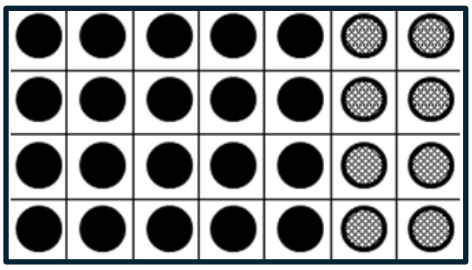
Phase 5 Multiplication and Division

Phase 5 Multiplication and Division	Assessment Note	Marks
I can recall 2, 3, 4, 5 and 10 division facts from my known multiplication facts (times tables)	**Question 1**	
I have experience of how to use known multiplication facts to derive new multiplication facts using a variety of strategies including: ➢ the commutative law e.g. 2x6 is the same as 6x2 ➢ the distributive law e.g. 7x 6 = 5x6 + 2x6	**Question 2**	
Using known multiplication facts I can multiply and divide: ➢ whole numbers by 10, 100 and 1000 ➢ a multiple of ten by a single digit ➢ a 2-digit number by a single digit	**Question 3**	
I am developing written strategies for x/÷	**Have you observed your learners doing this?**	

Question		Mark
1		
(a)	Fill in the missing number 18 ÷ 3 = ☐	
(b)	Fill in the missing number 45 ÷ 5 = ☐	
(c)	In a cinema there are 28 seats with 4 seats in each row. How many rows of seats are there at the cinema? Show your thinking.	
(d)	Oskar is counting backwards starting at 100: 100, ☐, ☐, 70, 60, Fill in the missing numbers.	
(e)	Place a tick in the box next to all the following problems can be solved by using the calculation 8 ÷ 2. • There are 2 bags of bread rolls that have 8 rolls in each bag. How many rolls are there altogether? ☐ • A boat holds 2 people. How many boats are needed for 8 people? ☐ • I have 8 pencils and give 2 away. How many do I have left? ☐	

2		
(a)	Given 8 x 4 = 32, what would 4 x 8 equal? Show your thinking.	
(b)	Using your known multiplication facts, how many dots altogether?  Show your thinking.	

3		
(a)	45 x 10	
(b)	5 x 100	
(c)	6 x 1000	
(e)	4 x 60 Show your thinking.	
(f)	A crate holds 40 bottles. How many bottles will there be in 3 full crates? Show your thinking.	
(f)	28 x 3 Show your thinking.	