



x 2 5&10 3 4 0,11&Squ 9 6 8 7 12 All

**Information for Parents: 2x "Double" Strategy**

**2x - "Double" Strategy**

Relate these number facts to the "Double" addition facts. Use ten frames to help students visualise the process.

Double 7 - Students can see 7 made up of 5 + 2; double that equals 14. Other representations can be shown with the counters on the ten frames.

**2x**

- 1)  $2 \times 7 =$  \_\_\_\_\_ 11)  $2 \times 1 =$  \_\_\_\_\_
- 2)  $2 \times 2 =$  \_\_\_\_\_ 12)  $2 \times 4 =$  \_\_\_\_\_
- 3)  $2 \times 3 =$  \_\_\_\_\_ 13)  $2 \times 8 =$  \_\_\_\_\_

**Turn arounds x2**

- 41)  $4 \times 2 =$  \_\_\_\_\_ 51)  $8 \times 2 =$  \_\_\_\_\_
- 42)  $8 \times 2 =$  \_\_\_\_\_ 52)  $3 \times 2 =$  \_\_\_\_\_
- 43)  $2 \times 2 =$  \_\_\_\_\_ 53)  $7 \times 2 =$  \_\_\_\_\_

- 4)  $2 \times 12 =$  \_\_\_\_\_
- 5)  $2 \times 10 =$  \_\_\_\_\_
- 6)  $2 \times 9 =$  \_\_\_\_\_
- 7)  $2 \times 6 =$  \_\_\_\_\_
- 8)  $2 \times 2 =$  \_\_\_\_\_
- 9)  $2 \times 2 =$  \_\_\_\_\_
- 10)  $2 \times 5 =$  \_\_\_\_\_

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**Write the missing number**

- 21)  $2 \times$  \_\_\_\_\_ = 8
- 22)  $2 \times$  \_\_\_\_\_ = 10
- 23)  $2 \times$  \_\_\_\_\_ = 12      28)  $2 \times$  \_\_\_\_\_ = 14
- 24)  $2 \times$  \_\_\_\_\_ = 24      29)  $2 \times$  \_\_\_\_\_ = 8
- 25)  $2 \times$  \_\_\_\_\_ = 18      30)  $2 \times$  \_\_\_\_\_ = 20
- 63) \_\_\_\_\_  $\times 2 = 4$       68) \_\_\_\_\_  $\times 2 = 12$
- 64) \_\_\_\_\_  $\times 2 = 18$       69) \_\_\_\_\_  $\times 2 = 20$
- 65) \_\_\_\_\_  $\times 2 = 24$       70) \_\_\_\_\_  $\times 2 = 16$

**Addition revision**

- 31)  $6 + 6 =$  \_\_\_\_\_ 36)  $6 + 5 =$  \_\_\_\_\_
- 32)  $3 + 8 =$  \_\_\_\_\_ 37)  $10 + 6 =$  \_\_\_\_\_
- 33)  $6 + 9 =$  \_\_\_\_\_ 38)  $7 + 9 =$  \_\_\_\_\_
- 34)  $9 + 8 =$  \_\_\_\_\_ 39)  $6 + 4 =$  \_\_\_\_\_
- 35)  $4 + 9 =$  \_\_\_\_\_ 40)  $8 + 6 =$  \_\_\_\_\_

**Subtraction revision**

- 71)  $15 - 8 =$  \_\_\_\_\_ 76)  $13 - 6 =$  \_\_\_\_\_
- 72)  $15 - 7 =$  \_\_\_\_\_ 77)  $6 - 4 =$  \_\_\_\_\_
- 73)  $12 - 6 =$  \_\_\_\_\_ 78)  $18 - 9 =$  \_\_\_\_\_
- 74)  $14 - 5 =$  \_\_\_\_\_ 79)  $4 - 2 =$  \_\_\_\_\_
- 75)  $8 - 4 =$  \_\_\_\_\_ 80)  $17 - 9 =$  \_\_\_\_\_

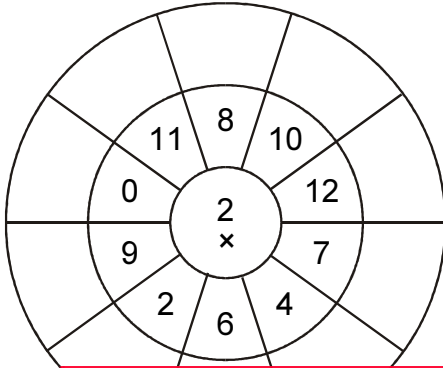
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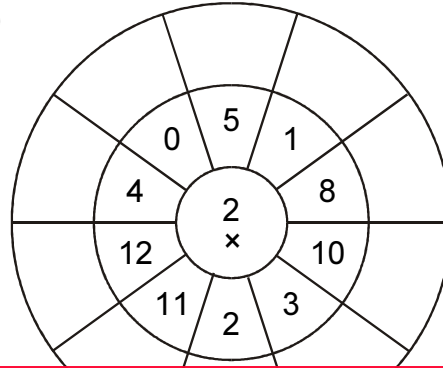
x 2 5&10 3 4 0,11&Squ 9 6 8 7 12 All

This worksheet is part of the Professor Pete's Classroom Multiplication Number Fact Booklet. Completing the wheels helps your child remember numbers facts with daily practice.

1)



2)



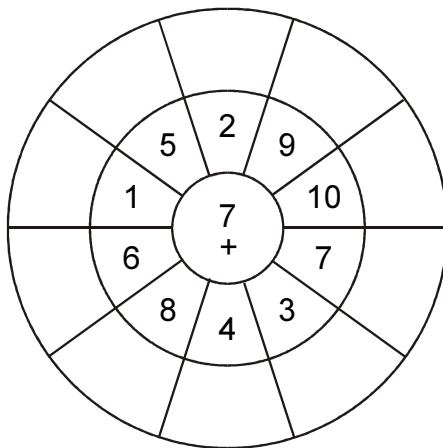
3)

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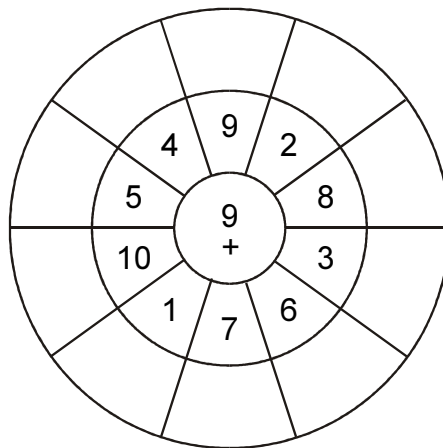
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**Addition revision**

5)



6)



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x	2	5&10	3	4	0,11&Squ	9	6	8	7	12	All
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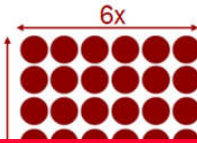
**Information for Parents: 10x and 5x - "Place Value", "Halving" Strategy**

**5x - "5 is Half of 10" Strategy**

THINK: 5 is half to 10 so multiply by 10 and halve it.  
 Even multiples of 5 are equal to half the number of tens  
 $5 \times 6 = 10 \times 3 = 30$   
 Odd multiples always end in 5 and are 5 more than the previous multiple  $5 \times 7$  think:  $5 \times 6 = 30$  so  $5 \times 7 = 35$   
**THINK:  $5 \times 6 = 30$  (3 tens, half of 60)**  
 **$5 \times 7 = 35$**

**10x**

- 1)  $10 \times 11 =$  \_\_\_\_\_
- 2)  $10 \times 3 =$  \_\_\_\_\_
- 3)  $10 \times 6 =$  \_\_\_\_\_
- 4)  $10 \times 7 =$  \_\_\_\_\_
- 5)  $10 \times 10 =$  \_\_\_\_\_
- 6)  $10 \times 5 =$  \_\_\_\_\_
- 7)  $10 \times 8 =$  \_\_\_\_\_



**10x, 5x**

- 11)  $10 \times 2 =$  \_\_\_\_\_
- 12)  $5 \times 2 =$  \_\_\_\_\_
- 13)  $10 \times 8 =$  \_\_\_\_\_
- 14)  $5 \times 8 =$  \_\_\_\_\_
- 15)  $10 \times 9 =$  \_\_\_\_\_
- 16)  $5 \times 9 =$  \_\_\_\_\_

This is a

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- 17)  $10 \times 4 =$  \_\_\_\_\_
- 27)  $10 \times 3 =$  \_\_\_\_\_
- 47)  $2 \times 5 =$  \_\_\_\_\_
- 62)  $7 \times 5 =$  \_\_\_\_\_
- 18)  $5 \times 4 =$  \_\_\_\_\_
- 28)  $5 \times 3 =$  \_\_\_\_\_
- 48)  $10 \times 5 =$  \_\_\_\_\_
- 63)  $8 \times 5 =$  \_\_\_\_\_
- 19)  $10 \times 3 =$  \_\_\_\_\_
- 29)  $10 \times 11 =$  \_\_\_\_\_
- 49)  $9 \times 5 =$  \_\_\_\_\_
- 64)  $5 \times 5 =$  \_\_\_\_\_
- 20)  $5 \times 3 =$  \_\_\_\_\_
- 30)  $5 \times 11 =$  \_\_\_\_\_
- 50)  $12 \times 5 =$  \_\_\_\_\_
- 65)  $11 \times 5 =$  \_\_\_\_\_

**5x**

- 31)  $5 \times 9 =$  \_\_\_\_\_
- 36)  $5 \times 2 =$  \_\_\_\_\_
- 51)  $1 \times 5 =$  \_\_\_\_\_
- 66)  $10 \times 5 =$  \_\_\_\_\_
- 32)  $5 \times 1 =$  \_\_\_\_\_
- 37)  $5 \times 4 =$  \_\_\_\_\_
- 52)  $4 \times 5 =$  \_\_\_\_\_
- 67)  $5 \times 5 =$  \_\_\_\_\_
- 33)  $5 \times 8 =$  \_\_\_\_\_
- 38)  $5 \times 6 =$  \_\_\_\_\_
- 53)  $4 \times 5 =$  \_\_\_\_\_
- 68)  $4 \times 5 =$  \_\_\_\_\_
- 34)  $5 \times 10 =$  \_\_\_\_\_
- 39)  $5 \times 12 =$  \_\_\_\_\_
- 54)  $10 \times 5 =$  \_\_\_\_\_
- 69)  $1 \times 5 =$  \_\_\_\_\_
- 35)  $5 \times 7 =$  \_\_\_\_\_
- 40)  $5 \times 11 =$  \_\_\_\_\_
- 55)  $12 \times 5 =$  \_\_\_\_\_
- 70)  $2 \times 5 =$  \_\_\_\_\_

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