



KEY INSTANT RECALL FACTS

Year: 6

AUTUMN: 1

I can multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.

By the end of this half term, children should be able to work out the following facts and other similar facts.

$6 \times 10 = 60$

$7 \times 100 = 700$

$3 \times 1000 = 3000$

$90 \div 10 = 9$

$500 \div 100 = 5$

$9000 \div 1000 = 9$

$46 \times 10 = 460$

$79 \times 100 = 7900$

$65 \times 1000 = 65,000$

$49 \div 10 = 4.9$

$53 \div 100 = 0.53$

$7050 \div 1000 = 7.05$

$348 \times 10 = 3480$

$831 \times 100 = 83,100$

$912 \times 1000 = 912,000$

$672 \div 10 = 67.2$

$673 \div 100 = 6.73$

$563 \div 1000 = 0.563$

$5.3 \times 10 = 53$

$6.2 \times 100 = 620$

$9.2 \times 1000 = 9200$

$12.6 \div 10 = 1.26$

$703 \div 100 = 7.03$

$4106 \div 1000 = 4.106$

$4.89 \times 10 = 48.9$

$6.32 \times 100 = 632$

$8.35 \times 1000 = 8350$

$3.24 \div 10 = 0.324$

$782 \div 100 = 7.82$

$5217 \div 1000 = 5.217$

Key Vocabulary

What is 7 **multiplied by** 10?

What is 100 **times** 0.7?

What is 654 **divided by** 1000?

hundreds, tens, ones

tenths, hundredths, thousandths

These are just examples of the facts for this term. For questions which have answers more than three decimal places, children should be able to round them to the nearest thousandth e.g. $34.23 \div 1000 = 0.03423$ would round to 0.034, $5.67 \div 1000 = 0.00567$ would round to 0.006

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact family of the day. If you would like more ideas, please speak to your child's teacher.

It is important to refer to the digits, rather than the decimal point, moving when multiplying or dividing by 10 or 100. Using the following place value chart: <http://www.greatmathsteachingideas.com/wp-content/uploads/2012/02/Multiplying-and-dividing-by-10-100-and-1000.pdf> and writing the number on the chart first can help pupils see how the decimal point remains fixed and the digits shift left if multiplying and right if dividing.

[Play games](http://mathsframe.co.uk/en/resources/resource/31/multiply_and_divide_by_10_100_and_1000_2) – This website is an activity to help practise multiplying and dividing by 10, 100 and 1000: [http://mathsframe.co.uk/en/resources/resource/31/multiply and divide by 10 100 and 1000 2](http://mathsframe.co.uk/en/resources/resource/31/multiply_and_divide_by_10_100_and_1000_2)