



	Learning objective	Main teaching	Activity	Resources	Vocabulary
Monday	Y3 LO: to multiply and divide by 2 and 5 or 2, 4 and 8.	LOOM: Look at how we represent 2 groups of 4. What multiplication number sentences can we get from this? $2 \times 4$ . Use commutativity $4 \times 2$ . Look at an example of a division number sentence, e.g. $35 \div 5$ . Show that this means <u>sharing</u> or <u>dividing equally</u> . <i>How many 5s are there in 35?</i>	Complete either the 2s and 5s multiplication and division number sentences <b>or</b> the 2s, 4s and 8s multiplication number sentences. Use the 4 and 8 times table songs to help you.	Loom video, exercise book, relevant worksheet, challenge sheets (if desired).	_ groups of _, lots of, multiplied by, commutativity, shared, divided by, $\div$ , digits, patterns.
	Y4 LO: to multiply and divide by 9.	LOOM: Look at the 9 times table – what do you notice? The answers to the 9 times tables all add up to 9, e.g. $9+0$ , $1+8$ , $2+7$ , etc. Furthermore, the tens digit goes up and the ones digit goes down. Watch the video to see how we can use our fingers to work out the 9 times table.	Complete the 9s multiplication and division number sentences.  Challenge: complete the additional worksheet focusing on multiplying and dividing by 9.	Loom video, exercise book, 9s worksheet, challenge sheet (if desired).	
Tuesday	LO: to multiply and divide by 10.	LOOM: Look at a 100 square – when we show the ten times table, what do you notice? Show $10 \times 5$ in different ways by changing the position of the answer box, e.g. $\square = 10 \times 5$ , $5 \times 10 = \square$ .	Complete the 'Y3 multiply by 10' worksheet, writing the answers in your exercise book, where possible.	Loom video, exercise book, relevant worksheet, place value grid (if needed).	_ groups of _, place holder, equals = the same as, ten times bigger, place value grid.
		Continue watching the loom video to see how we can make numbers 10 times bigger by moving the number in a place value grid.	Complete the 'Y4 multiply by 10' worksheet, writing the answers in your exercise book, where possible.		
Wednesday	LO: to compare statements.	ZOOM: What do these symbols mean? $<$ , $>$ and $=$ . They mean less than, greater than and equals. How do we know which symbol to use? Show different number sentences for children to enter the correct symbol. Work through different multiplication and division number sentences to work out whether to use the 'greater than', 'less than' or 'equals' symbol.	Activity: Roll a dice to create a number. Choose whether to multiply this by: Y3: 2, 3, 4, 5, 8 or 10 Y4: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 or 12. E.g. <div style="display: flex; align-items: center; margin: 5px 0;">  <span style="margin-left: 10px;"><math>\times 8</math></span> </div> Repeat this to make another number sentence: <div style="display: flex; align-items: center; margin: 5px 0;">  <span style="margin-left: 10px;"><math>\times 4</math></span> </div> Compare the number sentences by writing the correct symbol between the two:  $3 \times 8 = 24$ $>$ $5 \times 4 = 20$	Zoom link, exercise book, pencil, dice.	Greater than, less than, equals to, $<$ , $>$ , $=$ , compare, number sentences.