

## Class 11 Maths

In order to help you with all of your maths learning, it is important that you are practising your times tables regularly. If you have good times tables knowledge, you will find other areas of maths easier.

Remember to go on to Times Tables Rockstars regularly:

<https://play.ttrockstars.com/auth>

Your login is the same as the one you use in school.

Numberbots also uses the same login as TTRockstars. See the link below:

<https://play.numbots.com/#/account/search-school>

### Counting

To count in multiples of 6, 7, 9, 25 and 1,000











## Vocabulary

*Knowing your times tables well will help you with this work.*

### Multiples

A number that may be divided by another a certain number of times without a remainder.

Use the grid below to help you identify the multiples to 100 of 6, 7, 9 and 25. E.g. multiples of 6: 6, 12, 18...

1	2	3	4	5	6	7	8	9	10	Identify multiples of 6, 7, 9, and 25		
11	12	13	14	15	16	17	18	19	20			
21	22	23	24	25	26	27	28	29	30			
31	32	33	34	35	36	37	38	39	40			
41	42	43	44	45	46	47	48	49	50			
	51	52	53	54	55	56	57	58	59		60	
	61	62	63	64	65	66	67	68	69		70	
	71	72	73	74	75	76	77	78	79		80	
	81	82	83	84	85	86	87	88	89		90	
	91	92	93	94	95	96	97	98	99		100	

Complete these number sequences:

6, \_\_, 18, \_\_, \_\_, 36

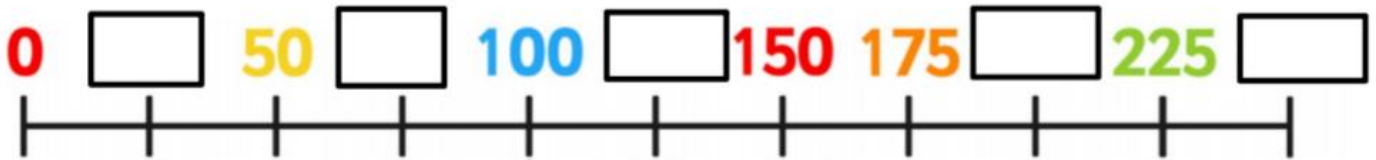
7, \_\_, \_\_, 28, \_\_, 42, \_\_, 56 What are these multiples of?

9, 18, \_\_, 36, \_\_, 54, \_\_, \_\_, 81

Have a go at these questions to help remind you about place value and counting in multiples.

- 1) Complete the number patterns:
  - a) 4,000, 5,000, \_\_\_\_\_, 7,000, 8,000, \_\_\_\_\_, \_\_\_\_\_, 11,000
  - b) 9,000, 8,000, 7,000, \_\_\_\_\_, \_\_\_\_\_, 4,000, 3,000
  - c) 2,000, 4,000, 6,000, \_\_\_\_\_, \_\_\_\_\_

- 2) What are the missing numbers? Which multiple are we counting in?



- 3) Complete the number sequences and identify which multiple we are counting in.
  - a) 60, 54, \_\_, \_\_, 30, 24, \_\_, 12
  - b) 49, \_\_, 35, \_\_, 21, \_\_, 7
  - c) 99, 90, \_\_, 72, \_\_, 54, \_\_

- 4) Write down the first 6 multiples of:  
6, 7, 9, 25 and 1,000

- 5) Write down the next 4 multiples of 9 from 36.  
36, \_\_, \_\_, \_\_, \_\_

- 6) True or false?  
Multiples of 3 and multiples of 6 have a common multiple.  
Explain your answer.

**Vocabulary: Common multiple** This means that a whole number is a shared multiple in each set of numbers. *Hint: you are looking for a number that is the same in*

- 7) Hayley is counting in 25s and 1,000s. She says,  
Multiples of 1,000 are also multiples of 25.  
Multiples of 25 are therefore, multiples of 1,000.  
Are these statements always, sometimes or never true?

*Hint: I would write down the multiples of 25 and the multiples of 1,000 and see if they are always the same, sometimes the same or never the same.*

- 8) a) What digits do multiples of 1,000 end in? Prove it.  
b) What digits do multiples of 25 end in? Prove it.
- 9) a) True or false? If I count in 1,000 from zero, I will always have an even answer.  
b) Convince me that the number 14 will be in this sequence if it is continued...  
49, 42, 35, 28 ...
- 10) a) How many steps of 9 are there between 243 and 270?  
b) What is the same and what is different about these number sequences?  
6, 12, 18, 24, 30...  
45, 36, 27, 18, 9...

## Place Value

To recognise the place value of each digit in a four-digit number

## Arithmetic

This should be a recap of your learning in maths this year. We are using our place value knowledge to help us to think about the value of each of the digits in a given number.

Look at the example below which will help explain this.

Find the value of 5 in the number 2,358.

- 1) First you can put the number into the place value grid like I have below.
- 2) Find the number 5 and look at what that column is showing. **Tens**
- 3) Identify the column (tens) and think about what ten lots of 5 is worth.  **$10 \times 5$**
- 4) Write down your answer. **50**

Th	H	T	O
2	3	5	8

Use this method to help you to work out the following:

- 1) Choose the numbers where the number 7 has a tens value.

8,771      1,287      7,670  
3,437      9,973  
4,507      5,467

- 2) Choose the numbers where the number 3 has a thousands value.

6,203      8,832      4,143  
3,204      3,366  
5,033      3,783

- 3) Write down the number the children are thinking of.

- a) My number has 2 thousands, 2 hundreds, 2 tens and 2 ones.
- b) My number has 6 thousands, 7 hundreds, 8 tens and 9 ones.
- c) My number has 5 thousands, 6 ones, 1 hundred and 2 tens.

- 4) Complete the table

Number	Words	Expanded Form
_____	_____ thousands _____ hundreds _____ tens _____ ones	$1,000 + 500 + 20 + 3$ = _____
_____	4 thousands 3 hundreds 6 tens 1 ones	= _____