

Homework/Extension

Step 7: The 4 Times Table

National Curriculum Objectives:

Mathematics Year 3: (3C6) [Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables](#)

Mathematics Year 3: (3C7) [Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods](#)

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)

Developing Complete statements with inequality/equality symbols, using knowledge of the 4 times table up to 12×4 . Pictorial support is provided.

Expected Complete statements with inequality/equality symbols, using knowledge of the 4 times table up to 12×4 . Scaffolding provided in the form of bar models.

Greater Depth Complete statements with inequality/equality symbols, using knowledge of the 4 times table up to 12×4 . No scaffolding is provided.

Questions 2, 5 and 8 (Varied Fluency)

Developing Identify the calculations that are incorrect, and correct the errors made, using knowledge of the 4 times table up to 12×4 . Pictorial support is provided.

Expected Identify the calculations that are incorrect, and correct the errors made, using knowledge of the 4 times table up to 12×4 . Scaffolding provided in the form of bar models.

Greater Depth Identify the calculations that are incorrect, and correct the errors made, using knowledge of the 4 times table up to 12×4 . A mixture of numerals and words is included. No scaffolding is provided.

Questions 3, 6 and 9 (Reasoning and Problem Solving)

Developing Explain who is correct, using knowledge of the 4 times table up to 12×4 . Pictorial support is provided.

Expected Explain who is correct, using knowledge of the 4 times table up to 12×4 .

Greater Depth Explain who is correct, using knowledge of the 4 times table up to 12×4 . A mixture of numerals and words is included. No scaffolding is provided.

More [Year 3 Multiplication and Division](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

The 4 Times Table

1. Complete the statements below using $<$, $>$ or $=$.

4×5



5×4



4×4



4×9



4×7



3×4




VF
HW/Ext

2. Identify the incorrect calculations and correct the mistakes in each.

A. $2 \times 4 = 8$



D. $3 \times 4 = 14$



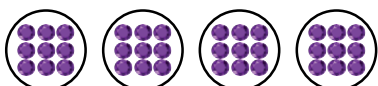
B. $5 \times 4 = 20$



E. $4 \times 6 = 24$



C. $4 \times 9 = 40$



F. $4 \times 7 = 30$



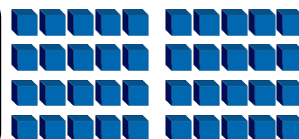
VF
HW/Ext

3. Belle and Nicholas are discussing the 4 times table.



Belle

I know that $4 \times 5 = 20$, and I know that 10 is double 5, so I can find the answer to 4×10 by doubling the answer to 4×5 .



I know that $2 \times 4 = 8$, and I know that 2 is half of 4, so I can find the answer to 4×4 by halving the answer to 2×4 .



Nicholas

Who is correct? Explain why.



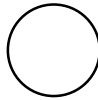
RPS
HW/Ext

The 4 Times Table

4. Complete the statements below using $<$, $>$ or $=$.

6×4

4	4	4	4	4	4

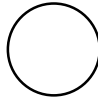


4×6

6	6	6	6

9×4

4	4	4	4	4	4	4	4	4

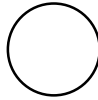


4×8

8	8	8	8

4×12

12	12	12	12



11×4

4	4	4	4	4	4	4	4	4	4



VF
HW/Ext

5. Identify the incorrect calculations and correct the mistakes in each.

A. $3 \times 4 = 10$

4	4	4

D. $4 \times 4 = 12$

4	4	4	4

B. $4 \times 8 = 32$

8	8	8	8

E. $5 \times 4 = 20$

4	4	4	4	4

C. $7 \times 4 = 27$

4	4	4	4	4	4	4

F. $4 \times 10 = 40$

10	10	10	10



VF
HW/Ext

6. Ryan and Amelie are discussing the 4 times table.



Ryan

I know that $4 \times 4 = 16$, and I know that 8 is double 4, so I can find the answer to 8×4 by doubling the answer to 4×4 .

I know that $3 \times 4 = 12$, and I know that 3 is half of 6, so I can find the answer to 6×4 by halving the answer to 3×4 .



Amelie

Who is correct? Explain why.



RPS
HW/Ext

The 4 Times Table

7. Complete the statements below using $<$, $>$ or $=$.

$$6 \times 4 \quad \bigcirc \quad 4 \times 7$$

$$32 \div 4 \quad \bigcirc \quad 4 \times 2$$

$$4 \times 3 \quad \bigcirc \quad 48 \div 4$$



VF
HW/Ext

8. Identify the incorrect calculations and correct the mistakes in each.

A. four $\times$ five = 20

D. 4 $\times$ eight = 48

B. twelve $\times$ 4 = 44

E. 9 $\times$ 4 = thirty-six

C. forty-four $\div$ 4 = 10

F. six $\times$ 4 = twenty-four



VF
HW/Ext

9. Joseph and Madeleine are discussing the 4 times table.



Joseph

I cannot use the calculation $5 \times 4 = 20$ to help me find the answer to four multiplied by ten.

I can use the calculation ten times four equals forty to help me find the answer to 12×4 .



Madeleine

Who is correct? Explain why.



RPS
HW/Ext

Homework/Extension

The 4 Times Table

Developing

1. =; <; >
2. C should be identified and should read: $4 \times 9 = 36$; D should be identified and should read: $3 \times 4 = 12$ and F should be identified and should read: $4 \times 7 = 28$
3. Belle is correct: when one of the numbers being multiplied is doubled, the answer is also doubled. Nicholas needed to double his answer to $2 \times 4 = 8$ to find the answer to 4×4 , not halve it.

Expected

4. =; >; >
5. A should be identified and should read: $3 \times 4 = 12$; C should be identified and should read: $7 \times 4 = 28$ and D should be identified and should read: $4 \times 4 = 16$
6. Ryan is correct: when one of the numbers being multiplied is doubled, the answer is also doubled. Amelie needed to double her answer to $3 \times 4 = 12$ to find the answer to 6×4 , not halve it.

Greater Depth

7. <; =; =
8. B should be identified and should read: twelve $\times 4 = 48$; C should be identified and should read: forty-four $\div 4 = 11$ and D should be identified and should read: $4 \times \text{eight} = 32$
9. Madeleine is correct: if you know that ten times four equals forty, you can add on two times four equals eight, and reach the answer forty-eight.