St Bernadette's Catholic Primary School
Key Instant Recall Facts

Year 4 – Summer 1

I can multiply and divide single digit numbers by 10 and 100.

By the end of this half term, children should know the following facts. The aim is for them to recall the below facts **instantly**. Use basic facts to help multiply and divide by multiples of 10. Here are some examples:

If you know **6 x 10 = 60**…	If you know **2 x 10 = 20**…	If you know **7 x 10 = 70**…
6 × 100 = 600	20 × 10 = 200	0.7 × 10 = 7
10 × 6 = 60	10 × 20 = 200	10 × 0.7 = 7
600 ÷ 6 = 100	200 ÷ 20 = 10	7 ÷ 0.7 = 10
60 ÷ 10 = 6	200 ÷ 10 = 20	7 ÷ 10 = 0.7
If you know **4 x 10 = 40**…	If you know **8 x 10 = 80**…	If you know **9 x 10 = 90**…
4 × 100 = 400	80 × 100 = 8000	0.9 × 10 = 9
100 × 4 = 400	100 × 80 = 8000	10 × 0.9 = 9
400 ÷ 4 = 100	8000 ÷ 80 = 100	9 ÷ 0.9 = 10
400 ÷ 100 = 4	8000 ÷ 100 = 80	9 ÷ 10 = 0.9

Key Vocabulary:
What is 6 **multiplied by** 10?
What is 10 **times** 0.3?
What is 900 **divided by** 90?

Ones, tens, hundreds, tenths, hundredths, fact family, commutative, inverse.

Multiplying and Dividing by 10, 100 and 1000

Multiplying	Dividing
X 10 — digits move LEFT 1 space	÷ 10 — digits move RIGHT 1 space
X 100 — digits move LEFT 2 spaces	÷ 100 — digits move RIGHT 2 spaces
X 1000 — digits move LEFT 3 spaces	÷ 1000 — digits move RIGHT 3 spaces
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Activity Ideas:

Practise online:

Play TTRS!!

Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk) (You don't have to purchase it, just press play game and select times tables)

Move the digits – Remember that to multiply by 10, all the digits move one place to the left and to divide by 10, the digits move one place to the right. (The children should know that when you divide a whole number the number gets bigger and that when you divide a whole number the number gets smaller.) You could make digit cards and practise moving them in order to show what happens when you multiply and divide a number by 10 and 100. It is really important that the children know that they are not just 'adding' or 'taking away' a 0 when multiplying or dividing by 10. They must know that the digits are moving!

Use what you already know! If your child knows that 5 x 10 = 50, then how can they use this to calculate 5 x 100, or 50 x 100, or 0.5 x 10?

Buy one get one free: If your child knows one fact (e.g. 0.7 × 10 = 7), can they tell you the other three facts in the same fact family? When creating fact families, some children can get confused with which number should be first in the division sentence. Try to remind them that it should be the product that is first eg 0.7 x 10 = 7 (7 is the product) so when creating the inverse sentence, the product should be first eg 7 ÷ 10 = 0.7 or 7 ÷ 0.7 = 10.