



# Supporting your child with Australasia



Objectives	Can your child answer these questions?	Examples	Date
<p style="text-align: center;"><b>Give a quick response to any multiplication or division question within the times tables up to 12 x 10</b></p>	<p style="text-align: center;"><i>What is 4 x 8? What is 8 x 4?</i></p> <p style="text-align: center;"><i>What is 42 ÷ 7? What is 36 ÷ 6?</i></p> <p style="text-align: center;"><b>There are 6 ponds, each has 8 ducks. How many ducks are there altogether?</b></p> <p style="text-align: center;"><b>I have 81 sweets and 9 jars. How many sweets will each jar have?</b></p>	<p style="text-align: center;">4 x 8 = 32 8 x 4 = 32 32 ÷ 4 = 8 32 ÷ 8 = 4</p> <p style="text-align: center;">6 x 8 = 48</p> <p style="text-align: center;">81 ÷ 9 = 9</p>	
<p style="text-align: center;"><b>Use times tables to find non-unit fractions of amounts.</b></p>	<p style="text-align: center;"><b>3/8 of 32 = ?</b> <i>If I have 32 sweets and share them between 8 people, how many do 3 people get altogether?</i></p> <p style="text-align: center;">8 x 4 = 32 32 ÷ 8 = 4 <b>Each person gets 4.</b> 1/8 of 32 is 4 3 x 4 = 12 3/8 = 12</p> <p style="text-align: center;"><i>(Use sets of objects and share them between plates to practically find fractions of a number then link to times tables and explore the inverse.)</i></p>	<p style="text-align: center;">What is 1/9 of 27?</p> <p style="text-align: center;">3 x 9 = 27 27 ÷ 9 = 3 1/9 of 27 is 3</p> <p style="text-align: center;">What is 4/9 of 27?</p> <p style="text-align: center;">3 x 9 = 27 27 ÷ 9 = 3 1/9 of 27 is 3 4 x 3 = 12 4/9 of 27 is 12</p>	
<p style="text-align: center;"><b>Quickly multiply multiples of 100 by single-digit numbers</b></p>	<p style="text-align: center;"><b>If you know 6 x 4 = 24, what is 6 x 400?</b></p> <p style="text-align: center;"><b>There are schools with 300 children in each school, how many children are there altogether? (8 x 300/330 x 8)</b></p> <p style="text-align: center;"><i>(Use times tables facts and previously learnt place value knowledge to support learning these facts.)</i></p>	<p style="text-align: center;">5 x 500 = 6 x 300 = 8 x 200 =</p> <p style="text-align: center;">5 x 600 = Draw hundreds [ ] [ ] [ ] [ ] [ ] [ ] = 600 [ ] [ ] [ ] [ ] [ ] [ ] = 600</p>	

	You could also hundred squares to create groups of hundreds and count in 100s to support understanding.)	$[ ] [ ] [ ] [ ] [ ] [ ] = 600$ $[ ] [ ] [ ] [ ] [ ] [ ] = 600$ $[ ] [ ] [ ] [ ] [ ] [ ] = 600$	
<b>Double and halve any 3-digit number</b>	<p><b>Double 200 is?</b>  <b>Double 220 is?</b>  <b>Double 224 is?</b></p> <p><b>Half of 600 is?</b>  <b>Half of 880 is?</b>  <b>Half of 486 is?</b></p> <p><b>An aeroplane holds 732 passengers, half of them exit through the rear door. How many people are left on the aeroplane?</b></p> <p><b>One glove has 342 stitches in it. How many stitches do two gloves have?</b></p> <p>(Use place value to partition numbers where the numbers cross the 10 or 100)</p>	$200 + 200 =$ $200 \times 2 =$  $222 + 222 =$ $222 \times 2 =$ $(200 \times 2 = 400$ $20 \times 2 = 40$ $2 \times 2 = 4$ $400 + 40 + 4 = 444)$  $732 \div 2 =$ $(700 \div 2 = 350$ $30 \div 2 = 15$ $2 \div 2 = 1$ $350 + 15 + 1 = 366)$	
<b>Use place value to add and subtract 5-digit numbers.</b>	<p><b>If you know <math>320 + 6</math> is <math>326</math> what is <math>14,320 + 6</math>?</b>  <b>If <math>545 - 5</math> is <math>40</math> what is <math>22,545 - 5</math>?</b></p> <p><b>If you know <math>53,450 + 27 = 53,477</math> what else do you know?</b></p> <p>(making number cards with thousands, hundreds, tens and ones in different colours e.g. 10,000, 20,000, 30,000, 1000, 2000, 3000, 100, 200, 300, 10, 20, 30, 1, 2, 3. Use them to create numbers: 8231 to explore how the digits do not change if the whole amount of a digit is taken away.)</p>	$26,320 + 6 = 26,326$ $26,326 - 26 = 26,300$ $26,326 - 306 = 26,020$ $26,326 - 6000 = 20,326$  <p><b>25,231</b></p> $25,000 + 231$ $25,200 + 31$ $25,230 + 1$ $25,231 - 201$	
<b>Round numbers to the nearest 10, 100, 1000 or 10, 000</b>	<p><b>What is 43 rounded to the nearest 10?</b>  <b>What is 563 rounded to the nearest 10?</b></p> <p><b>What is 540 rounded to the nearest 100?</b>  <b>What is 6781 rounded to the nearest 100?</b></p> <p><b>What is 4600 rounded to the nearest 1000?</b>  <b>What is 7898 rounded to the nearest 1000?</b></p> <p><b>What is 32,000 rounded to the nearest 10,000?</b></p>	<p>43 rounded to the nearest 10 is 40.</p> <p>563 rounded to the nearest 10 is 560.</p> <p>540 rounded to the nearest 100 is 500.</p> <p>6781 rounded to the nearest 100 is 6800.</p> <p>4600 rounded to the nearest 1000 is 5000.</p>	

	<b>What is 89,870 rounded to the nearest 10,000?</b>	7898 rounded to the nearest 1000 is 8000. 32,000 rounded to the nearest 10,000 is 30,000. 89, 870 rounded to the nearest 10,000 is 90,000.	
<b>Place numbers with two decimal places on number lines marked in 1s.</b>	<b>0.1, 0.11, 0.12, 0.13... what comes next?</b> <b>What is missing? 0.1, 0.11, __, 0.13, 0.14</b> <b>Where would 2.78 go on the number line?</b> <i>(Draw or make number lines with scales beginning 0.10. Pegging number cards to a washing line is a fun way to order and place numbers.)</i>	$2.41$ 1 _____ 2 _____   _____ 3  $4.48$ 4 _____   _____ 5 _____ 6	
<b>Add/subtract 0.1 or 0.01 to/from numbers with two decimal places.</b>	<b>What is <math>5.6 + 0.1</math>? What is <math>5.6 - 0.1</math>?</b> <b>What is <math>8.93 + 0.01</math>? What is <math>8.93 - 0.01</math>?</b>  <b>What is <math>4.56 + 0.01</math>?</b> <b>What is <math>4.56 - 0.10</math>?</b>  <i>(Use blank number lines to support understanding of the values and placing of decimal numbers. Use number facts such as 10 more/less, 1 more/less to support addition and subtraction of decimal numbers.)</i>	$5.6 + 0.1 = 5.7$ $5.6 - 0.1 = 5.5$  $8.93 + 0.01 = 8.94$ $8.93 - 0.01 = 8.92$	
<b>Multiply and divide by 10 and 100.</b>	<b>What is <math>4.5 \times 10</math>?</b> <b>What is <math>451 \times 10</math>?</b> <b>What is <math>34.76 \times 10</math>?</b>  <b>What is <math>678 \div 10</math>?</b> <b>What is <math>98.3 \div 10</math>?</b> <b>What is <math>5.1 \div 10</math>?</b>  <i>(You could make number cards and a decimal point card and practise moving the numbers across a fixed decimal place. This shows how numbers increase or decrease as they are multiplied/divided by 10.)</i>	$4.5 \times 10 = 45$ $451 \times 10 = 4510$ $34.76 \times 10 = 347.6$  $678 \div 10 = 67.8$ $98.3 \div 10 = 9.83$ $5.1 \div 10 = 0.51$	
<b>Know fraction and decimal equivalents for <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math> and tenths.</b>	<b><math>\frac{3}{4}</math> is the same as how many twelfths?</b> <b>What pattern do you notice in equivalent quarters?</b> <b>Which times table can help us?</b>	$\frac{1}{4} = \frac{2}{8}$ $\frac{1}{4} = \frac{3}{12}$ $\frac{3}{4} = \frac{9}{12}$	

**What are  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$  and 1-10 tenths as decimals?**

*(Cut whole pieces of paper into 10 equal pieces. Experiment with finding  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$   $\frac{1}{10}$ ,  $\frac{2}{10}$ ,  $\frac{3}{10}$ ,  $\frac{4}{10}$  etc. How many pieces are in each section? Did you have to halve any pieces to make the amounts equal? \*a whole is equal to 10 tenths \*1tenth is equal to ten hundredths)*

The top number is a quarter of the bottom number.  
My 4 x times tables can help me.

$$\frac{1}{2} = 0.5$$

$$\frac{1}{4} = 0.25$$

$$\frac{3}{4} = 0.75$$

$$\frac{1}{10} = 0.1$$

$$\frac{2}{10} = 0.2$$

$$\frac{3}{10} = 0.3$$