

Year 5 – Autumn Block 4 – Multiplication and Division – Multiples

About This Resource:

This PowerPoint has been designed to support your teaching of this small step. It includes a starter activity and an example of each question from the Varied Fluency and Reasoning and Problem Solving resources also provided in this pack. You can choose to work through all examples provided or a selection of them depending on the needs of your class.

National Curriculum Objectives:

Mathematics Year 5: (5C5a) [Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers](#)

More Year [5 Multiplication and Division](#) resources.

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

Step 1: Multiples

Introduction

Place the multiples in to the correct table.

Multiple of 4

Multiple of 6

Multiple of 7

30

20

18

56

49

40

35

Introduction

Place the multiples in to the correct table.

Multiple of 4
20
40

Multiple of 6
18
30

Multiple of 7
35
49
56

Varied Fluency 1

True or false?

54 is a multiple of 7.

Varied Fluency 1

True or false?

54 is a multiple of 7.

False

Varied Fluency 2

Below is a sequence of multiples. Fill in the blanks.

24

36

42

Varied Fluency 2

Below is a sequence of multiples. Fill in the blanks.

24

30

36

42

48

54

60

Varied Fluency 3

Match the number to its multiple.

Number
r

6

4

7

Multipl
e

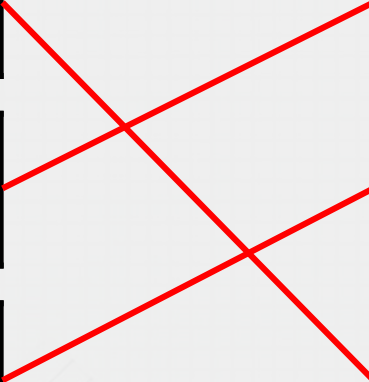
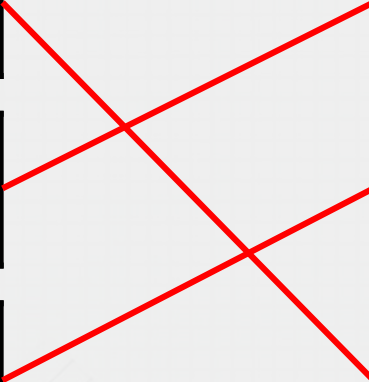
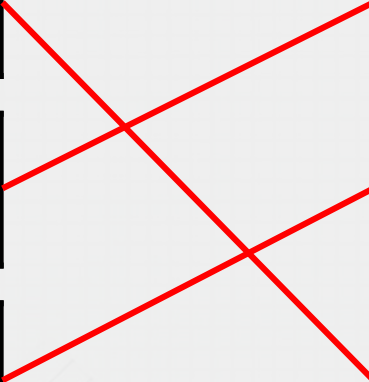
32

35

54

Varied Fluency 3

Match the number to its multiple.

Number		Multiple
6		32
4		35
7		54

Varied Fluency 4

Fill in the table below with two possible multiples for each number.

Number	Multiple	
4		
8		
7		
6		

Varied Fluency 4

Fill in the table below with two possible multiples for each number.

Various answers, for example:

Number	Multiple	
4	8	24
8	24	64
7	14	56
6	6	36

Problem Solving 1

Kara is thinking of a number.



My number is a multiple of 6 and 7. It is even and below 50.

What could her number be?

Is there only one answer?

Problem Solving 1

Kara is thinking of a number.



My number is a multiple of 6 and 7. It is even and below 50.

What could her number be?

42

Is there only one answer?

Yes, there is only one answer.

Reasoning 1

Below is a section of a hundred square.

Why are some of the numbers shaded?
Why do some of the numbers have circles around them?

32	33	34
42	43	44
52	53	54

Reasoning 1

Below is a section of a hundred square.

Why are some of the numbers shaded?

Why do some of the numbers have circles around them?

Shaded numbers
are multiples
of...

32	33	34
42	43	44
52	53	54

Circled numbers
are multiples
of...

Reasoning 1

Below is a section of a hundred square.

Why are some of the numbers shaded?
Why do some of the numbers have circles around them?

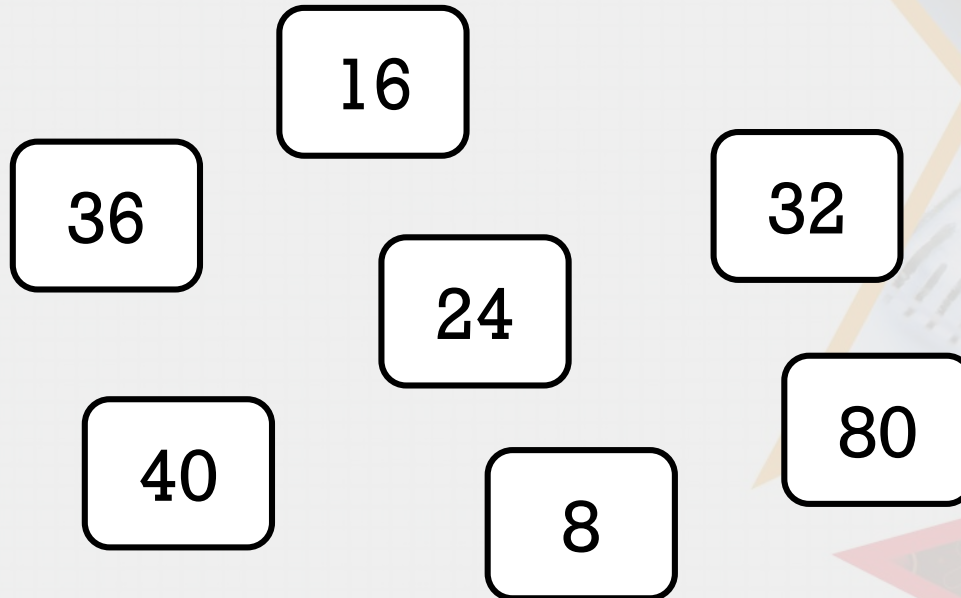
Shaded numbers
are multiples of
4.

32	33	34
42	43	44
52	53	54

Circled numbers
are multiples of
6.

Reasoning 2

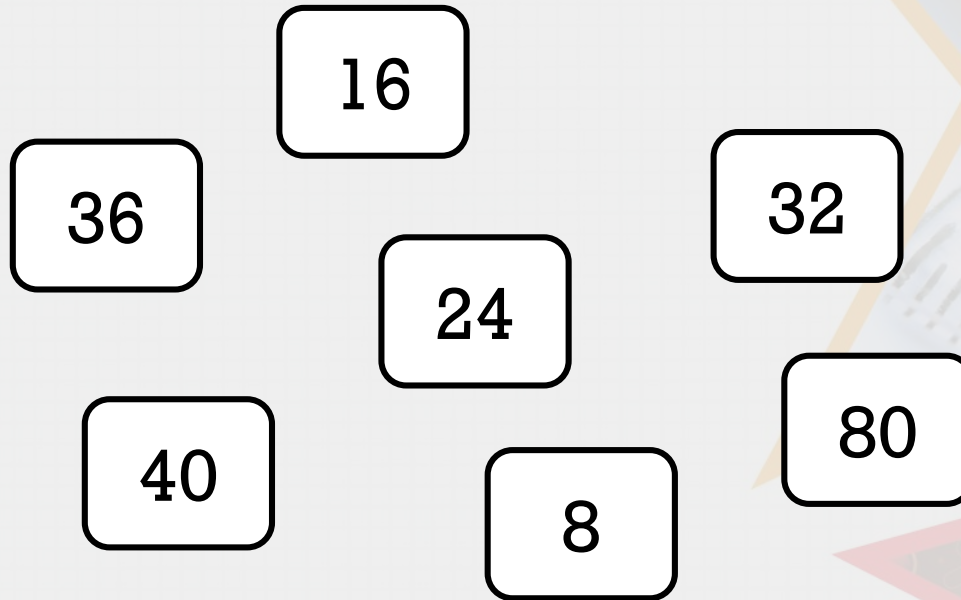
Which is the odd one out?



How do you know?

Reasoning 2

Which is the odd one out?

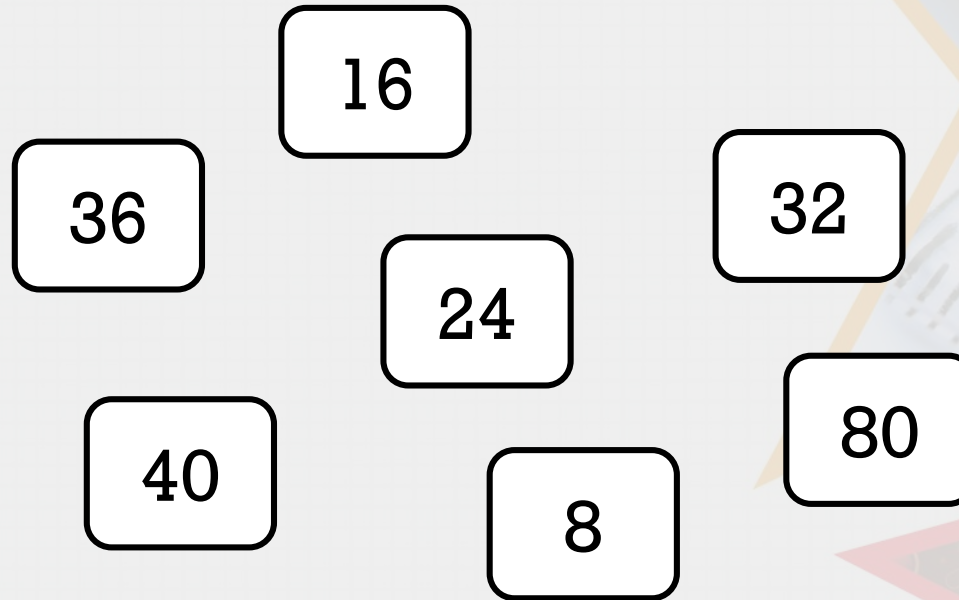


How do you know?

36 is the odd one out because...

Reasoning 2

Which is the odd one out?



How do you know?

36 is the odd one out because it is not a multiple of 8.