Homework/Extension
Step 9: The 10 Times Table

National Curriculum Objectives:

Mathematics Year 2: (2C6) Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

Mathematics Year 2: (2C7) Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals (=) signs

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)
Developing Use the digit cards to create a given answer. Includes use of knowledge of the 10 times table. Pictorial support given.
Expected Use the digit cards to create a given answer. Includes use of knowledge of the 10 times table, including multiplying by 0. No pictorial support given.
Greater Depth Use the digit cards to create a given answer. Includes use of knowledge of the 10 times table beyond 12 x 10 by using multiplication facts. No pictorial support given.

Questions 2, 5 and 8 (Varied Fluency)
Developing Identify the odd one out. Includes use of knowledge of the 10 times table. Pictorial support given.
Expected Identify the odd one out. Includes use of knowledge of the 10 times table, including multiplying by 0. Pictorial support given.
Greater Depth Identify the odd one out. Includes use of knowledge of the 10 times table beyond 12 x 10 by using multiplication facts. No pictorial support given.

Questions 3, 6 and 9 (Reasoning and Problem Solving)
Developing Explain if children are correct when multiplying by 10. Includes use of knowledge of the 10 times table. Pictorial support given.
Expected Explain if children are correct when multiplying by 10. Includes use of knowledge of the 10 times table, including multiplying by 0. No pictorial support given.
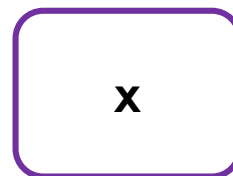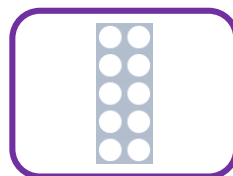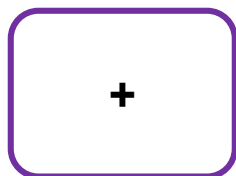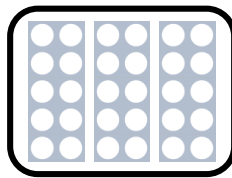**Greater Depth** Explain if children are correct when multiplying by 10. Includes use of knowledge of the 10 times table beyond 12 x 10 by using multiplication facts. No pictorial support given.

More Year 2 Multiplication and Division resources.

Did you like this resource? Don't forget to review it on our website.

The 10 Times Table

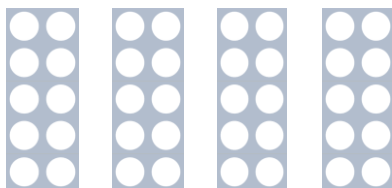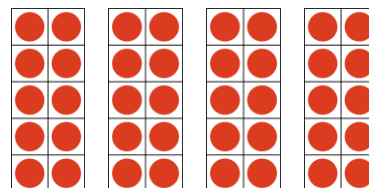## 1. Use the digit cards to create a multiplication that equals the answer below.

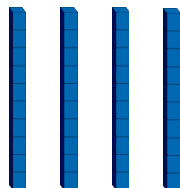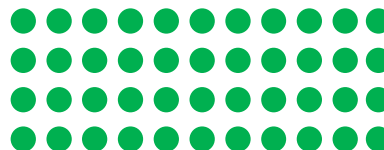| + | | = | | x |

2. Which is the odd one out?

A.

B.

C.

D.

3. Mia and Toby are rolling a dice and multiplying the number they land on by 10.

Mia: I have made 50.

Toby: I have made 40.

Are they correct? Explain your answer.

classroomsecrets.co.uk
Homework/Extension – The 10 Times Table – Year 2 Developing

The 10 Times Table

4. Use the digit cards to create a multiplication that equals the answer below.

| 40 |

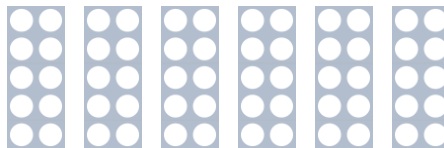| 10 | | + | | 4 | | x | | = |

VF
HW/Ext

5. Which is the odd one out?
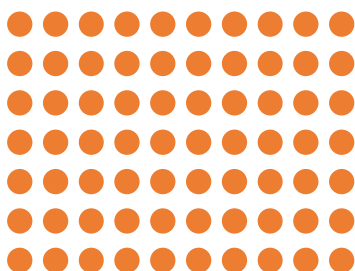
A. | **10 x 7** |

B.

C.

D. | **7 x 10** |

VF
HW/Ext

6. Lucy and Richard are rolling a dice and multiplying the number they land on by 10.

Lucy: The highest number we can make is 60.

Richard: The lowest number we can make is 0.

Lucy

Richard

Are they correct? Explain your answer.

RPS
HW/Ext

The 10 Times Table

7. Use the digit cards to create 2 multiplications that can be added together to make the answer below. You can use the cards more than once.

130

| 9 | + | 10 | x | 4 | = |

VF
HW/Ext

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8. Which is the odd one out?

A. **7 x 10 and 6 x 10**

B. **2 x 10 and 11 x 10**

C. **10 x 10 and 1 x 10**

D. **130**

VF
HW/Ext

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9. Bobby and Olivia are rolling 3 dice and multiplying the numbers they land on by 10.

The highest number we can make is 120.

Bobby

The highest number we can make is 180.

Olivia

Are they correct? Explain your answer.

RPS
HW/Ext

Developing
1. 3 x 10 = 30 or 10 x 3 = 30
2. D
3. Toby is correct because 4 x 10 = 40. Mia is incorrect because she has rolled 6, not 5.

Expected
4. 4 x 10 = 40 or 10 x 4 = 40
5. B
6. Lucy is correct because the highest number they can land on is a 6 and 6 x 10 = 60. Richard is incorrect because the lowest number they could land on is 1 and 1 x 10 = 10.

Greater Depth
7. 9 x 10 = 90; 4 x 10 = 40; 90 + 40 = 130
8. C
9. Olivia is correct because the highest they can roll on each dice is a 6; 6 x 10 = 60; 60 + 60 + 60 = 180. Bobby is incorrect because 180 is the highest number they could make.