

## Numeracy Homework

## Due date:

At St. Peter's we are committed to developing children's core mathematical skills and concepts. This includes their multiplication and division facts as they move through school. This pack is designed to help children develop their multiplication and knowledge up to $12 \times 12$.

Children should complete at least two grids per week and have their time noted above the grid. When children have completed the grids in one step, they may be ready to move on to the next step.

As well as completing the grids, we want children to start to apply their multiplication knowledge to a range of contexts. Therefore there are stages in the booklet that ask children to find common factors and common multiples. Following learning at school children should be able to explain these terms to you but feel free to ask your child's class teacher if you are unsure.

To help children develop this you could ask them questions different to the ones contained in the booklet to help them master their application of multiplication and division knowledge, for example:

What are the common multiples of 3 and 4 ?
What is the highest common factor of 24 and 36 ?
Find the lowest common multiple of 8 and 12.
Can you tell me a prime number lower than 20?
It is important to encourage children to use the correct vocabulary when discussing maths concepts as this will help them master each times table. Please remember to cover a completed grid before children start on the next one!

If you have any questions regarding this homework, or would like extra grids for different steps, please speak to your child's class teacher.

## Numeracy Homework

## Stage 6.5

Find the common multiples for 3 and 8 . Use the grid to help you. Write a sentence to say which is the lowest common multiple.

Time taken $\qquad$ Date: $\qquad$

| $X$ | 4 | 10 | 3 | 6 | 8 | 11 | 2 | 5 | 12 | 7 | 9 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 3 |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |

Find the common multiples for 4 and 6. Use the grid to help you. Write a sentence to say which is the lowest common multiple.

Time taken $\qquad$ Date: $\qquad$

| X | 4 | 10 | 3 | 6 | 8 | 11 | 2 | 5 | 12 | 7 | 9 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 4 |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |

Find the common multiples for 7 and 12. Use the grid to help you. Write a sentence to say which is the lowest common multiple.

Time taken $\qquad$ Date: $\qquad$

| $X$ | 4 | 10 | 3 | 6 | 8 | 11 | 2 | 5 | 12 | 7 | 9 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 7 |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |

Time taken $\qquad$ Date:

| Time taken |  |  |  | Date: |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| X | 4 | 10 | 3 | 6 | 8 | 11 | 2 | 5 | 12 | 7 | 9 |
| 7 |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |


| Time taken |  |  |  | Date: |  |  |  | 5 | 12 | 7 | 9 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| X | 4 | 10 | 3 | 6 | 8 | 11 | 2 |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |


| Time taken |  |  |  | Date: |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| X | 4 | 10 | 3 | 6 | 8 | 11 | 2 | 5 | 12 | 7 | 9 |
| 3 |  |  |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |  |  |

Time taken

| X | 4 | 10 | 3 | 6 | 8 | 11 | 2 | 5 | 12 | 7 | 9 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 10 |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |

Use the tables below to find all of the factor pairs of the numbers you are given. Circle the common factors and write a sentence to state the highest common factor.

TIP: it is better to write factors as factor pairs (a pair of numbers which multiply to make the answer. Follow the example below.


The highest common factor of 80 and 48 is 16 .

Time taken $\qquad$ Date: $\qquad$

| 24 |  |  |  |  |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 42 |  |  |  |  |  |  |  |  |  |  |  |

Time taken $\qquad$ Date: $\qquad$

| 72 |  |  |  |  |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 56 |  |  |  |  |  |  |  |  |  |  |  |

$\qquad$

Time taken $\qquad$ Date: $\qquad$

| 63 |  |  |  |  |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 49 |  |  |  |  |  |  |  |  |  |  |  |

$\qquad$

Time taken $\qquad$ Date: $\qquad$

| 108 |  |  |  |  |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 54 |  |  |  |  |  |  |  |  |  |  |  |

Time taken $\qquad$ Date: $\qquad$

| 110 |  |  |  |  |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 77 |  |  |  |  |  |  |  |  |  |  |  |

Time taken $\qquad$ Date: $\qquad$

| 132 |  |  |  |  |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 60 |  |  |  |  |  |  |  |  |  |  |  |

Time taken $\qquad$ Date: $\qquad$

| 64 |  |  |  |  |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 48 |  |  |  |  |  |  |  |  |  |  |  |

Time taken $\qquad$ Date: $\qquad$

| 132 |  |  |  |  |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 84 |  |  |  |  |  |  |  |  |  |  |  |

Time taken $\qquad$ Date: $\qquad$

| 81 |  |  |  |  |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 96 |  |  |  |  |  |  |  |  |  |  |  |

Time taken $\qquad$ Date: $\qquad$

| 144 |  |  |  |  |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 73 |  |  |  |  |  |  |  |  |  |  |  |

Time taken $\qquad$ Date:


| 108 |  |  |  |  |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 64 |  |  |  |  |  |  |  |  |  |  |  |

Time taken $\qquad$ Date: $\qquad$

| 54 |  |  |  |  |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 84 |  |  |  |  |  |  |  |  |  |  |  |

