Miss Robinson's Maths Group Homework

Spring Week 6

Remember to set your work out clearly and write in pencil.

Please try all questions.

Please DO NOT print any of this homework. Write answers directly into your Homework Book and include any working out.
Please have your homework in school on Monday 23rd February, 2026.

Arithmetic - division

$129 \div 9 =$

$$\begin{array}{r} 0\ 1\ 4\ \ r3 \\ 9\overline{)\,1^{1}\ 2^{3}\ 9} \end{array}$$

(Remember the phrase *how many lots of* ....)

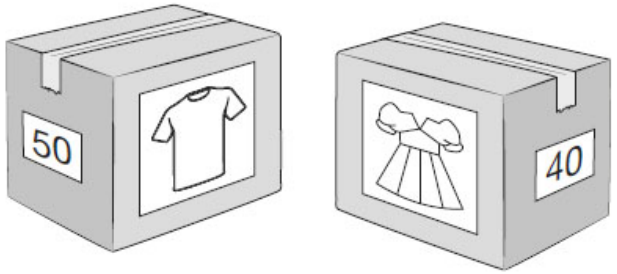
1) $357 \div 9 =$
2) $642 \div 8 =$
3) $881 \div 11 =$
4) $964 \div 12 =$
5) $4\,256 \div 14 =$
6) $5\,714 \div 12 =$
7) $6\,201 \div 13 =$
8) $2\,046 \div 11 =$
9) $7\,025 \div 15 =$
10) $9\,627 \div 14 =$

Arithmetic – division

Read each question carefully. Identify the ‘hidden’ steps.

A factory makes T-shirts and dresses.

They pack them in boxes.



There are **50** T-shirts in a box.

How many T-shirts are there in **250** boxes?

There are **40** dresses in a box.

How many boxes are needed for **3,000** dresses?

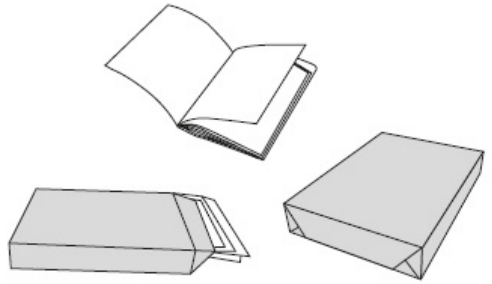
The manager of a flower shop orders 4 boxes of red roses.

There are 50 roses in each box.

The manager makes bunches with 6 roses in each bunch.

What is the **greatest** number of bunches that can be made?

Adam is making booklets.



Each booklet must have **34** sheets of paper.

He has **2** packets of paper.

There are **500** sheets of paper in each packet.

How many complete booklets can Adam make from **2** packets of paper?

Arithmetic – multiplication

Example

124 x 52 =

```
   1 2 4
 x 5 2
 -------
   2 4 8   (124 x 2)
 6 2 0 0   (124 x 50)
 -------
 6 4 4 8
 -------
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Remember the *place holder* to show that the number is being multiplied by a 10 not a one.

Arithmetic – multiplication

A) 742 x 15 =
B) 168 x 26 =
C) 2 504 x 34 =
D) 4 618 x 38 =
E) 9 124 x 19 =

$$\begin{array}{r} 614 \\ \times\ 32 \\ \hline \end{array}$$

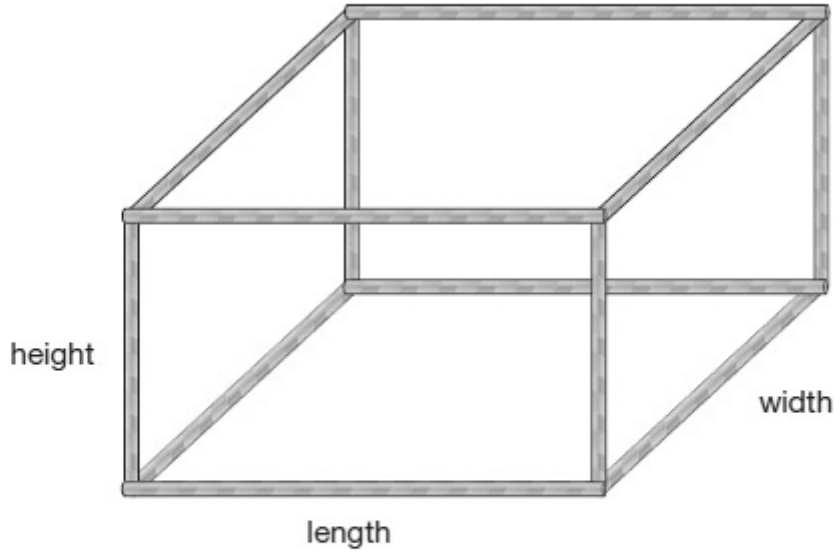
$$\frac{4}{6} \times \frac{1}{8} =$$

$$\begin{array}{r} 6419 \\ \times\ 74 \\ \hline \end{array}$$

$$\frac{2}{7} \times \frac{5}{9} =$$

LI: to be able to use multiplication

Kim makes a cuboid model using straws.



She uses straws that are 7.5 cm long for the height.

She uses straws that are 11 cm long for the length.

She uses straws that are 8.5 cm long for the width.

What is the **total** length of all the straws in her model?

Read the question carefully and draw and annotate the diagram.

LI: to be able to identify the value of digits in decimal fractions

Eg 1·2<u>5</u>7 – 5 hundredths

1) 4·05<u>8</u> -
2) 2·<u>4</u>71 -
3) 0·621<u>7</u> -
4) 0·80<u>7</u> -
5) <u>1</u>·748 -
6) <u>1</u>5·928 -
7) 3·0<u>2</u>8 -

LI: to be able to identify the value of digits in decimal fractions

Think back to Thursday's lesson where we thought about the *expanded form*.
Eg. 1·254 = 1 one, 2 tenths, 5 hundredths and 4 thousandths

Complete the *expanded form* of the following:

1) 15·621 =
2) 26·9753 =
3) 3·087 =
4) 18·0274 =

Complete the number sentences.

a) 17.134 = 10 + 7 + 0.1 + ☐ + 0.004

b) 94.077 = 90 + 4 + 0.07 + ☐

c) ☐ = 30 + 4 + 0.07 + 0.009

Remember to bring any questions about the work into next Monday's lesson.

Have a wonderful half term! I hope the weather improves so you can enjoy some time outside.