              | 3 |
|           | 3 | 4 | <sup>1</sup> 2 | 9 |

|           |   |   |                |   |
|-----------|---|---|----------------|---|
| <b>2)</b> |   | 1 | 4              | 0 |
|           | 4 | 5 | <sup>1</sup> 6 | 0 |

|           |   |   |                |                |
|-----------|---|---|----------------|----------------|
| <b>3)</b> |   | 1 | 2              | 3              |
|           | 5 | 6 | <sup>1</sup> 1 | <sup>1</sup> 5 |

Short division with remainders:

a)  $1376 \div 3$

|   |   |   |                |                |    |
|---|---|---|----------------|----------------|----|
|   |   | 4 | 5              | 8              | r2 |
| 3 | 1 | 3 | <sup>1</sup> 7 | <sup>2</sup> 6 |    |

b)  $2587 \div 4$

|   |   |   |                |                |    |
|---|---|---|----------------|----------------|----|
|   |   | 6 | 4              | 6              | r3 |
| 4 | 2 | 5 | <sup>1</sup> 8 | <sup>2</sup> 7 |    |