We have covered multiplication before – earlier in the year – but, again, I thought that it would be useful to revisit some of the strategies we use to calculate answers.

Use this week to practise your multiplication tables every day – choose one to focus on each day, write them out, look for patterns see how quickly you can write them/say them, write them in a random order, play Hit the Button, get someone to quiz you.

I will add a video talking through the steps of how to complete long multiplication or, alternatively there is this one:
https://www.khanacademy.org/math/arithmetic/arith-review-multiply-divide/arith-review-multi-digit-mult/v/multiplication-6-multiple-digit-numbers

Step 1: Long Multiplication:

Complete the calculation to work out 23×14

		2	3
×		1	4
	9	2		(23×4)
	2	3	0	(23×10)

Use this method to calculate:

$34 \times 26 \qquad 58 \times 15 \qquad 72 \times 35$

Complete to solve the calculation.

		4	6
×		2	7
	3	2	2	(__ × __)
	9	2	0	(__ × __)

Use this method to calculate:

$27 \times 39 \qquad 46 \times 55 \qquad 94 \times 49$

Calculate:

$38 \times 12 \qquad 39 \times 12 \qquad 38 \times 11$

What's the same? What's different?

Amir has multiplied 47 by 36

		4	7
×		3	6
	2	8	2
	1	4	1
3	2	3	

Alex says,

Amir is wrong because the answer should be 1,692 not 323

Who is correct?
What mistake has been made?

Step 2: Long Multiplication:

Complete:

		1	3	2
×			1	4
		5	2	8	(132×4)
	1	3	2	0	(132×10)

Use this method to calculate:

$264 \times 14 \qquad 264 \times 28$
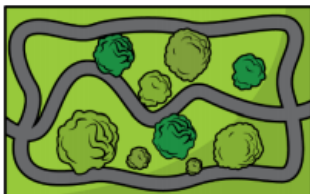
What do you notice about your answers?

Calculate:

$637 \times 24 \qquad 573 \times 28 \qquad 573 \times 82$

A playground is 128 yards by 73 yards.

Calculate the area of the playground.

Step 3: Long Multiplication Reasoning

$22 \times 111 = 2442$

$23 \times 111 = 2553$

$24 \times 111 = 2664$

What do you think the answer to 25×111 will be?

What do you notice?

Does this always work?

Here are examples of Dexter's maths work.

			9	8	7
×				7	6
		5	₅9	₄2	2
		6	₆9	₄0	9
	1	₁2	8	₁3	1

			3	2	4
×				7	8
		₂2	₁5	₃9	2
	₂2	₁2	6	8	0
		3	2	7	2

He has made a mistake in each question.

Can you spot it and explain why it's wrong?

Correct each calculation.

Farmer Ron has a field that measures 53 m long and 25 m wide.

Farmer Annie has a field that measures 52 m long and 26 m wide.

Dora thinks that they will have the same area because the numbers have only changed by one digit each.

Do you agree? Prove it.

Pencils come in boxes of 64
A school bought 270 boxes.
Rulers come in packs of 46
A school bought 720 packs.
How many more rulers were ordered than pencils?

Step 4: More Long Multiplication

Use the method shown to calculate $2,456 \times 34$

		3	2	5	0
×			2	6	
	1	9₁	5₃	0	0
	6	5₁	0	0	0
	8	4	5	0	0

(3,250 × 6)
(3,250 × 20)

Calculate

3,282 × 32   7,132 × 21   9,708 × 38

Use <, > or = to make the statements correct.

4,458 × 56 ◯ 4,523 × 54

4,458 × 55 ◯ 4,523 × 54

4,458 × 55 ◯ 4,522 × 54

Teddy has spilt some paint on his calculation.

			2		6	9
×					2	
		2	₆2	₅9	₇5	2
		₁5	₁7	₁3		0
	₁	₁	0	3	3	2

What are the missing digits?

What do you notice?

Step 5: (and finally) MORE Long Multiplication!

Calculate.

	4	2	6	7
×			3	4

	3	0	4	6
×			7	3

5,734 × 26

Jack made cookies for a bake sale.
He made 345 cookies.
The recipe says that he should have 17 raisins in each cookie.

How many raisins did he use altogether?

Work out the missing number.

$6 \times 35 = \underline{\quad} \times 5$

2 3 4 5 7 8

Place the digits in the boxes to make the largest product.

	☐	☐	☐
×		☐	☐

Also, the **Oak Academy online lessons** have 5 sessions – including video, explanations and independent tasks
There are not any multiplication lessons for Y6 but you could work on any subject area you feel you need to improve on:
https://www.thenational.academy/online-classroom/year-6/maths#subjects – there is a really big section on fractions which could really help in recapping your knowledge.

Additional areas to work on:

Play on Hit the Button - focus multiplication tables.
Work through the areas of an arithmetic paper (which can be found on the KS2 Maths Organiser on the school website) Look at the Calculation Policy on the school website under 'Curriculum' and then 'Maths' for help in how to support + - x and ÷
https://www.sampford-peverell-primary.devon.sch.uk/website/maths/459621