## Maths- Skills

## This lesson will be live on teams for

 your class at; 9am-5L 10am-5H 11am-5MLearning objective; To revisit factors and identify common factors.

## Warm up - Factor bugs

- Copy and complete these factor bugs identifying the factors for teach number.



## Multiples

## Multiples are really just extended times tables.

- The multiples of 2 are all the numbers in the 2 times table, such as 2 , $4,6,8,10$ and so on.
- Multiples of 2 always end with a $2,4,6$, 8 or 0 . You can tell 2286 , for example, is a multiple of 2 because it ends with a 6 .
- The multiples of 5 are all the numbers in the 5 times table, such as 5 , $10,15,20,25$ and so on.
- Multiples of 5 always end with a 5 or a 0 . You can tell 465 , for example, is a multiple of 5 because it ends with a 5 .

Take a look at this video from BBC bitesizehttps://www.bbc.co.uk/bitesize/topics/zabg87h/articles/zgbpnbk

Today the lesson is going to follow a video from White Rose Hub.

I would like you to watch and listen to the video, think about pausing it at the correct times to answer the questions. The video gives excellent answers and reasoning around them. When you have answered each question you can continue the video.
Please ignore the suggestions to work from a 'workbook', there are questions for you to answer afterwards.

The link is here; $\underline{\text { https://vimeo.com/468940874 }}$

## Questions

1) Write the numbers in the correct columns (some numbers might belong in more than one column).
$16,40,36,55,72,24,30$

| Multiples <br> of 2 | Multiples <br> of 3 | Multiples <br> of 5 | Multiples <br> of 10 |
| :---: | :---: | :---: | :---: |
|  |  |  |  |

3) Using your rules from question 2, sort the following numbers correctly.
$7362,8654,6246,3475,4530,3513$

| Multiples <br> of 2 | Multiples <br> of 3 | Multiples <br> of 5 | Multiples <br> of 10 |
| :---: | :---: | :---: | :---: |
|  |  |  |  |

2) Look at the numbers in each column. What do you notice? Write a rule for each column about how to identify if a number is a multiple.
a) Multiples of 2
b) Multiples of 3
c) Multiples of 5
d) Multiples of 10

## Answers

1) | Multiples <br> of 2 | Multiples <br> of 3 | Multiples <br> of 5 | Multiples <br> of 10 |
| :---: | :---: | :---: | :---: |
| 16 | 36 | 40 | 40 |
| 40 | 72 | 55 | 30 |
| 36 | 24 | 30 | 90 |
| 72 | 30 | 90 |  |
| 24 | 90 |  |  |
| 30 |  |  |  |
| 90 |  |  |  |
2) a) The final digit is even.
b) The digit total is 3, 6 or 9 (or a multiple of 3 ).
c) The final digit is 0 or 5 .
d) The final digit is 0 .
3) 

| Multiples <br> of 2 | Multiples <br> of 3 | Multiples <br> of 5 | Multiples <br> of 10 |
| :---: | :---: | :---: | :---: |
| 7362 | 7362 | 3475 | 4530 |
| 8654 | 6246 | 4530 | 2940 |
| 6246 | 4530 | 2940 |  |
| 4530 | 3513 |  |  |
| 2940 | 2940 |  |  |

## Code breaking

## Use your knowledge around multiples and factors to break this code.

You will also need to remember a square number is the product of multiplying the same number together; e.g. $5 \times 5=25$

A cube number is when you multiply a number by itself, and then multiply that answer by the original number; e.g. $5 \times 5=25 \times 5=125$.
Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes.
Each answer to the questions below will be a number. Match the number to a letter in the grid below. If your answers are correct, your letters will spell out a phrase.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| A | B | C | D | E | F | G | H | I | J | K | L | M |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| N | O | P | Q | R | S | T | U | V | W | X | Y | Z |


| Which number? | Notes/Number | Letter |
| :--- | :--- | :--- |
| This number is a multiple of seven and two and is <br> a factor of 28. |  |  |
| This number is a square number, a multiple of <br> three and one more than a cube number. |  |  |
| This number is a prime number and a factor of 36. |  |  |
| When this number is squared, the answer is the <br> largest square number in the list above. |  |  |
| This prime number is > 19 and < 29. |  |  |
| This number is a multiple of five and three. |  |  |
| This multiple of nine is in between two prime <br> numbers. |  |  |
| This number is the difference between $5^{2}$ and $6^{2}$. |  |  |

## Crack the Code with Factors, Multiples, Square Numbers and Cube Numbers Answers

| Which number? | Notes/Number | Letter |
| :--- | :---: | :---: |
| This number is a multiple of seven and two and is <br> a factor of 28. | $\mathbf{1 4}$ | N |
| This number is a square number, a multiple of <br> three and one more than a cube number. | $\mathbf{9}$ | I |
| This number is a prime number and a factor of 36. | $\mathbf{3}$ | C |
| When this number is squared, the answer is the <br> largest square number in the list above. | $\mathbf{5}$ | E |
| This prime number is > 19 and < 29. | $\mathbf{2 3}$ | W |
| This number is a multiple of five and three. | $\mathbf{1 5}$ | $\mathbf{O}$ |
| This multiple of nine is in between two prime <br> numbers. | $\mathbf{1 8}$ | $\mathbf{R}$ |
| This number is the difference between $5^{2}$ and $6^{2}$. | $\mathbf{1 1}$ | K |

