Spring Block 1

Multiplication and division B

Small steps

Step 1	Multiples of 10
Step 2	Related calculations
Step 3	Reasoning about multiplication
Step 4	Multiply a 2-digit number by a 1-digit number – no exchange
Step 5	Multiply a 2-digit number by a 1-digit number – with exchange
Step 6	Link multiplication and division
Step 7	Divide a 2-digit number by a 1-digit number – no exchange
Step 8	Divide a 2-digit number by a 1-digit number – flexible partitioning

Small steps

Step 9	Divide a 2-digit number by a 1-digit number – with remainders
Step 10	Scaling
Step 11	How many ways?

Multiples of 10

Notes and guidance

Children learnt the 10 times-table in Year 2 and revisited multiples of 10 in the Autumn term. In this small step, they further develop their understanding of multiples of 10 by looking at greater multiples.

Children reinforce their earlier work on place value and use a range of representations, such as ten frames, Gattegno charts and place value charts. They recognise that multiples of 10 end in a zero and use this fact to solve basic multiplication and division problems beyond the 10 times-table.

Understanding multiples of 10 is crucial for the next step, when children explore multiplying by 20, 30 and so on. This is the foundation of multiplying other 2-digit numbers using the expanded method later in this block and for more formal methods in Year 4 and beyond.

Things to look out for

- Children may think that multiplying by 10 is always equivalent to adding a zero, rather than considering place value, which could lead to misconceptions in later years when they multiply decimals.
- Children may need support to recognise when to multiply and when to divide by 10

Key questions

- What is the multiple of 10 before _____?
- What is the multiple of 10 after _____?
- Is _____ a multiple of 10? How can you tell?
- How many tens are there in _____?
- How can you use a Gattegno chart/place value chart to help multiply or divide a number by 10?
- What is the same about all multiples of 10?
  What is different?

Possible sentence stems

- I know _____ is a multiple of 10 because ...
- _____ multiplied by 10 is equal to _____
- _____ is 10 times the size of _____
- There are _____ tens in _____

National Curriculum links

- Recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2)

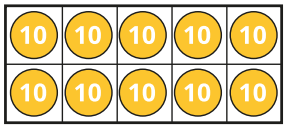
Multiples of 10

Key learning

- Complete the number track.

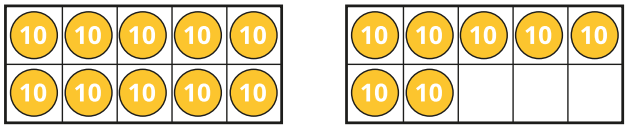
10	20		40		60			90	100

- Use the ten frame to complete the sentence.



10 tens are equal to _____

Use the ten frames to complete the calculation.



17 × 10 = 10 × 10 + 7 × 10 = _____ + _____ = _____

- Work out the multiplications.

14 × 10	19 × 10	23 × 10	10 × 26

- Dexter has 13 bags of marbles.

There are 10 marbles in each bag.

How many marbles does Dexter have altogether?

- Which of these numbers are multiples of 10?

50	150	65	98	450	150	805	25	340

Explain how you know.

- A bush is 4 m tall.

A tree is 10 times as tall as the bush.

How tall is the tree?

- Fill in the missing numbers.
  - 23 × 10 = _____
  - _____ × 10 = 280
  - 64 × _____ = 640
  - _____ × 10 = 420

- A ribbon is 270 cm long.

270 cm

Ron wants to cut the ribbon into 10 cm pieces.

How many pieces can he cut?

Multiples of 10

Reasoning and problem solving

Teddy saves £10 a week.

How many weeks will it take him to save £120?

How do you know?

12 weeks

Mr Trent has a piece of wood.

Mr Trent cuts it into three parts, A, B and C.

- Part A is 10 times as long as part C.
- Part B is 4 times as long as part C.
- Part A is 100 cm long.

How long was the piece of wood before Mr Trent cut it?

150 cm

Here is a Gattegno chart and a place value chart.

100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9

Hundreds	Tens	Ones

Show each number on both charts.

21 **14** **32** **40** **26**

Multiply each number by 10

Show the results on the charts.

What is the same and what is different?

210, 140, 320, 400, 260

Related calculations

Notes and guidance

This small step builds on the previous step and children's existing knowledge of times-tables to explore calculations related to known facts.

Children explore scaling facts by 10, for example using $3 \times 4 = 12$ to derive $3 \times 40 = 120$ and $30 \times 4 = 120$. A range of representations are used to expose the link between multiples of 1 and multiples of 10. Children begin by using base ten, before moving on to the slightly more abstract representation of place value counters. Children go on to explore this relationship with division, for example using $12 \div 3 = 4$ to derive $120 \div 3 = 40$. This will be revisited later in the block.

Care should be taken to ensure that children do not also think that $12 \div 30 = 40$. This is a good opportunity to remind them that multiplication is commutative while division is not.

Things to look out for

- Children may derive incorrect division facts by using the rules they have learnt about related multiplication facts.
- Children may try to find results by calculation rather than recognising the relationship between one fact and another.

Key questions

- What is the same and what is different about the two calculations?
- How can you represent the calculation using place value counters/base 10?
- How is multiplying by 10s different from multiplying by 1s?
- What is the connection between the two calculations?

Possible sentence stems

- _____ × _____ ones is equal to _____ ones,
  so _____ × _____ tens is equal to _____ tens.
- _____ ÷ _____ is equal to _____,
  so _____ tens ÷ _____ is equal to _____ tens.

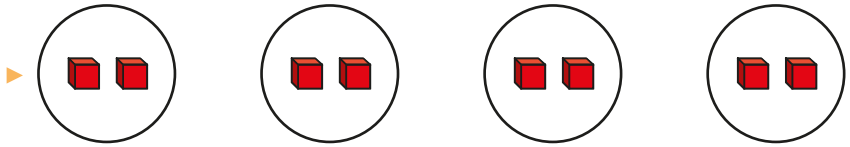
National Curriculum links

- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods

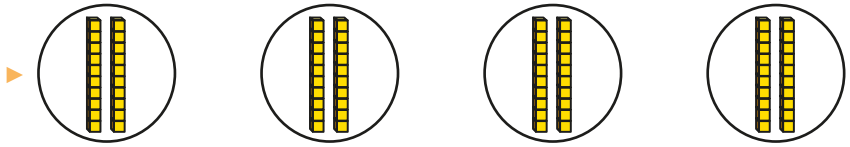
Related calculations

Key learning

- Complete the number sentences to match the pictures.

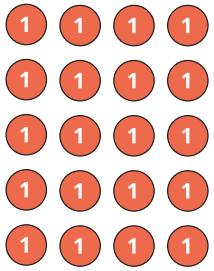


4 × 2 ones = _____ ones 4 × 2 = _____

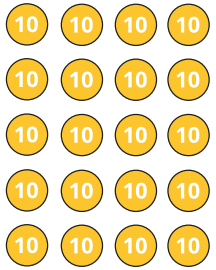


4 × 2 tens = _____ tens 4 × 20 = _____

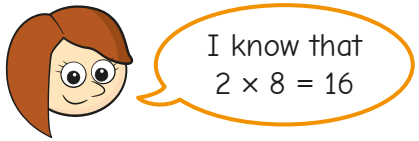
- Complete the multiplication facts.



_____ × 4 = _____



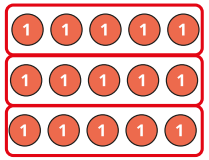
_____ × 40 = _____

- 

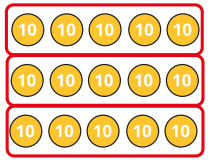
Use Rosie's fact to complete the multiplications.

▶ 2 × 80 = _____ ▶ 20 × 8 = _____ ▶ 8 × 20 = _____

- Use the place value counters to complete the divisions.



15 ÷ 3 = _____



15 tens ÷ 3 = _____

- Use place value counters to help complete the calculations.

▶ 27 ÷ 9 = _____ ▶ 54 ÷ 6 = _____ ▶ 48 ÷ 4 = _____

270 ÷ 9 = _____ 540 ÷ 6 = _____ 480 ÷ 4 = _____

- 4 family tickets to a theme park cost £240 in total.

How much does 1 family ticket cost?

Related calculations

Reasoning and problem solving

I know
2 × 6 = 12, so
2 × 60 = 120

Tiny is correct.

Write the fact family for this multiplication.

60 × 2 = 120

120 ÷ 2 = 60

120 ÷ 60 = 2

Use the number cards to complete the calculations.

9	9	10	10	100	900	900

You can use each card only once.

900 ÷ ☐ = 100

☐ ÷ ☐ = 9

☐ × ☐ = ☐ ÷ ☐

900 ÷ **9** = 100

900 ÷ **100** = 9

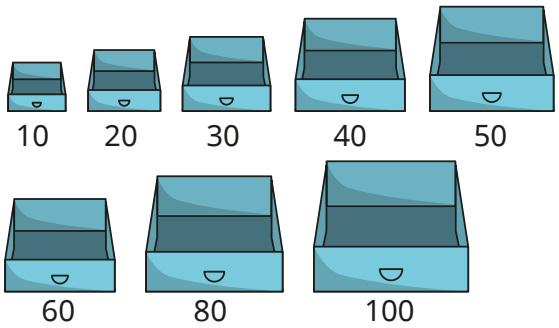
9 × **10** = **900** ÷ **10**

Scott has 240 cakes to sell.

He chooses one size of box and puts the same number of cakes in each box.

He has no cakes left over.

Which of these boxes could he use?



10, 20, 30, 40, 60 or 80

Is the statement true or false?

5 × 30 = 3 × 50

Explain your answer.

True

Reasoning about multiplication

Notes and guidance

In this small step, children develop their knowledge and understanding of the structure of multiplication.

Children begin by recapping what multiplication looks like with objects, and gradually use more abstract representations. These include cubes, base 10, arrays and number sentences. They use the symbols <, > and = to compare groups using multiplication and division structures, both in context and within number sentences. Children are encouraged to realise that, for example, $6 \times 3 > 6 \times 2$ without doing any calculation, but by recognising the relationship between the calculations and that the first must give an answer greater than the second because the same number is being multiplied by 3 and 2

Things to look out for

- When comparing number sentences, children may find it difficult to recognise which digit is referring to the size of the group and which digit is referring to the number of groups.
- Children may try to work out the calculations to make comparisons, rather than using their understanding of the multiplicative structure.

Key questions

- What number sentences are shown by the array?
- What is the same and what is different about 8×3 and 8×4?
- Which digit represents the size of the group?
- Which digit refers to the number of groups?
- What happens if you increase/decrease the number of groups?
- What happens if you increase/decrease the size of the groups?
- Do you need to complete the calculations to compare them?

Possible sentence stems

- _____ lots of _____ is greater than _____ lots of _____
- _____ lots of _____ is less than _____ lots of _____
- I know that _____ is greater because ...

National Curriculum links

- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods

Reasoning about multiplication

Key learning

- Complete the number sentences to match the pictures.

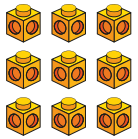
6 × 3 = _____

6 × 5 = _____

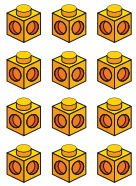
Write > or < to complete the statement.

6 × 3 ◯ 6 × 5

- Complete the number sentences and write <, > or = to compare the arrays.



_____ × _____ = _____



_____ × _____ = _____

- Write <, > or = to complete the statement.

2 × 30 ◯ 4 × 30

- Write <, > or = to compare the multiplications.

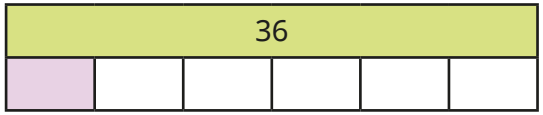
8 × 3 ◯ 7 × 4

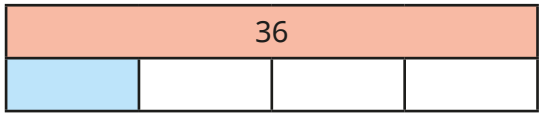
8 × 2 ◯ 6 × 4

80 × 3 ◯ 70 × 4

8 × 20 ◯ 6 × 40

- How do the bar models show that 36 ÷ 6 < 36 ÷ 4?





Draw bar models to compare the pairs of calculations.

12 ÷ 6 ◯ 12 ÷ 4

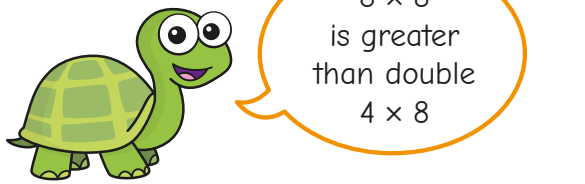
15 ÷ 5 ◯ 15 ÷ 3

27 ÷ 3 ◯ 24 ÷ 3

20 ÷ 5 ◯ 20 ÷ 4

Reasoning about multiplication

Reasoning and problem solving



Do you agree with Tiny?

Use counters to show your answer.

No

8 × 8 = double 4 × 8

Is each statement true or false?

6 × 7 < 6 + 6 + 6 + 6 + 6 + 6 + 6

7 × 6 = 7 × 3 + 7 × 3

2 × 3 > 5 × 3

False

True

False

Use all the cards to complete the statements.

4 × 5	3 × 8	3 × 4
5 × 5	4 × 8	3 × 5

_____ < _____

_____ > _____

_____ < _____

various possible answers, e.g.

3 × 5 < 4 × 5

4 × 8 > 3 × 8

3 × 4 < 5 × 5

Find three different ways to complete each number sentence.

_____ × 3 + _____ × 3 < _____ × 3

_____ × 4 < _____ × 4 < _____ × 4

_____ × 8 > _____ × 8 > _____ × 8

multiple possible answers, e.g.

1 × 3 + 2 × 3 < 5 × 3

2 × 4 < 8 × 4 < 12 × 4

7 × 8 > 2 × 8 > 1 × 8

Multiply a 2-digit number by a 1-digit number – no exchange

Notes and guidance

In this small step, children explore multiplying 2-digit numbers by 1-digit numbers. At this stage, none of the multiplication calculations require exchanges.

Children apply their understanding of partitioning to represent and solve calculations using the expanded method. The 2-digit number is partitioned into tens and ones, both are multiplied by the 1-digit number and then the partial products are added to find the total product. This is explored through a progression of representations from base 10 to place value counters and part-whole models, alongside number sentences.

The expanded method allows children to gain a deep understanding of the structure of the calculation before progressing to formal short multiplication in Year 4

Things to look out for

- Children may partition a 2-digit number into single digits rather than tens and ones, for example $48 \times 8 = 4 \times 8 + 8 \times 8$
- Errors may occur if partial products are lined up incorrectly.

Key questions

- How can you partition a 2-digit number into tens and ones?
- What is the product of the tens and the single digit?
- What is the product of the ones and the single digit?
- What do you need to do to find the final answer?

Possible sentence stems

- _____ tens and _____ ones multiplied by _____ is equal to _____ tens multiplied by _____ and _____ ones multiplied by _____
- _____ tens multiplied by _____ is equal to _____
  _____ ones multiplied by _____ is equal to _____
  _____ multiplied by _____ is equal to _____
- _____ × _____ = _____ tens × _____ + _____ × _____

National Curriculum links

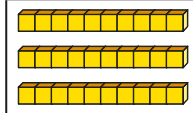
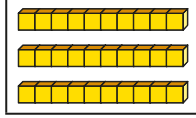
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods

Multiply a 2-digit number by a 1-digit number – no exchange

Key learning

- Complete the number sentences.

  Use the place value chart to help you.

Tens	Ones
	
	

3 tens × 2 = _____ tens

2 ones × 2 = _____ ones

_____ + _____ = _____

32 × 2 = _____

- A minibus has space for 21 people.

  How many people can fit on 3 minibuses?

  Use a place value chart and base 10 to help you.

- Use the place value chart and counters to work out 21 × 4

Tens	Ones
10 10	1
10 10	1
10 10	1
10 10	1

2 tens × 4 = _____ tens

1 one × 4 = _____ ones

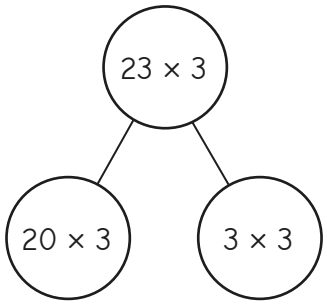
_____ + _____ = _____

21 × 4 = _____

- Work out the multiplications.

32 × 3	23 × 2	12 × 4	41 × 2

- Ron has used a part-whole model to multiply 23 by 3



20 × 3 = 60
3 × 3 = 9
23 × 3 = 69

Use a part-whole model to help you work out the multiplications.

21 × 5	42 × 2	52 × 2	21 × 6

- Complete the number sentences.

  ▶ 32 × 4

  = ___ tens × 4 + ___ ones × 4

  = ___ + ___

  = ___

  ▶ 42 × 3

  = ___ tens × 3 + ___ ones × 3

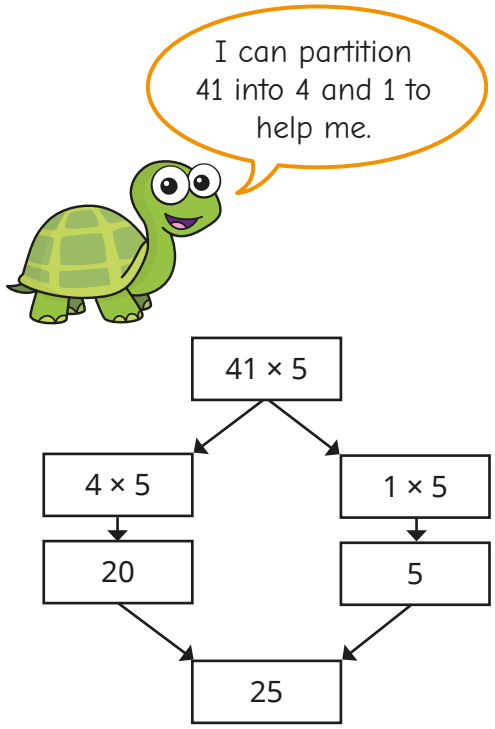
  = ___ + ___

  = ___

Multiply a 2-digit number by a 1-digit number – no exchange

Reasoning and problem solving

Tiny is working out 41 × 5



What has Tiny done wrong?

Work out the correct answer.

205

Whitney is comparing calculations.

Is Whitney correct?

How does she know this?

Yes

Ron multiplies a 2-digit number by a 1-digit number.

What might Ron's numbers be?

48 and 1

24 and 2

12 and 4

Multiply a 2-digit number by a 1-digit number – with exchange

Notes and guidance

In this small step, children continue to explore multiplying 2-digit numbers by 1-digit numbers, now looking at calculations that involve an exchange.

As in the previous step, children apply their understanding of partitioning to represent and solve calculations using the expanded method. This involves partitioning the 2-digit number into tens and ones, multiplying separately, then adding the partial products together. Children use the same representations as in the previous steps to provide familiarity and focus their attention on the new aspect of making an exchange.

Use of the expanded method allows children to gain a deep understanding of the structure of the calculation before progressing to formal short multiplication in Year 4

Things to look out for

- Children may partition a 2-digit number into single digits rather than tens and ones, for example $48 \times 8 = 4 \times 8 + 8 \times 8$
- Children may not line up partial products correctly.
- Children may struggle when making an exchange, including forgetting to add on any exchanges.

Key questions

- How can you partition a 2-digit number into tens and ones?
- What is the product of the tens and the single digit?
- What is the product of the ones and the single digit?
- What do you need to do to find the final answer?
- What do you do if you have ten or more ones?

Possible sentence stems

- _____ tens and _____ ones multiplied by _____ is equal to _____ tens multiplied by _____ and _____ ones multiplied by _____
- _____ ones is _____ tens and _____ ones.
- _____ × _____ = _____ tens × _____ + _____ × _____

National Curriculum links

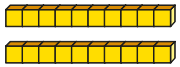
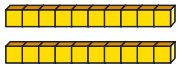
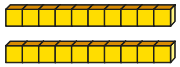
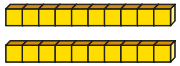
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods

Multiply a 2-digit number by a 1-digit number – with exchange

Key learning

- Complete the number sentences.

  Use the place value chart to help you.

Tens	Ones
	
	
	
	

  2 tens × 4 = _____ tens

  4 ones × 4 = _____ ones

  24 × 4 = _____ + _____ = _____

  24 × 4 = _____

- Use the place value chart and counters to work out 45 × 3

Tens	Ones
10 10 10 10	1 1 1 1 1
10 10 10 10	1 1 1 1 1
10 10 10 10	1 1 1 1 1

  4 tens × 3 = _____ tens

  5 ones × 3 = _____ ones

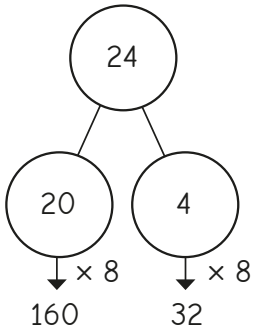
  _____ + _____ = _____

  45 × 3 = _____

- Use a place value chart and base 10 to work out the multiplications.

  13 × 4 | 23 × 4 | 14 × 8 | 25 × 3

- Mo uses a part-whole model to work out 24 × 8



  160 + 32 = 192

  24 × 8 = 192

  Use Mo's method to work out the multiplications.

  18 × 4 | 73 × 5 | 42 × 5 | 28 × 8

- Complete the workings.

  ▶ 64 × 3

  = ___ tens × 3 + ___ ones × 3

  = ___ + ___

  = ___

  ▶ 24 × 8

  = 20 × 8 + 4 × 8

  = ___ + ___

  = ___

Multiply a 2-digit number by a 1-digit number – with exchange

Reasoning and problem solving

Is the statement always true, sometimes true or never true?

A 2-digit number multiplied by a 1-digit number has a 2-digit answer.

Explain your answer.

sometimes true

Here are some digit cards.

2	3	4

Use each digit card once to create a multiplication.

□□ × □

Which multiplication gives an answer closest to 100?

23 × 4 = 92

Aisha is sorting out two cupboards.

In the first cupboard, there are 4 boxes with 34 pencils in each box.

In the second cupboard, there are 5 boxes with 28 pencils in each box.

Which cupboard has more pencils?

second cupboard

Use the fact to compare the multiplications. Write < or > to make the statement correct.

8 × 44 = 352

8 × 45 ◯ 9 × 44

How did the fact help you?

<

Link multiplication and division

Notes and guidance

In this small step, children develop their understanding of related facts from earlier in the block, with a focus on linking multiplication and division facts.

In particular, children explore what happens when a number within a calculation is multiplied by 10 and how this affects the answer. They use these facts by unitising in tens, for example using 8 ÷ 2 = 4 to derive 8 tens ÷ 2 = 4 tens, so 80 ÷ 2 = 40.
A range of representations are used to make the link between multiples of one and ten, which will be familiar from the multiplication steps earlier in the block.

This step will support children to work out divisions in the next few steps of the block.

Things to look out for

- Children may try to find results by calculation, rather than recognising the relationship between two facts.
- In examples such as 240 ÷ 80, children may think the answer is 30 because they know 24 ÷ 8 = 3 and they assume that they need to add a zero.

Key questions

- What is the same and what is different about the two calculations?
- How can you show the calculation using place value counters/ base 10?
- How is multiplying by 10s different from multiplying by 1s?
- What division facts do you know by using the fact _____ × _____ = _____?

Possible sentence stems

- _____ × _____ ones is equal to _____ ones, so _____ × _____ tens is equal to _____ tens.
- _____ ÷ _____ is equal to _____, so _____ tens ÷ _____ is equal to _____ tens.

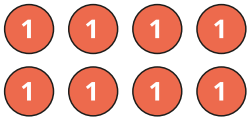
National Curriculum links

- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Link multiplication and division

Key learning

- What multiplication and division facts does the array show?



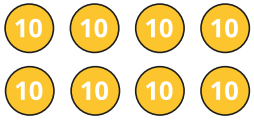
_____ × _____ = _____

_____ × _____ = _____

_____ ÷ _____ = _____

_____ ÷ _____ = _____

What multiplication and division facts does the array show?



_____ × _____ = _____

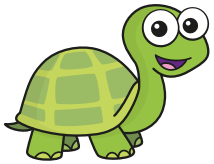
_____ × _____ = _____

_____ ÷ _____ = _____

_____ ÷ _____ = _____

What is the same and what is different about these arrays?

- Tiny is working out 60 ÷ 3



I know 6 ones ÷ 3 is equal to 2 ones.
So 6 tens ÷ 3 is equal to 2 tens.
60 ÷ 3 = 20

Use Tiny's method to work out the divisions.

80 ÷ 4	90 ÷ 3	60 ÷ 2	70 ÷ 7

- Fill in the missing numbers.

▶ 2 × 6 = _____ ▶ 3 × 8 = _____ ▶ _____ = 5 × 3

2 × 60 = _____ 3 × _____ = 240 150 = 5 × _____

- 1 ticket to the zoo costs £20

How much do 4 tickets cost?

How many tickets can you buy for £180?

- There are 80 children in Year 3

The children are put into pairs.

How many pairs are there altogether?

Link multiplication and division

Reasoning and problem solving

Eight friends go to a theme park for the day.

- Tickets to the theme park cost £20 each.
- Lunch costs £10 each.

Four of the friends share the cost between them.

How much do they each pay?

£60

Write <, > or = to compare the statements.

8 ÷ 2 ◯ 80 ÷ 2

80 ÷ 2 ◯ 80 ÷ 4

60 × 3 ◯ 60 ÷ 3

4 × 80 ◯ 8 × 40

<

>

>

=

Work out the divisions.

320 ÷ 2	320 ÷ 20
320 ÷ 4	320 ÷ 40
320 ÷ 8	320 ÷ 80

What do you notice?

160 16

80 8

40 4

Amir is finding related calculations.

I know 5 × 8 = 40, so I also know all these other facts.

5 × 80 = 400	400 ÷ 5 = 80
50 × 8 = 400	400 ÷ 8 = 50

Which facts are correct?

They are all correct.

Divide a 2-digit number by a 1-digit number – no exchange

Notes and guidance

In this small step, children build on their knowledge of times-tables and division facts, using these to support them when dividing a 2-digit number by a 1-digit number. This step focuses on partitioning a number into tens and ones and sharing into equal groups, dividing numbers that do not involve exchanging or remainders. For example, 63 ÷ 3 can be partitioned into 60 and 3 and then shared into three equal groups: 60 ÷ 3 = 20 and 3 ÷ 3 = 1, therefore 63 ÷ 3 = 21

Children use part-whole models and place value counters to represent the calculations and support their understanding. It is important that children divide the tens first and then the ones. While it would not have an impact on their answers in this particular step, getting used to dividing in this way is beneficial for when they move on to dividing numbers involving exchanging and remainders in future steps.

Things to look out for

- Children may be used to working out a calculation starting with the ones column as this is what they have done with addition, subtraction and multiplication.
- Children may need support partitioning numbers into tens and ones.

Key questions

- What is _____ partitioned into tens and ones?
- What is _____ shared into _____ equal groups?
- How can the place value counters help you divide _____ by _____?
- How can you use the part-whole model to work out the division?
- What is _____ divided by _____?

Possible sentence stems

- _____ partitioned into tens and ones is _____ tens and _____ ones.
- _____ divided by _____ is equal to _____

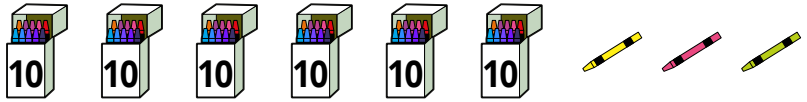
National Curriculum links

- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods

Divide a 2-digit number by a 1-digit number – no exchange

Key learning

- There are 63 crayons.



  - Share the crayons into three equal groups.

    Use a place value chart and some counters to help you.
  - Complete the sentences.

    6 tens ÷ 3 = _____ tens

    3 ones ÷ 3 = _____ one

    63 ÷ 3 = _____

- Dani uses place value counters to work out 39 ÷ 3

Tens	Ones
10	1 1 1
10	1 1 1
10	1 1 1

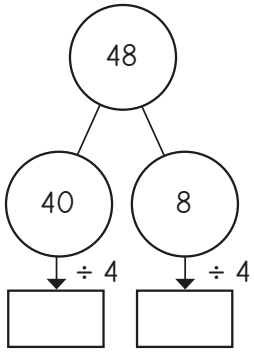
39 ÷ 3 = 13

Use Dani's method to work out the divisions.

84 ÷ 4 | 66 ÷ 2 | 66 ÷ 3 | 69 ÷ 3

- Eva uses a part-whole model to work out 48 ÷ 4

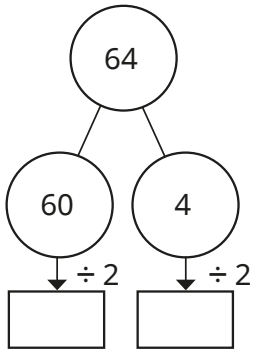
  Complete Eva's workings.



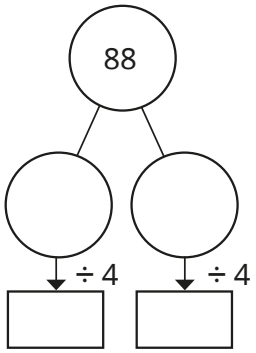
48 ÷ 4 = _____

- Work out the divisions.

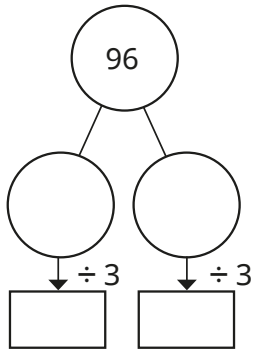
64 ÷ 2 = _____



88 ÷ 4 = _____



96 ÷ 3 = _____



Divide a 2-digit number by a 1-digit number – no exchange

Reasoning and problem solving

Tommy has 3 jars of buttons.

He shares all the buttons equally between 4 people.

How many buttons will each person get?

21

Write <, > or = to compare the calculations.

24 ÷ 2 ◯ 36 ÷ 3

84 ÷ 2 ◯ 84 ÷ 4

Explain your answers.

=

>

Tiny uses place value counters to work out 44 ÷ 4

Tens	Ones
10 10	1 1
10 10	1 1

Is Tiny correct?

How do you know?

No

Huan thinks that 88 sweets can be shared equally between 8 people.

Is he correct?

How do you know?

Yes

Divide a 2-digit number by a 1-digit number – flexible partitioning

Notes and guidance

In this small step, children continue to divide a 2-digit number by a 1-digit number. They now begin to look at calculations that involve exchanging between the tens and the ones.

Children use their previous learning on flexible partitioning to support them with this. For example, to calculate 42 ÷ 3, they need to identify multiples of 3 that 42 can be partitioned into. Children use their knowledge of times-tables facts to partition the number into multiples of the number they are dividing by. For this example, they can partition 42 into 30 and 12, and then use 30 ÷ 3 = 10 and 12 ÷ 3 = 4 to find that 42 ÷ 3 = 14

Children can use place value counters to support their understanding and part-whole models to show what calculations have been done.

Things to look out for

- Children may be used to working out a calculation starting with the ones column as this is what they have done with addition, subtraction and multiplication.
- Children may not be confident with their times-table facts, which means they may find it difficult to partition the number into multiples of the number they are dividing by.

Key questions

- How can you flexibly partition _____ so that the tens and ones are both multiples of the number you are dividing by?
- What is _____ shared into _____ equal groups?
- How can the place value counters help you divide _____ by _____?
- How can you use the part-whole model to work out the division?
- What is _____ divided by _____?

Possible sentence stems

- _____ can be partitioned into _____ and _____, as these numbers are both multiples of _____
- _____ divided by _____ is equal to _____

National Curriculum links

- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods

Divide a 2-digit number by a 1-digit number – flexible partitioning

Key learning

- Ron uses place value counters to work out 42 ÷ 3

  First, he shares the tens into 3 equal groups.

  He has 1 ten and 2 ones left over.

Tens	Ones
10	
10	
10	

1 10 1

  Ron exchanges the remaining ten for 10 ones.

  Then he shares the ones into 3 equal groups.

Tens	Ones
10	1 1 1 1
10	1 1 1 1
10	1 1 1 1

42 ÷ 3 = 14

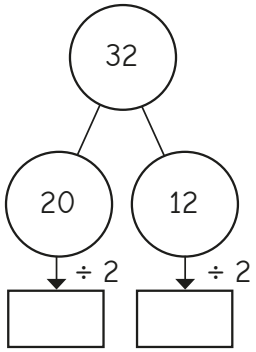
  Use Ron's method to work out the divisions.

48 ÷ 3	52 ÷ 4	65 ÷ 5	72 ÷ 6

- Use place value counters to divide 54 by 3

  What do you notice?

- Annie uses a part-whole model to work out 32 ÷ 2



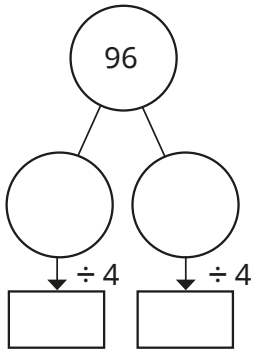
32 ÷ 2 = _____

  Why did Annie partition 30 into 20 and 12?

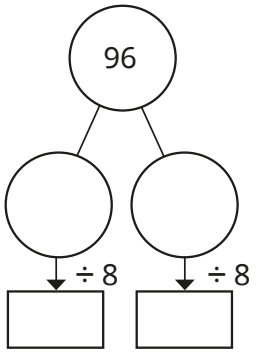
  Complete Annie's workings.

- Use part-whole models to work out the divisions.

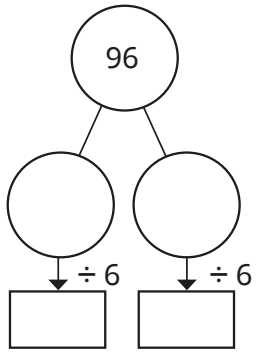
96 ÷ 4 = _____



96 ÷ 8 = _____



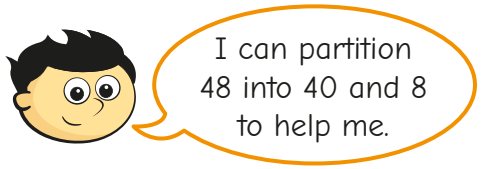
96 ÷ 6 = _____



Divide a 2-digit number by a 1-digit number – flexible partitioning

Reasoning and problem solving

Jack is working out 48 ÷ 3



Is there a way to improve Jack's method?

partition 48 into 30 and 18, as these are both divisible by 3

Write <, > or = to complete the statements.

48 ÷ 4 ◯ 45 ÷ 3

52 ÷ 4 ◯ 42 ÷ 3

54 ÷ 3 ◯ 60 ÷ 4

Did you need to work out all of the divisions?

<

<

>

Tiny uses the place value chart to work out 54 ÷ 3

Tens	Ones
10 10	1 1
10 10	1
10	1

Explain the mistake Tiny has made.

Work out the correct answer.

18

Divide a 2-digit number by a 1-digit number – with remainders

Notes and guidance

In this small step, children continue to divide a 2-digit number by a 1-digit number. They apply their knowledge from the previous small steps and also make links between division and repeated subtraction, building on earlier learning.

Children look at calculations that may involve exchanging between the tens and ones, and that have a remainder. This will be the first time children have encountered remainders, so they will need to be explicitly taught the notation, for example 43 ÷ 3 = 14 remainder 1 or 14 r1

Practical equipment, such as lolly sticks and place value counters, can be used to support children's understanding.

Things to look out for

- Children may be used to working out a calculation starting with the ones column, as this is what they have done with addition, subtraction and multiplication.
- Children may miscount when using repeated subtraction.
- Children may end up with a remainder that is greater than the number they are dividing by and need support to complete the calculation.

Key questions

- Do you need to exchange any tens for ones?
- Is there a remainder?
- How can place value counters help you divide _____ by _____?
- How do you know _____ divided by _____ will have a remainder?
- Can a remainder ever be greater than the number you are dividing by?

Possible sentence stems

- There are _____ groups of _____

  There are _____ remaining.

  So _____ ÷ _____ = _____ r_____

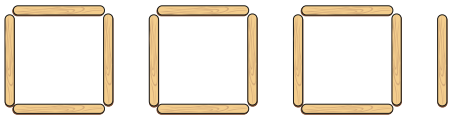
National Curriculum links

- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods

Divide a 2-digit number by a 1-digit number – with remainders

Key learning

- Esther has 13 lolly sticks.



She uses them to make squares.

Complete the sentences.

There are _____ lolly sticks.

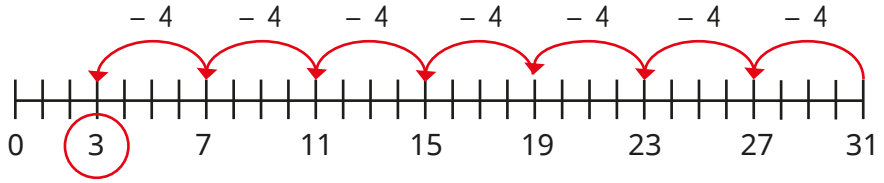
There are _____ groups of 4

There is _____ lolly stick remaining.

13 ÷ 4 = _____ remainder _____

Esther can make _____ squares.

- Tommy uses repeated subtraction to work out 31 ÷ 4

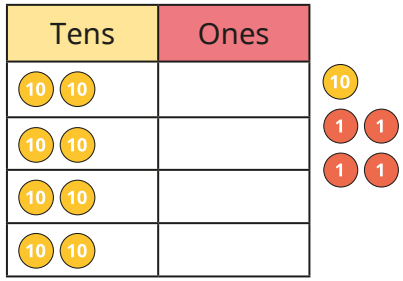


31 ÷ 4 = 7 r3

Use Tommy's method to work out 38 ÷ 3

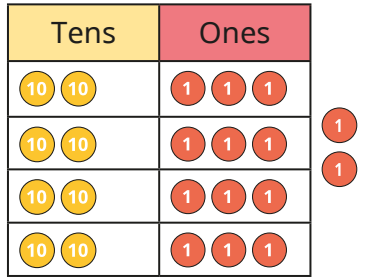
- Alex uses place value counters to work out 94 ÷ 4

First, she shares the tens into 4 equal groups.



She needs to exchange the remaining ten for 10 ones.

Alex shares as many of the ones as possible into 4 equal groups.



94 ÷ 4 = 23 r2

Use Alex's method to work out the divisions.

76 ÷ 3	62 ÷ 5	58 ÷ 4	83 ÷ 6

Divide a 2-digit number by a 1-digit number – with remainders

Reasoning and problem solving

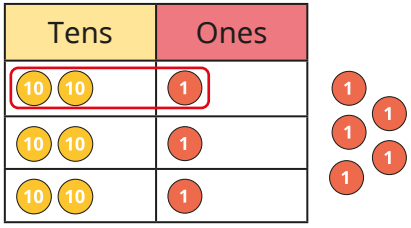
Which division is the odd one out?

64 ÷ 8	77 ÷ 4
49 ÷ 6	65 ÷ 3

How do you know?

various possible answers, e.g.
64 ÷ 8, as it is the only calculation without a remainder

Tiny uses place value counters to work out 68 ÷ 3



Tiny's answer is 21 r5

What mistake has Tiny made?

Work out the correct answer.

22 r2

Teddy has some buttons.

- There are more than 30, but fewer than 50
- Teddy shares the buttons equally into 5 bowls. There is 1 button left over.
- Teddy shares the buttons equally into 4 bowls. There are no buttons left over.

How many buttons has Teddy got?

36

Dora and Tom are planting bulbs.

They have 76 bulbs altogether.

Dora plants her bulbs in rows of 8 and has 4 left over.

Tom plants his bulbs in rows of 10 and has 2 left over.

How many bulbs do they each have?

Dora: 44

Tom: 32

Scaling

Notes and guidance

In this small step, children develop their understanding of multiplication by focusing on scaling as opposed to repeated addition.

Building on concepts such as "3 times as many", children use language such as "3 times the size of" when comparing, for example, lengths. It is important that children see this type of multiplication as well as repeated addition, as it will help them in their later study of ratio and scales. They can relate this to their knowledge of place value and understanding that the value of the column directly to the left of another is 10 times the value.

Bar models can be useful to represent the concept. String can be used to illustrate the idea of, for example, "twice as long as" and be related to a bar model representation.

Things to look out for

- Children may not be familiar with models of multiplication other than those involving repeated addition.
- Children who are unfamiliar with the vocabulary may think that "3 times as many" means they need to add another three lots, resulting in a scale factor of 4 instead of 3

Key questions

- What number is 10 times the size of _____?
- What number is _____ times the size of _____?
- What length is _____ times as long as _____?
- What time is _____ times as long as _____?
- Which is the larger object? How many times larger is it?
- How can you show the problem as a bar model?

Possible sentence stems

- _____ is _____ times the length of _____
- _____ multiplied by _____ is equal to _____
- _____ times the size of _____ is _____

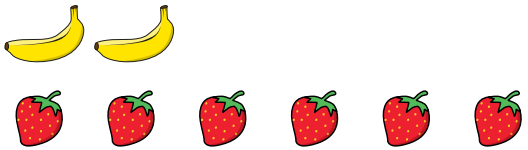
National Curriculum links

- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Scaling

Key learning

- Complete the sentences to describe the fruit.

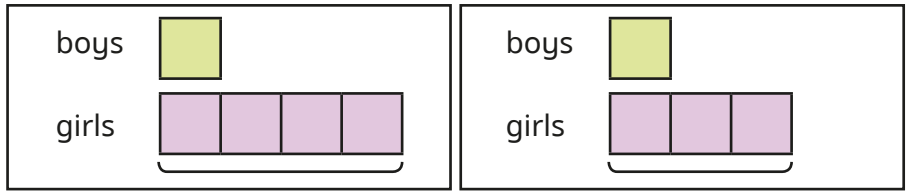


There are _____ bananas.

There are _____ strawberries.

There are _____ times as many strawberries as bananas.

- In a playground, there are 3 times as many girls as boys.



Which bar model shows the number of boys and girls?

Explain your choice.

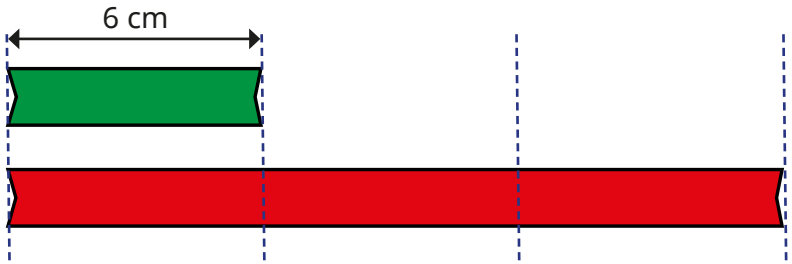
- Dexter has 2 pencils.

Kim has 5 times as many pencils as Dexter.

How many pencils has Kim got?

- The green ribbon is 6 cm long.

The red ribbon is 3 times as long as the green ribbon.



How long is the red ribbon?

Complete the number sentence.

6 cm × _____ = _____ cm

- Rosie has a red pencil and a blue pencil.

The red pencil is 2 cm long.

The blue pencil is 4 times as long as the red pencil.

How long is the blue pencil?

- Whitney runs 25 m in 7 seconds.

Filip takes 5 times as long as Whitney to run 25 m.

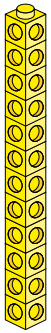
How long does it take Filip to run 25 m?

Scaling

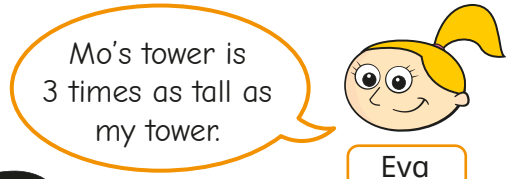
Reasoning and problem solving

Mo and Eva build towers of cubes.

Mo's tower



Eva's tower



Who do you agree with?

Explain your answer.

Eva

Annie has some green and pink counters.

- There are twice as many green counters as pink counters.
- There are 18 counters altogether.

How many green counters are there?

12

Dani, Amir and Jack are baking.

- Dani needs 40 g of butter.
- Amir needs 3 times as much butter as Dani.
- Jack needs twice as much butter as Dani.

How much butter do they need altogether?

240 g

How many ways?

Notes and guidance

This small step focuses on correspondence problems.

Children start by systematically listing all the possible combinations resulting from combining two groups of objects. For example, if there are three buckets and four spades, children can explore how many different combinations of bucket and spade they can make.

The use of practical equipment to model a question can support children's understanding. Drawing a table helps children to take a systematic approach to ensure that they have found all the possible combinations. By the end of this step, children should be able to use multiplication to calculate the total number of possibilities, as a more efficient strategy than listing them all.

Things to look out for

- When writing lists, unless working systematically, children may omit some possibilities and/or count some possibilities more than once.
- Children may not recognise the link between listing the number of possibilities and the multiplication calculation that can be done.

Key questions

- How can you show the possibilities in a table?
- In what order should you list the possibilities?
- Starting with _____, how many combinations can you make?
- How do you know you have found all the ways?
- How many combinations are there if you have _____ and _____?

Possible sentence stems

- For every _____, there are _____

  There are _____ × _____ = _____ possibilities altogether.
- For each _____, there are _____ choices of _____

  There are _____ ways altogether.
- I know that I have found them all because ...

National Curriculum links

- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

How many ways?

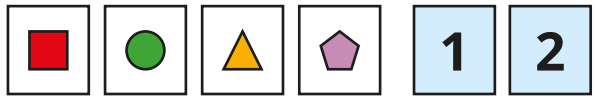
Key learning

- Huan has three T-shirts and four pairs of shorts.

  Complete the table to show how many different outfits he can make.

T-shirt	Shorts
white	blue
white	white
white	spotty
white	stripy

- Alex has four shape cards and two digit cards.



  She chooses a shape and a digit.

  Use a table to find all the different ways that she can do this.

  How many different ways can you find?

  How do you know that you have found them all?

- Ron has three hats and two scarves.

  He chooses a hat and a scarf.

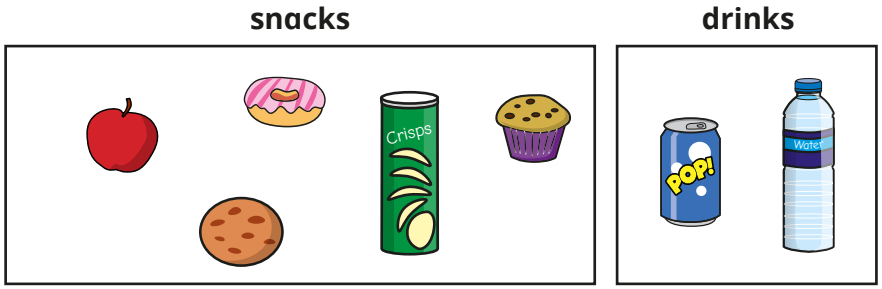
  List all the possible combinations he can wear.

  Use a multiplication to work out the number of combinations.

  How many combinations are there if Ron buys four more scarves?

- Aisha is choosing a snack and a drink.

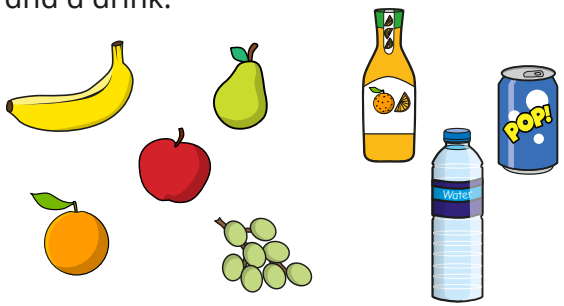
  How many possible combinations are there?



How many ways?

Reasoning and problem solving

Annie chooses a piece of fruit and a drink.



There are 5 kinds of fruit and 3 drinks.
5 + 3 = 8, so there are 8 possible combinations I could have.

Explain why Annie is wrong.

How many possible combinations are there altogether?

How many possible combinations include a bottle of drink?

15

10

Brett is choosing an ice cream.

He chooses one flavour of ice cream and one sauce.

There are 6 ice cream flavours.

There are 24 possible combinations of ice cream and sauce.

How many sauces are there?

4

Tommy has some jumpers and pairs of trousers.

He has more jumpers than pairs of trousers.

He can make 15 different outfits.

How many jumpers could he have?

How many pairs of trousers could he have?

Compare answers with a partner.

5 jumpers and 3 pairs of trousers

15 jumpers and 1 pair of trousers

Spring Block 2

Length and perimeter

Small steps

Step 1	Measure in metres and centimetres
Step 2	Measure in millimetres
Step 3	Measure in centimetres and millimetres
Step 4	Metres, centimetres and millimetres
Step 5	Equivalent lengths (metres and centimetres)
Step 6	Equivalent lengths (centimetres and millimetres)
Step 7	Compare lengths
Step 8	Add lengths

Small steps

Step 9	Subtract lengths
Step 10	What is perimeter?
Step 11	Measure perimeter
Step 12	Calculate perimeter

Measure in metres and centimetres

Notes and guidance

In Year 2, children used either metres or centimetres to measure the length of objects. In this small step, they revise these skills, initially using a ruler to measure objects in centimetres. They then combine both units of measurement, such as 1 m and 20 cm, for example by measuring the lengths of desks or the heights of children in the class.

Children do not need to convert between metres and centimetres at this stage, and as they have not yet been introduced to decimals, lengths should remain in the format _____ m and _____ cm.

Provide opportunities for children to use different measuring equipment, including rulers, tape measures, metre sticks and trundle wheels.

Things to look out for

- Children may measure from the end of the ruler or measuring tape rather than measuring from zero.
- When using more than one ruler to measure, children may place them end to end, rather than lining up zero with the end point of the previous ruler.
- Children may measure using the non-metric side of a ruler.

Key questions

- Where should you start measuring from on your ruler?
- What is the length of _____ in centimetres?
- What is the length of _____ in metres?
- What is the length of _____ in metres and centimetres?
- Would you measure the length of the classroom in centimetres or metres? Why?
- What equipment would you use to measure the length of _____?

Possible sentence stems

- The _____ is _____ cm long.
- The _____ is _____ m long.
- The _____ is _____ m and _____ cm long.

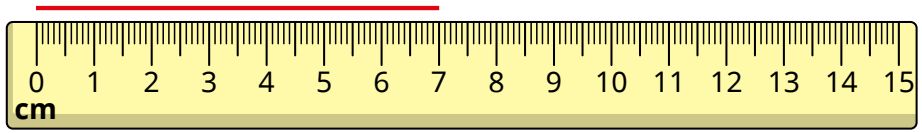
National Curriculum links

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

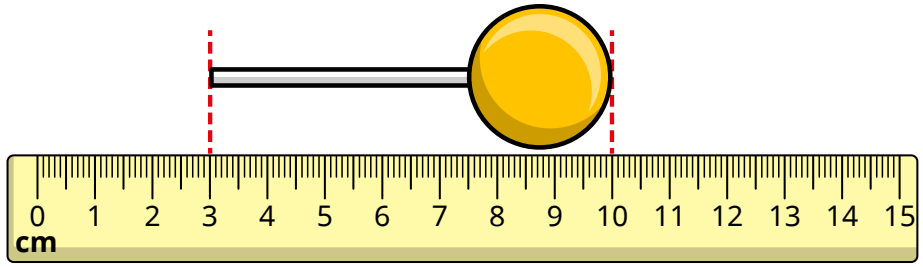
Measure in metres and centimetres

Key learning

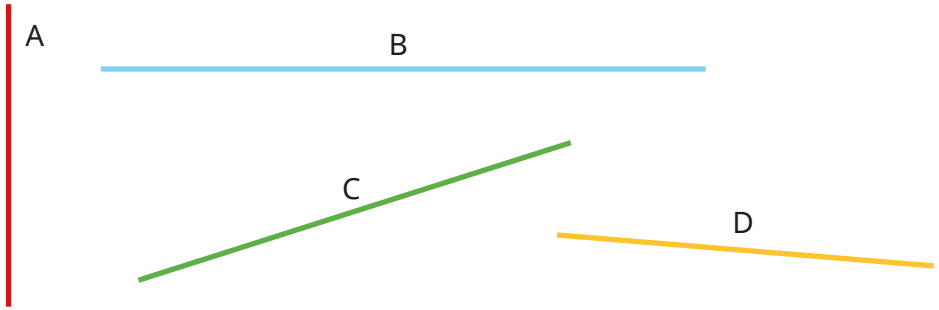
- What is the length of the line?



- What is the length of the lollipop?

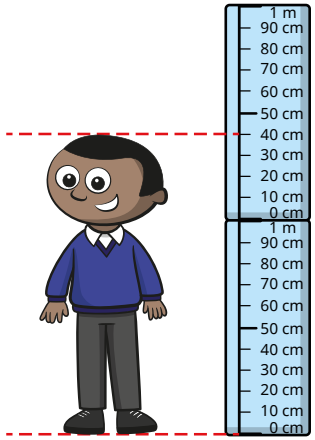


- Use a ruler to measure the lines.

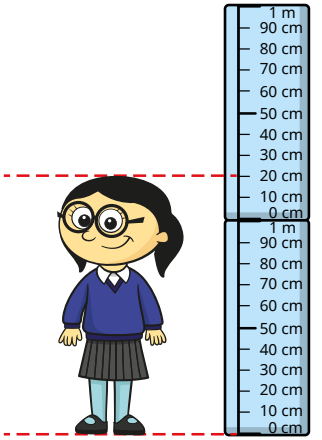


- Mo and Annie use metre sticks to measure their height.

  How tall are they?



_____ m and _____ cm



_____ m and _____ cm

- Measure your classroom to complete the sentences.

  The classroom is _____ m and _____ cm long.

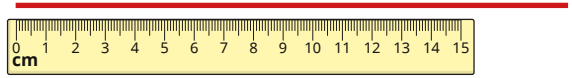
  The classroom is _____ m and _____ cm wide.

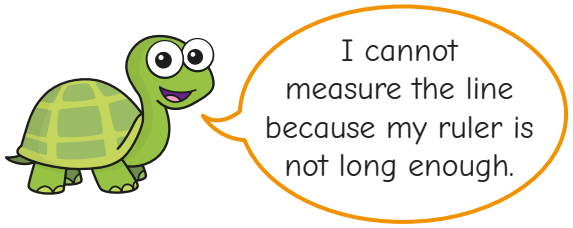
  - Use a metre ruler to measure some other items in your classroom.
  - Use a metre ruler to measure some items outside.

Measure in metres and centimetres

Reasoning and problem solving

Tiny is trying to measure the length of the line.





Do you agree with Tiny?

Why?

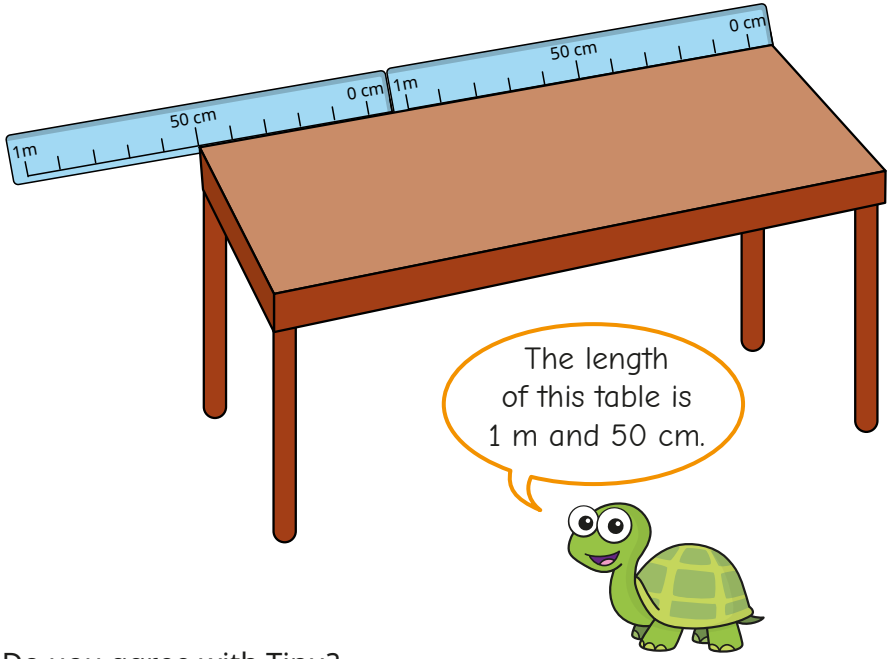
No

Dani draws a circle in chalk on the playground.

How could she measure the distance round the circle?

She could, for example, use a piece of string, wrap it round then measure the string.

Tiny is measuring the table top.



Do you agree with Tiny?

Explain your answer.

No

Measure in millimetres

Notes and guidance

This small step builds on children's understanding from the previous step by introducing millimetres as another unit of measurement.

Children need to understand that 1 mm is smaller than 1 cm and that millimetres can be used to measure lengths that are not an exact number of centimetres. Allow children time to explore a ruler with millimetre markings to see that there are 10 mm in 1 cm. Children could be encouraged to count in 10s and add on the remaining 1s when finding lengths. For example, when measuring a line that is 8 cm and 3 mm long, they can count in 10s to 80 mm and then add on the extra 3 mm to give a total length of 83 mm. However, at this stage children are not required to formally convert between centimetres and millimetres.

Children may find measuring oblique lines more difficult than horizontal or vertical lines. Model how rotating the page can make it easier to measure.

Things to look out for

- Children may measure from the end of the ruler or measuring tape rather than measuring from zero.
- Children may give answers to the nearest centimetre rather than counting the millimetre intervals.

Key questions

- Why is it important to start measuring from zero on your ruler?
- How many intervals are there between 0 and 1 cm? So how many millimetres are there in 1 cm?
- Where is the 5 mm mark on your ruler?
- What is the same and what is different about measuring a length in centimetres and measuring a length in millimetres?
- What is the length of _____ in millimetres?
- Would you measure the height of the door in millimetres?

Possible sentence stems

- The _____ is _____ mm long.
- 1 mm is _____ than 1 cm.
- 1 mm is _____ than 1 m.

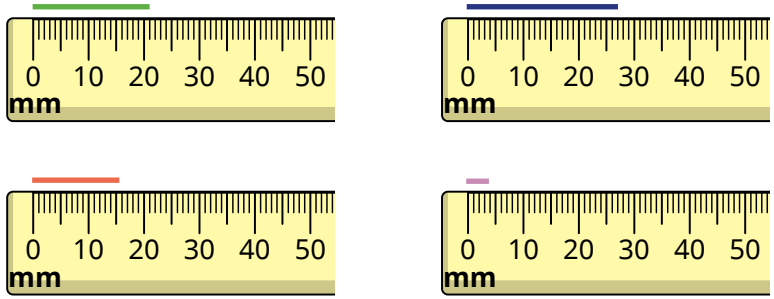
National Curriculum links

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

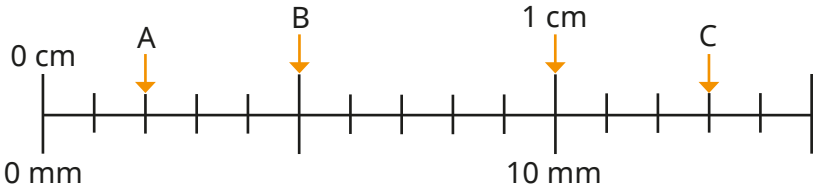
Measure in millimetres

Key learning

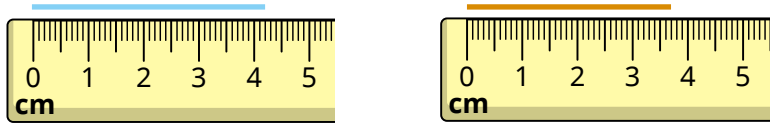
- What are the lengths of the lines in millimetres?



- What lengths are the arrows pointing to?



- What are the lengths of the lines in millimetres?

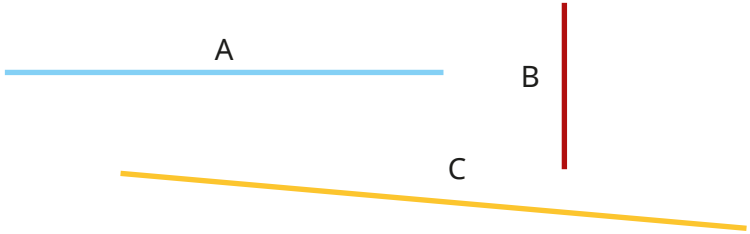


- Choose a phrase to complete each sentence.

less than greater than

  - 1 mm is _____ 1 cm.
  - 1 m is _____ 1 mm.

- Measure these lines to the nearest millimetre.



- Find five things in your pencil case that you can measure in millimetres.

  List them in order of size, starting with the smallest.

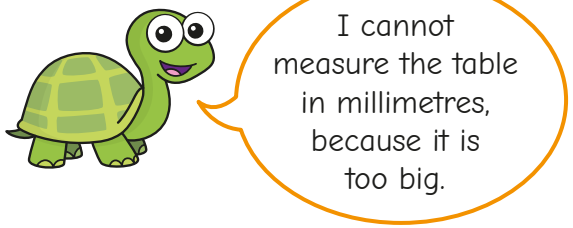
- Use a ruler to draw lines with these lengths.

  - 80 mm
  - 25 mm
  - 51 mm
  - 30 mm
  - 75 mm
  - 67 mm

Measure in millimetres

Reasoning and problem solving

Tiny is thinking about measuring a table.

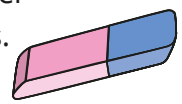


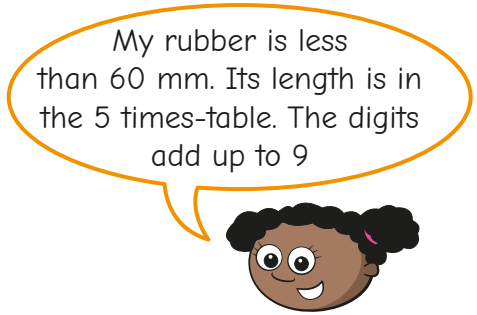
Do you agree with Tiny?

Explain your answer.

Tiny could measure the table in millimetres, but it is not the most efficient unit to use.

Whitney measures her rubber in millimetres.





Work out the length of Whitney's rubber.

45 mm

Measure these two lines in millimetres.

Which line did you find easier to measure? Why?

lines measured accurately

Is the statement true or false?

> A length measured in millimetres is always shorter than a length measured in centimetres.

Talk about it with a partner.

False

Measure in centimetres and millimetres

Notes and guidance

In this small step, children combine learning from the previous steps to measure objects in centimetres and millimetres. Measurements should be recorded in the form "4 cm and 3 mm", and encourage children to record their measurements as centimetres and millimetres, not the other way around.
If possible, show children a ruler that has a centimetre scale on the top and a millimetre scale on the bottom to allow them to see the relationship between centimetres and millimetres.

If children are finding it difficult to measure using millimetre intervals, support them to identify the 5 mm interval on their ruler and count forwards or backwards. After sufficient practice, children's measurements should be accurate to within 2 mm.

As well as measuring lengths, children also practise drawing lengths accurately.

Things to look out for

- Children may inaccurately measure the millimetre part of a length, due to the intervals on the ruler being very close together.
- Children may record a length as, for example, 5 cm and 0 mm, rather than just 5 cm.

Key questions

- Which is greater in length, 1 mm or 1 cm?
- What are the main things to remember in order to measure accurately using a ruler?
- Is the _____ an exact number of centimetres long?
- How many millimetres past the last centimetre interval does the _____ reach?
- How do you write a length that is not an exact number of centimetres?
- How does the 5 mm interval help you to measure the length?

Possible sentence stems

- _____ cm _____ mm = _____ cm and _____ mm
- The _____ is _____ cm and _____ mm long.

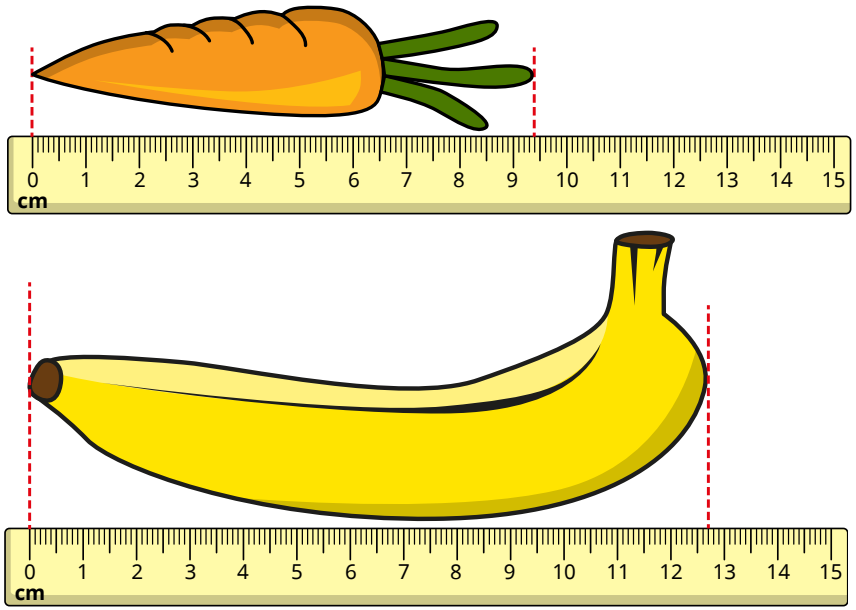
National Curriculum links

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Measure in centimetres and millimetres

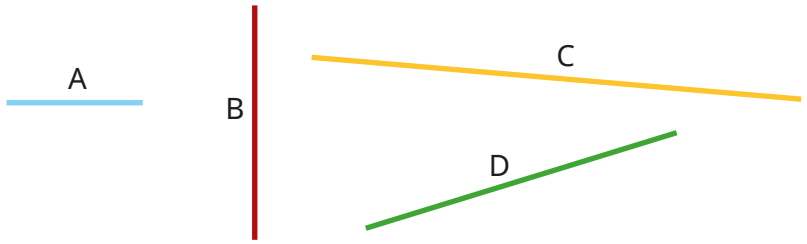
Key learning

- What is the length of each object in centimetres and millimetres?



- Measure the lines.

  Give your answers in centimetres and millimetres.



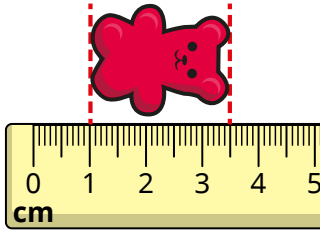
- Measure the length of some items in the classroom.
  Record the lengths in centimetres and millimetres.

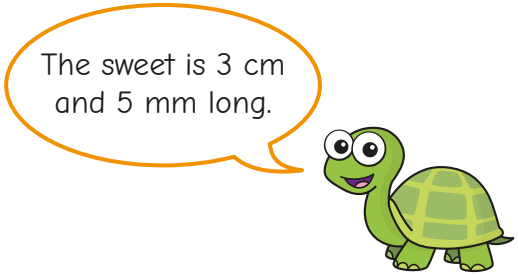
  Compare answers with a partner.
  Are your answers exactly the same?

- Use a ruler to draw lines that measure:
  - between 4 cm and 5 cm
  - between 65 mm and 80 mm
  - between 10 mm and 2 cm
  - between 3 cm 4 mm and 3 cm 9 mm

  Ask a partner to measure and label each line.

- Tiny measures the sweet.





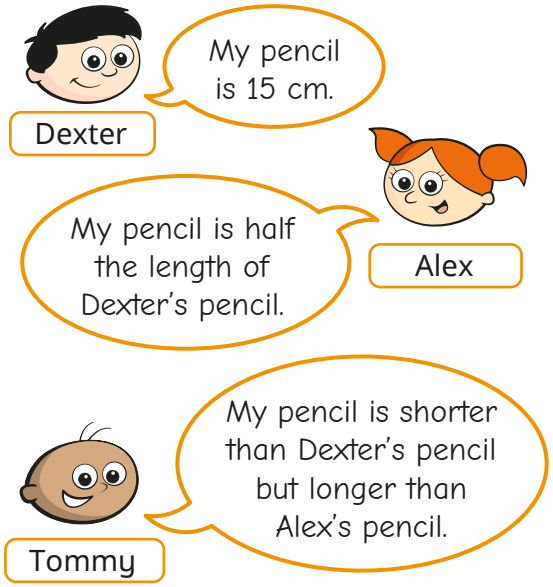
  Do you agree with Tiny?

  Explain your answer.

Measure in centimetres and millimetres

Reasoning and problem solving

Dexter, Alex and Tommy are comparing the lengths of their pencils.

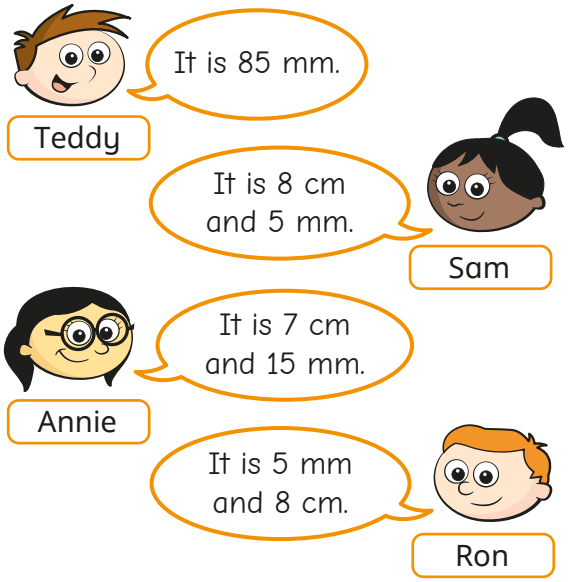


What could be the length of Tommy's pencil?

Compare answers with a partner.

between 7 cm and 5 mm and 14 cm and 9 mm

Four children measure the height of a carton of juice.



What is the same about their measurements?

What is different?

Talk about your answer with a partner.

All the children have given the same measurement, but they have expressed it differently.

Metres, centimetres and millimetres

Notes and guidance

In this small step, children compare and consider the appropriateness of different units of measurement.

Children need to understand that although, for example, metres are used to measure longer distances, it is still possible to measure these distances in centimetres or millimetres. Encourage discussion about why it is important to choose the appropriate unit or measuring equipment before measuring an object or length.

Children make simple comparisons of lengths that do not require them to understand equivalent units of measurement, for example, comparing 3 m with 3 cm. By this stage, however, they should know how many centimetres are in 1 m and how many millimetres are in 1 cm.

Things to look out for

- Children may focus on the number when comparing lengths, rather than considering the unit of measurement.
- Children may not have understood the relationship between millimetres, centimetres and metres.
- Children may need reminding of the meaning of the symbols <, > and =.

Key questions

- How many millimetres are there in a centimetre?
- How many centimetres are there in a metre?
- Which is longer, 1 m or 1 cm?
- Which is shorter, 1 cm or 1 mm?
- Which is longer, 3 m or 60 cm?
- Which is shorter, 4 cm or 20 mm?
- What unit would you use to measure the length of _____?

Possible sentence stems

- _____ m is shorter/longer than _____ cm.
- _____ mm is shorter/longer than _____ cm.
- There are _____ mm in 1 cm.
- There are _____ cm in 1 m.

National Curriculum links

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Metres, centimetres and millimetres

Key learning

- Which unit would you use to measure each item?

  Sort the items into the table.

length of a car	length of a pencil
length of a fingernail	length of a garden
length of a playground	height of a water bottle

Metres	Centimetres	Millimetres

Compare answers with a partner.

- Write the lengths in order.

  Start with the shortest length.

10 m	10 mm	10 cm

- Scott has 4 m of ribbon.

  Aisha has 40 cm of ribbon.

  Who has the longer piece of ribbon?

- Brett and Huan each draw a straight line.

  Brett's line is 18 cm.

  Huan's line is 30 mm.

  Whose line is longer?

- Write <, > or = to compare the lengths.

8 cm ◯ 10 mm

50 mm ◯ 2 m

14 m ◯ 98 cm

3 m and 87 cm ◯ 4 m

6 m and 20 cm ◯ 20 cm and 6 m

14 m and 5 cm ◯ 14 m and 5 mm

- Write the measurements in order.

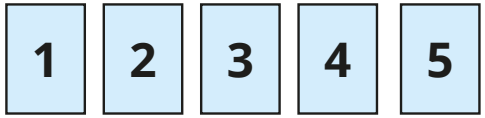
  Start with the longest measurement.

2 m	87 cm	3 cm	12 mm

Metres, centimetres and millimetres

Reasoning and problem solving

Use the digit cards to complete the statement.



1 m and 34 cm < ☐☐☐ cm < 2 m

Find all the possible answers.

135 cm, 142 cm, 143 cm, 145 cm, 152 cm, 153 cm, 154 cm

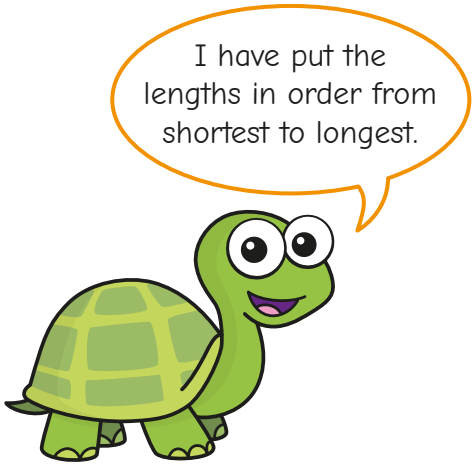
Is the statement always true, sometimes true or never true?

> A length measured in metres will be longer than a length measured in centimetres.

Explain your answer.

sometimes true

Tiny is putting lengths in order.



1 m	13 mm	29 cm	121 cm

What mistake has Tiny made?

Put the lengths in the correct order.

13 mm, 29 cm, 1 m, 121 cm

Equivalent lengths (metres and centimetres)

Notes and guidance

In this small step, children use the fact that 1 m is equivalent to 100 cm. They use this to convert multiples of 100 cm into metres and metres into multiples of 100 cm. At the beginning of this step, it might be helpful to practise counting in 100s as a class.

Encourage children to partition the measurement into metres and centimetres when converting lengths that are not multiples of 100, for example 134 cm = 1 m and 34 cm. Part-whole models, bar models and double number lines are useful representations to support children in these conversions.

Children may also be encouraged to find and use common fractions to convert between metres and centimetres, for example $\frac{1}{2}$ m is equivalent to 50 cm, so $4\frac{1}{2}$ m is equivalent to 450 cm.

Things to look out for

- Children may partition centimetres according to place value, which is inefficient when converting centimetres into metres. For example, 163 cm = 100 cm + 60 cm + 3 cm rather than 100 cm + 63 cm.
- When converting multiples of 100 cm, such as 400 cm, children may write 4 m and 0 cm.

Key questions

- How many centimetres are there in 1 m?
- How can you work out how many centimetres there are in 6 m?
- What is _____ centimetres in metres?
- How many centimetres are there in _____ m and _____ cm?
- How can you partition 430 cm to help you to write the measurement in metres and centimetres?
- How many centimetres are there in $\frac{1}{2}$ m?
  So how many centimetres are there in $4\frac{1}{2}$ metres?

Possible sentence stems

- There are _____ cm in 1 m.
- 1 m = 100 cm, so _____ m = _____ cm
- I can partition _____ cm into _____ cm and _____ cm.
- There are 100 cm in 1 m, so _____ cm = _____ m and _____ cm.
- $\frac{1}{2}$ m = _____ cm

National Curriculum links

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Equivalent lengths (metres and centimetres)

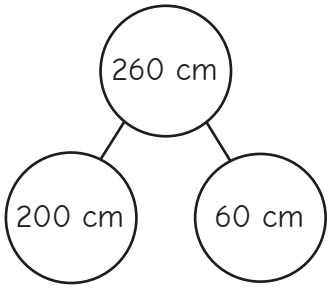
Key learning

- Use the bar models to complete the sentences.
1 m	1 m	1 m	1 m
100 cm			

    4 m = _____ cm
100 cm	100 cm	100 cm

    _____ m = 300 cm

- Esther uses the a part-whole model to find equivalent lengths.



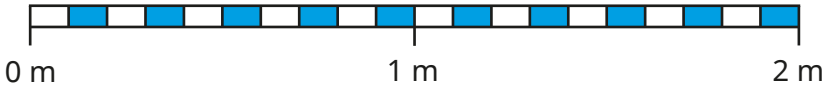
200 cm = 2 m
260 cm = 2 m and 60 cm

Use Esther's method to convert the lengths into metres and centimetres.

120 cm	125 cm	367 cm	542 cm

- Where do the measurements belong on the measuring stick?

110 cm	80 cm	190 cm	$\frac{1}{2}$ m	10 cm	100 cm



- Complete the bar models.

230 m	
m	cm

	cm
15 cm	1 m

198 cm	
m	cm

	cm
3 m	75 cm

- Complete the sentences.
  - 3 m and 52 cm = _____ cm
  - 2 m and 19 cm = _____ cm
  - 483 cm = _____ m and _____ cm
  - 501 cm = _____ m and _____ cm

Equivalent lengths (metres and centimetres)

Reasoning and problem solving

Is the statement true or false?

413 cm > 4 m and 31 cm

Explain your answer.

False

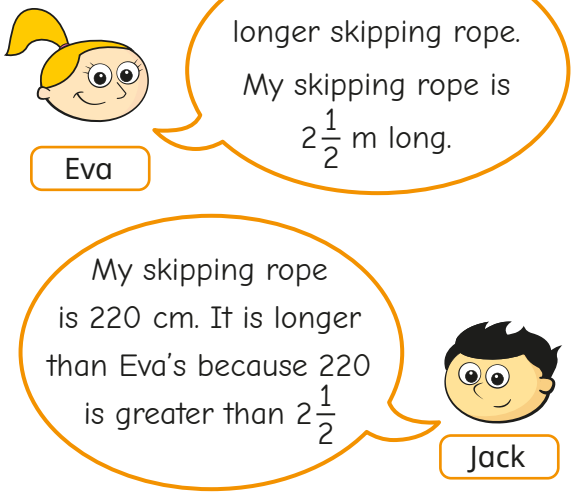
Which measurement is the odd one out?

250 cm	25 cm
$2\frac{1}{2}$ m	2 m 50 cm

Explain your choice.

25 cm

Eva and Jack each have a skipping rope.



Who is correct?

Explain your answer.

Eva

Her skipping rope is 250 cm long, which is 30 cm longer than 220 cm.

Equivalent lengths (centimetres and millimetres)

Notes and guidance

In this small step, children use the fact that 1 cm is equivalent to 10 mm. They use this to convert millimetres into centimetres and centimetres into millimetres. Recapping previous knowledge of multiples of 10 from Spring Block 1 may be useful prior to teaching this new content.

As children have not yet formally explored multiplying and dividing by 10, they should be encouraged to partition measurements into centimetres and millimetres when converting lengths that are not multiples of 10, for example 34 mm = 30 mm + 4 mm = 3 cm and 4 mm.

As in previous steps, children do not need to use decimal notation in this step. Bar models, part-whole models and double number lines are also useful representations to explore the connection between units of measurement.

Things to look out for

- Once a length has been partitioned, children may convert the incorrect part, for example 52 mm = 2 cm and 5 mm.
- Children may convert centimetres to millimetres, but then forget to add on the remaining millimetres, for example 6 cm 7 mm = 60 mm.

Key questions

- How many millimetres are there in 1 cm?
- How can you work out how many millimetres there are in 4 cm?
- How many millimetres are there in _____ cm and _____ mm?
- How do you know _____ mm and _____ cm are equivalent?
- How can you partition 47 mm to help you convert into centimetres and millimetres?
- How many millimetres are there in $\frac{1}{2}$ cm?

Possible sentence stems

- 1 cm = 10 mm, so _____ mm = _____ cm
- 1 cm = 10 mm, so _____ cm = _____ mm
- _____ mm = _____ mm + _____ mm = _____ cm and _____ mm
- _____ cm and _____ mm = _____ mm + _____ mm = _____ mm

National Curriculum links

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Equivalent lengths (centimetres and millimetres)

Key learning

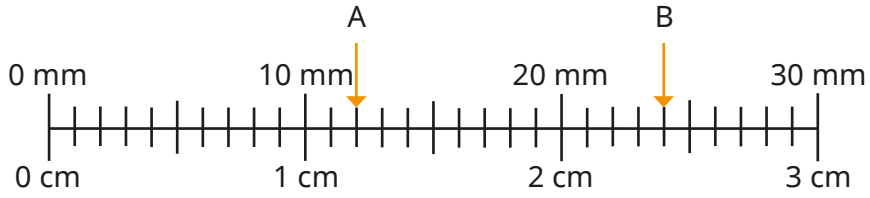
- Use the bar models to complete the sentences.
1 cm	1 cm	1 cm	1 cm	1 cm	1 cm
10 mm					

    6 cm = _____ cm
10 mm	10 mm	10 mm

    30 mm = _____ cm

- What measurements are the arrows pointing to?

  Complete the sentences.

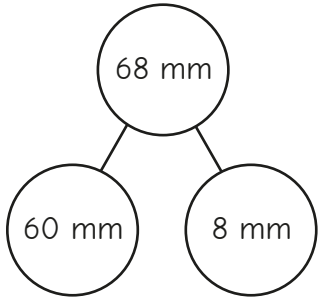


  - A = _____ cm and _____ mm
  - B = _____ cm and _____ mm

  A = _____ mm

  B = _____ mm

- Whitney uses a part-whole model to find an equivalent length.

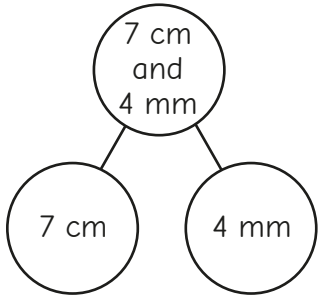


60 mm = 6 cm
68 mm = 6 cm and 8 mm

Use Whitney's method to convert the lengths into centimetres and millimetres.

  - 24 mm
  - 35 mm
  - 91 mm
  - 88 mm

- Ron uses a part-whole model to find an equivalent length.



7 cm = 70 mm
7 cm and 4 mm = 74 mm

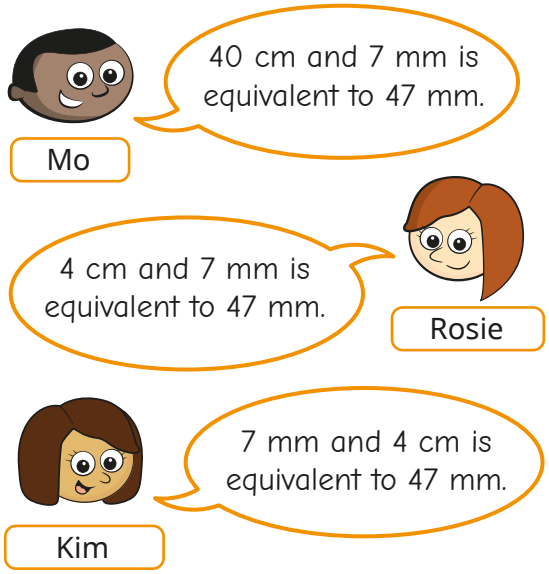
Use Ron's method to convert the lengths into millimetres.

  - 6 cm and 8 mm
  - 8 cm and 6 mm
  - 1 cm and 9 mm

Equivalent lengths (centimetres and millimetres)

Reasoning and problem solving

Mo, Rosie and Kim are finding equivalent lengths.



Whose conversion is incorrect?

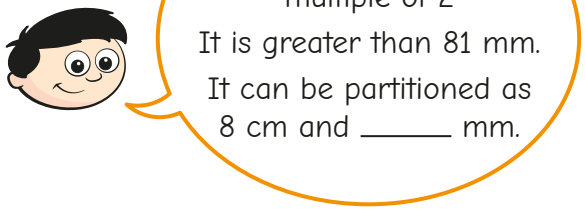
Whose conversion could be improved?

Talk about your answers with a partner.

Mo

Kim

Dexter is thinking of a measurement.



What measurement could Dexter be thinking of?

82 mm, 84 mm, 86 mm or 88 mm

Which measurement is the odd one out?

500 mm	50 cm
$\frac{1}{2}$ m	500 cm

Explain your choice.

500 cm

Compare lengths

Notes and guidance

In this small step, children compare and order lengths using comparison language and inequality symbols. Building on the previous two steps, they need to convert all the measurements to the same unit of length before comparing.

Children can use practical equipment to justify decisions, measuring and comparing lengths of objects inside and outside the classroom to practise their measuring skills.

Children may need reminding of the meaning of the inequality symbols, < and >. Recapping how many millimetres are in a centimetre and how many centimetres are in a metre will also be useful.

Ensure children are aware that while they use the words shorter/longer when comparing lengths, they should use shorter/taller when talking about height.

Things to look out for

- If children attempt to compare lengths without converting into the same unit of measurement, they may make mistakes.
- Children need very secure place value understanding when comparing a length in metres with a length in millimetres.

Key questions

- How can you compare lengths given in different units?
- Why does finding equivalent lengths with the same unit make it easier to compare lengths?
- Does it matter which unit of measurement you use to compare?
- Is the unit of measurement or the size of the number more important?
- How many mm/cm are there in _____ cm/m?

Possible sentence stems

- _____ m _____ cm is equal to _____ cm.
- _____ cm is _____ than _____ cm, so the greater length is _____ cm.
- _____ cm is equal to _____ mm.
- _____ mm is _____ than _____ mm, so the greater length is _____ mm.

National Curriculum links

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Compare lengths

Key learning

- Jack is comparing 34 mm and 3 cm 6 mm.

  Complete the sentences.

  - 3 cm 6 mm = _____ mm
  - 34 mm is _____ than _____ mm.

  Is there another way to compare the measurements?

- Amir and Dora measure their heights.
  - Amir's height is 127 cm.
  - Dora's height is 1 m and 30 cm.

  Write **taller** or **shorter** to complete the sentences.

  - Amir is _____ than Dora.
  - Dora is _____ than Amir.

- Write <, > or = to compare the lengths.

  101 cm ◯ 1 m 10 cm

  80 mm ◯ 8 cm

  90 cm ◯ 90 mm

  500 mm ◯ 1 m 50 cm

- Write the lengths in order.

  Start with the shortest length.

230 cm	750 mm	2 m 25 cm
2 m	1 m 75 cm	170 cm

- Fill in the missing numbers to make the statements correct.

  - 4 cm < _____ mm
  - _____ m < 378 cm
  - 245 mm = _____ cm + _____ mm
  - 5 m > _____ m and 99 cm

- Four friends are building towers.
  - Filip's tower is 22 cm and 7 mm tall.
  - Tom's tower is 22 cm tall.
  - Nijah's tower is 215 mm tall.
  - Dani's tower is 260 mm tall.

  Complete the statement to put the towers in height order.

  _____ < _____ < _____ < _____

Compare lengths

Reasoning and problem solving

Brett has put some lengths in order from shortest to longest.

170 mm
74 cm 7 mm
$1\frac{1}{2}$ m

Fill in the missing measurement.

Find three possible answers.

between
74 cm 8 mm and
1 m 49 cm

Sort the lengths into the table.

1 m 65 cm	165 mm
165 m	165 cm
160 cm 5 mm	16 cm 5 mm

Longer than a metre	Shorter than a metre

Are any of the lengths equivalent?

longer than a metre:
1 m 65 cm, 165 m, 165 cm,
160 cm 5 mm

shorter than a metre:
165 mm,
16 cm 5 mm

equivalent lengths:
1 m 65 cm and 165 cm
165 mm and 16 cm 5 mm

Add lengths

Notes and guidance

In this small step, children add lengths. They begin by adding lengths that are measured in the same unit of measurement, before adding lengths that have different units.

When measurements have different units, children should find equivalent lengths with the same unit to allow them to add the two lengths. It is important to explore with children that this can be done in two ways, for example 38 mm + 2 cm 1 mm could be added as 38 mm and 21 mm or as 3 cm 8 mm and 2 cm 1 mm. Encourage children to discuss the different strategies available when adding lengths, before choosing the most efficient method.

This step provides an opportunity to revisit addition both with and without exchanges as covered in Autumn Block 2

Children will use skills learnt in this step when adding lengths to find the perimeter later in the block.

Things to look out for

- If children are not secure with converting units of measurement, they may make errors when adding lengths.
- Children may add lengths without converting the units of measurement, for example 14 cm + 24 mm = 38 cm.

Key questions

- How many centimetres are there in 1 m?
- How many millimetres are there in 1 cm?
- Why is it important the lengths have the same unit of measurement before adding them?
- Which unit of measurement will you use to find equivalent lengths before adding them? Why?
- How did you find the total length?
- Does it matter in which order you add the lengths?

Possible sentence stems

- _____ cm + _____ mm = _____ mm + _____ mm = _____ mm
- _____ m + _____ cm = _____ cm + _____ cm = _____ cm
- I am going to convert all of the units of measurement to _____ because ...

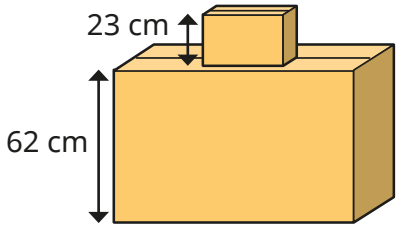
National Curriculum links

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Add lengths

Key learning

- Dora builds this tower out of boxes.



  - How tall is Dora's tower?

  Dora puts a third box on the tower.

  The box is 30 cm tall.

  - How tall is Dora's tower now?

    Can you write your answer another way?

- Teddy and Kim are working out 350 cm + 1 m 20 cm.

Teddy's method	Kim's method
350 cm + 1 m 20 cm 350 cm + 120 cm = 470 cm	350 cm + 1 m 20 cm 3 m 50 cm + 1 m 20 cm 3 m + 1 m = 4 m 50 cm + 20 cm = 70 cm 4 m and 70 cm

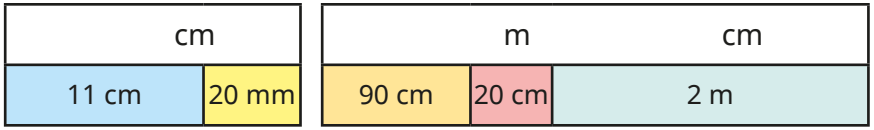
  Talk about their methods with a partner.

  Use both methods to work out the additions.

3 m 65 cm + 240 cm	135 cm + 5 m and 20 cm

- Complete the additions.
  - 7 cm + 30 mm = 7 cm + _____ cm = _____ cm
  - 22 mm + 4 cm = 22 mm + _____ mm = _____ mm
  - _____ cm = $\frac{1}{2}$ m + 28 cm

- Complete the bar models.



- Sam, Ron and Esther take part in a standing jump competition.

  Complete the table to show their total jump distances.

Child	Jump 1	Jump 2	Jump 3	Total
Sam	90 cm	65 cm	1 m 10 cm	
Ron	85 cm	85 cm	80 cm	
Esther	75 cm	1 m	1 m 25 cm	

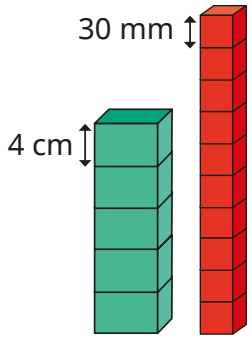
  Who jumped the greatest total distance?

Add lengths

Reasoning and problem solving

Red cubes are 30 mm tall.
Green cuboids are 4 cm tall.

Tommy builds these towers.



Work out the height of each tower.

Give your answer in centimetres and in millimetres.

How much taller is the red tower than the green tower?

green tower:
20 cm, 200 mm

red tower:
30 cm, 300 mm

10 cm, 100 mm

Draw a tower of red cubes that is between 12 cm and 24 cm tall.

Draw a tower of green cuboids that is between 12 cm and 24 cm tall.

How many answers can you find?

4 to 8 red cubes

3 to 6 green cuboids

Work out the missing length.

234 cm + 1 m 83 cm = 2 m + ☐ cm

217 cm

Compare methods with a partner.

Which is the odd one out?

4 m + 30 cm + 70 cm

245 cm + 255 cm

50 mm + 4 m + 95 cm

$3\frac{1}{2}$ m + $1\frac{1}{2}$ m

Explain your choice.

All calculations add up to 5 m.

Possible answers may refer to units of measurement, fractions, number of digits.

Subtract lengths

Notes and guidance

In this small step, children begin by subtracting lengths that are measured in the same unit of measurement. They then look at subtracting milllimetres from a whole number of centimetres as well as centimetres from a whole number of metres using simple conversions, for example 1 m – 35 cm and 4 cm – 3 mm. They then explore more complex examples where the lengths have different units of measurement and therefore equivalent lengths need to be found, for example 4 m 36 cm – 112 cm. This can be a useful opportunity to also revisit subtraction where there is a need for exchange, for example 2 m 43 cm – 118 cm.

Children should be exposed to the different structures of subtraction through word problems: partitioning, reduction and difference. Bar models can be a useful pictorial representation to highlight these different structures.

Things to look out for

- If children are not secure with converting between units of measurement, they may make errors when subtracting lengths.
- Children may subtract lengths without converting the units of measurement, for example 71 cm – 5 mm = 66 cm.

Key questions

- How many centimetres are there in _____ m and _____ cm?
- Why is it important that the lengths have the same unit of measurement before you subtract them?
- Which unit of measurement will you use to find equivalent lengths before you subtract them? Why?
- What is the difference in length between the two objects?
- How can you check that you have the correct answer?

Possible sentence stems

- _____ mm/cm = 1 cm/1 m
- _____ cm – _____ mm = _____ mm – _____ mm = _____ mm
- _____ m – _____ cm = _____ cm – _____ cm = _____ cm
- I am going to convert all of the units of measurement to _____ because ...

National Curriculum links

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Subtract lengths

Key learning

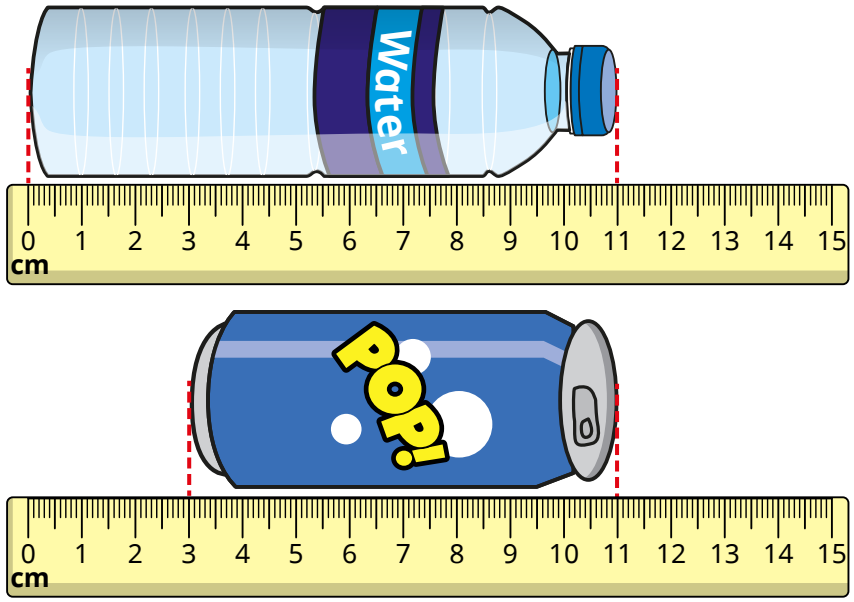
- Complete the bar models.

78 mm	
70 mm	mm

365 cm	
cm	65 mm

- What is the difference in length between the bottle of water and the can of fizzy drink?

  Write your answer in centimetres.



- Complete the subtractions.
  - 1 m – 42 cm = _____ cm
  - 5 cm – 3 mm = _____ mm
  - 3 m – 42 cm = _____ m _____ cm
  - 88 mm = 10 cm – _____ mm

- Tommy and Eva are working out 3 m 85 cm – 120 cm.

  Here are their workings.

Tommy's method

3 m 85 cm – 120 cm
120 cm = 1 m 20 cm
3 m – 1 m = 2 m
85 cm – 20 cm = 65 cm
3 m 85 cm – 120 cm = 2 m 65 cm

Eva's method

3 m 85 cm – 120 cm
3 m = 300 cm
3 m 85 cm = 385 cm
385 cm – 120 cm = 265 cm
3 m 85 cm – 120 cm = 265 cm

  Whose method do you prefer?

- Kim has 5 m of rope.

  She uses 1 m and 54 cm to make a skipping rope.

  How much rope does she have left?

Subtract lengths

Reasoning and problem solving

A bike race is 950 m long.

Dora cycles 243 m and stops for a break.

She cycles another 459 m and stops for another break.

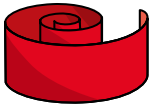
How much further does she need to cycle to complete the race?

248 m

Tom has a 3 m roll of ribbon.

He is cutting it up into 10 cm lengths.

How many lengths can he cut?



Tom gives 240 cm of his ribbon to Nijah.

How much ribbon does he have left?

How many 10 cm lengths does Tom have left?

30

60 cm, 6 lengths

A train engine is 20 metres long.

A car is $15\frac{1}{2}$ m shorter than the train.

A bike is 250 cm shorter than the car.

Work out the length of the car.

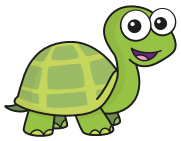
Work out the length of the bike.

How much longer is the train than the bike?

$4\frac{1}{2}$ m

200 cm or 2 m

18 m



Tiny has worked out 3 m 20 cm – 2 m 56 cm.

3 m 20 cm – 2 m 56 cm
= 1 m 36 cm

What mistake has Tiny made?

What is the correct answer?

64 cm

What is perimeter?

Notes and guidance

In this small step, children are introduced to perimeter for the first time.

Children learn that perimeter is the distance around the outside of a closed 2-D shape. Children explore what perimeter is, and what it is not, by deciding whether they can find the perimeter of a group of open and closed 2-D shapes.

Provide children with practical opportunities to understand perimeter, such as walking around the perimeter of the playground or using their finger to trace the perimeter of 2-D shapes.

At the end of this step, children start to find the perimeter of shapes on squared grids by counting along the edges. Encourage children to mark as they count to ensure they do not miscount.

Things to look out for

- Children may think that it is possible to find the perimeter of open shapes.
- When children are finding the perimeter of a shape on a squared grid, they may miscount by counting all of the squares around the shape rather than along the edge of the shape.
- Children may trace or count some sides more than once.

Key questions

- What does "perimeter" mean?
- When might someone need to find the perimeter in real life?
- Why are you unable to find the perimeter of this shape?
- How would you use your finger to trace the perimeter of this piece of paper?
- Which of the shapes has the greater perimeter? How do you know?
- How does the squared grid help you to find the perimeter?

Possible sentence stems

- The perimeter of a shape is ...
- This shape does/does not have a perimeter because ...
- I can find the perimeter of this shape by ...

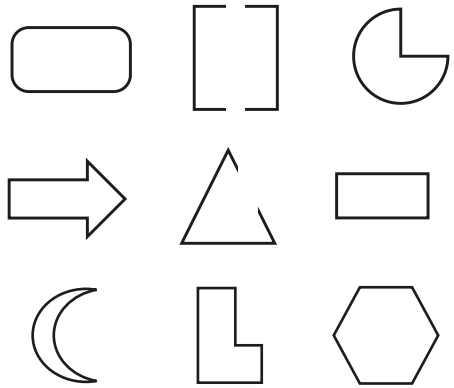
National Curriculum links

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- Measure the perimeter of simple 2-D shapes

What is perimeter?

Key learning

- Which shapes have a perimeter?

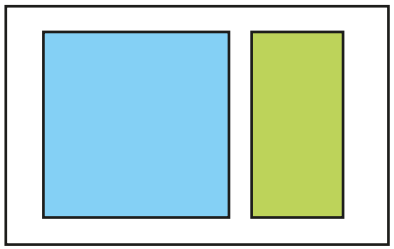


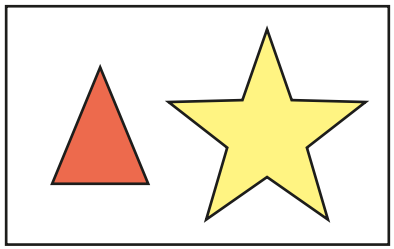
Why do some of the shapes not have a perimeter?

Compare answers with a partner.

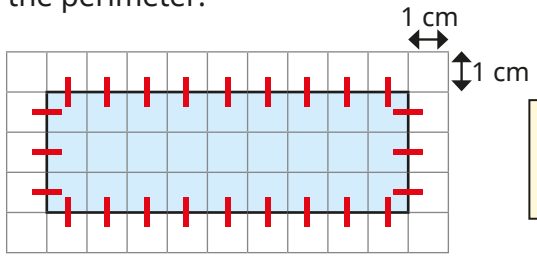
- Which shape has the greater perimeter in each pair?

How do you know?



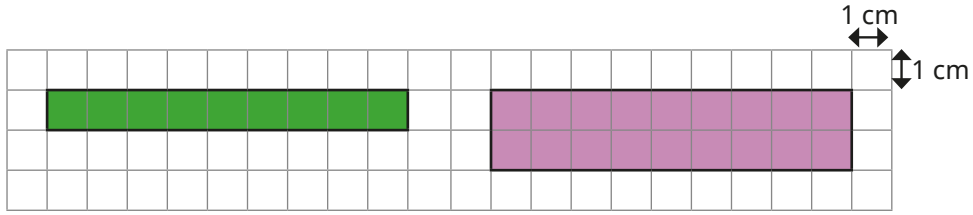


- Scott counts around the edge of the rectangle to find the perimeter.



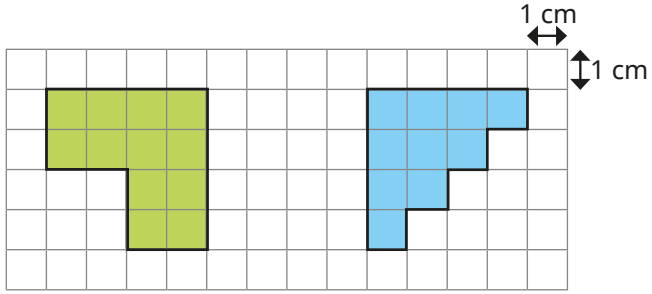
9 + 3 + 9 + 3 = 24
The perimeter is 24 cm.

Use Scott's method to find the perimeter of each rectangle.



What do you notice?

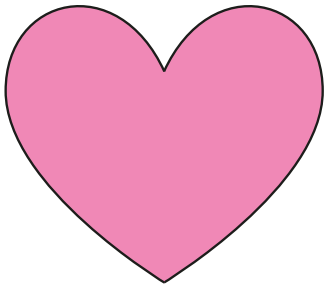
- Work out the perimeters of the shapes.

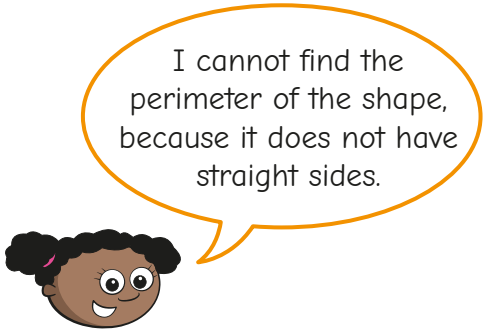


What is perimeter?

Reasoning and problem solving

Whitney wants to find the perimeter of this shape.



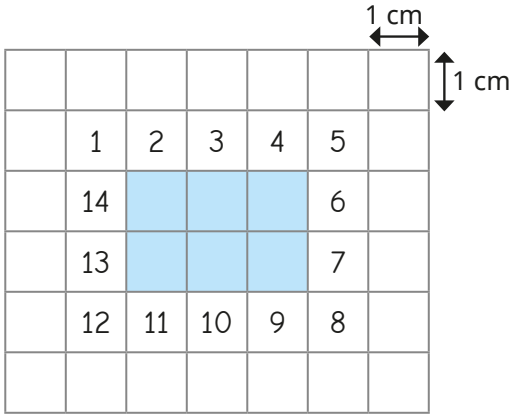


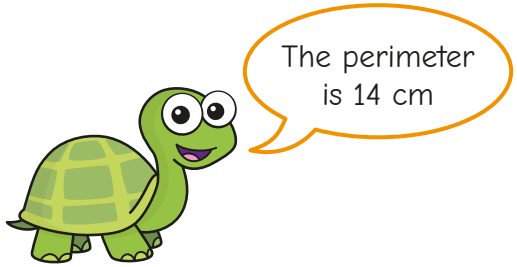
Do you agree with Whitney?

Explain your thinking.

No

Tiny is finding the perimeter of the shape by counting squares.





What mistake has Tiny made?

Find the correct perimeter.

Tiny has counted the squares rather than the edges of the shape.

10 cm

Measure perimeter

Notes and guidance

In this small step, children measure the sides of different shapes in centimetres to find the perimeter. This builds on the previous step, where children found the perimeter by counting the number of squares of each length.

Encourage children to work in a systematic order, possibly marking the lengths after they have been measured, to ensure that children measure the lengths of all the sides.

Children should also be encouraged to think about whether it is necessary to measure every side to find the perimeter or whether they can use the properties of 2-D shapes to help them.

Children could explore measuring the perimeter of shapes with curved sides by using a piece of wool or string to place along the edges and then measuring the wool or string with a ruler.

Things to look out for

- When measuring, children may start from the beginning of the ruler, rather than from the zero mark.
- Children may not record the units of measurement in their answer.
- Children may measure using the non-metric side of the ruler.

Key questions

- What does "perimeter" mean?
- What equipment is useful for measuring the perimeter of a shape?
- Does starting in different places when measuring the perimeter give you a different answer?
- Do you need to measure all the sides? How do you know?
- How do you know that you have measured all the sides?
- Which method do you prefer, to find the perimeter of a square?
- Can you find the perimeter of a shape with a curved edge? How?

Possible sentence stems

- Perimeter is ...
- _____ cm + _____ cm + _____ cm + _____ cm = _____ cm

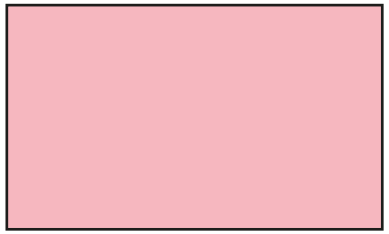
National Curriculum links

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- Measure the perimeter of simple 2-D shapes

Measure perimeter

Key learning

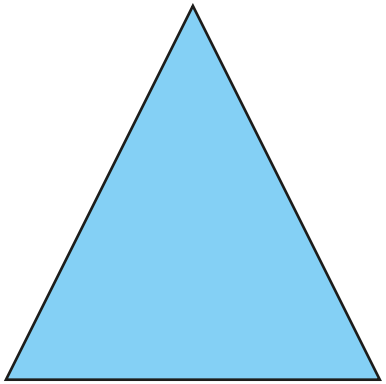
- Measure and label each side of the rectangle.

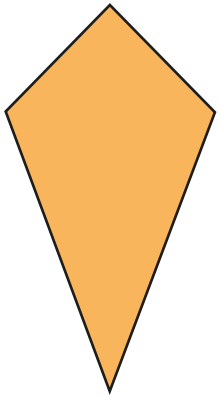


What is the perimeter of the rectangle?

_____ + _____ + _____ + _____ = _____ cm

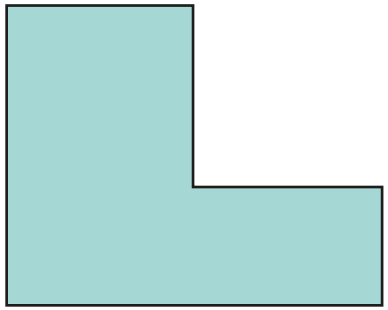
- Measure and label the sides on each shape.





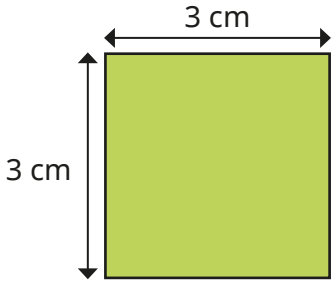
Work out the perimeter of each shape.

- Measure and label the sides of the hexagons.



Work out the perimeter of each hexagon.

- Here is a square.



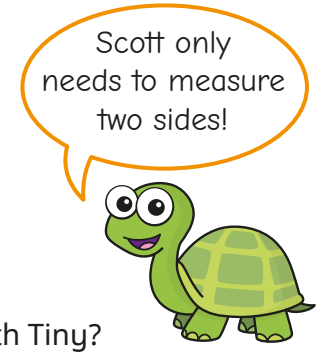
Do you need to measure all the sides to find the perimeter?

What is the perimeter of the square?

Measure perimeter

Reasoning and problem solving

Scott is measuring the perimeter of a rectangle.

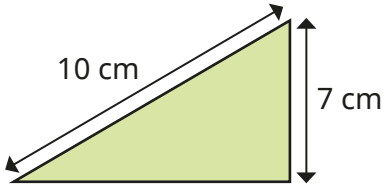


Do you agree with Tiny?

Explain your answer.

Yes

Dexter thinks that the perimeter of the triangle is 17 cm.

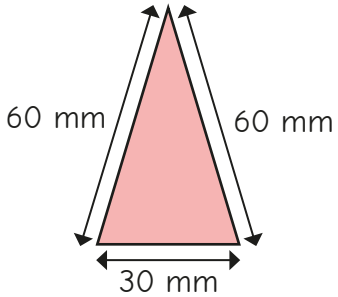


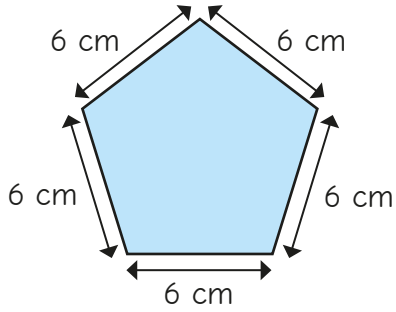
Explain why Dexter is incorrect.

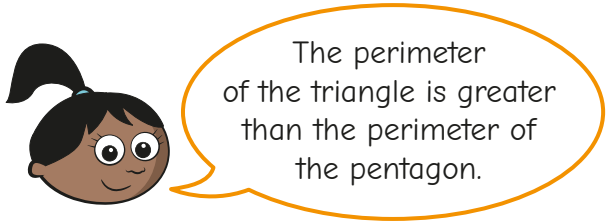
Dexter has only measured two sides of the triangle.

The perimeter is the total distance around the shape.

Sam measures the sides to find the perimeters of the shapes.







What mistake has Sam made?

The units of measurement are different.

triangle = 15 cm; pentagon = 30 cm

Calculate perimeter

Notes and guidance

In this small step, children use their understanding of the properties of different shapes to calculate the perimeter of simple 2-D shapes.

Encourage children to identify equal sides of a square and equal opposite sides of a rectangle to support them in calculating the perimeter. It is important to explore different strategies for calculating perimeter with children and encourage them to use more efficient strategies, for example for a rectangle they could add all four lengths, they could double the width and length and add them together or they could add the width and length and then double.

Although children can calculate the perimeter of rectilinear shapes in this step, these shapes are not formally introduced until Year 4

Things to look out for

- Children may not record the units of measurement in their answer.
- Children may not remember that a square has four equal sides and that opposite sides of a rectangle are equal.
- Children may find it difficult to add lengths measured in centimetres and millimetres.

Key questions

- Are any of the sides equal?
- How can you work out the perimeter of the shape?
- What other method could you use to find the perimeter of the shape?
- How can you work out the lengths of the sides that are not labelled?
- How many sides do you need to measure before you can find the perimeter?
- Do the lengths need to have the same unit of measurement? How do you find equivalent lengths?

Possible sentence stems

- Opposite sides of a rectangle are _____
- The missing side length is _____ cm because ...

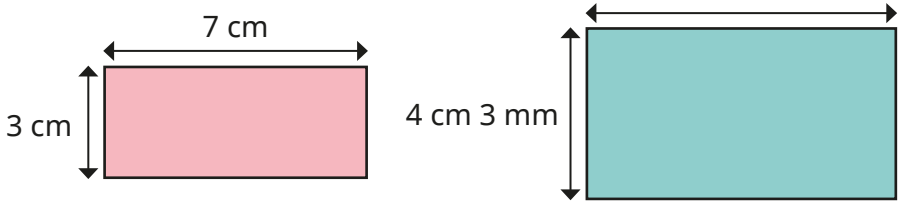
National Curriculum links

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- Measure the perimeter of simple 2-D shapes

Calculate perimeter

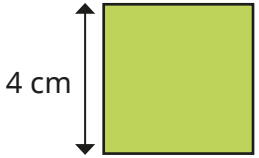
Key learning

- Find the perimeters of the rectangles.

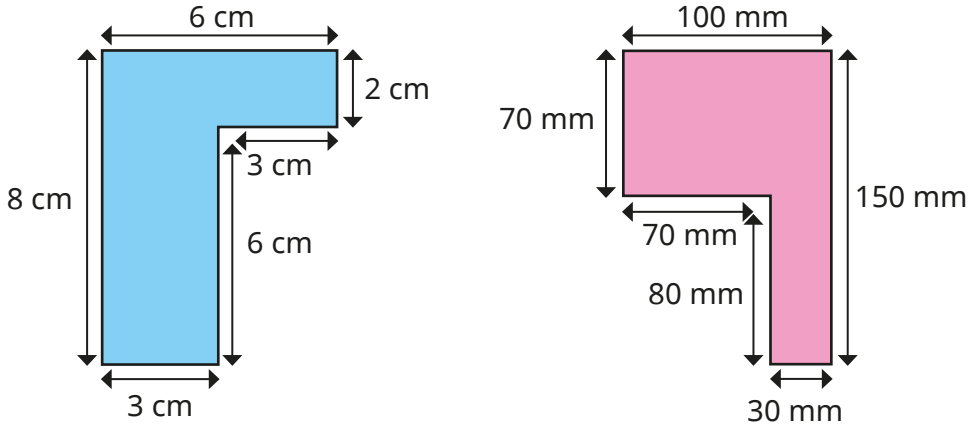


Compare methods with a partner.

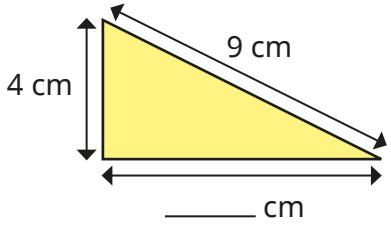
- Find the perimeter of the square.



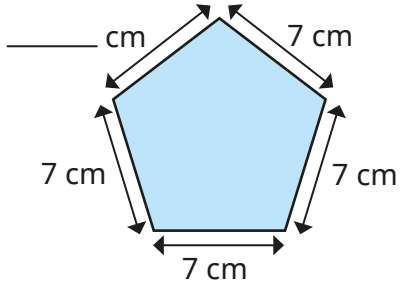
- Work out the perimeter of each shape.



- Find the unknown lengths.

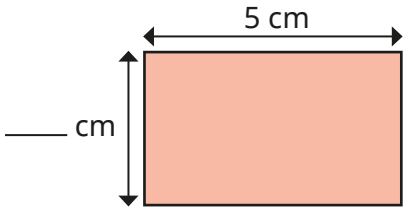


perimeter = 21 cm



perimeter = 35 cm

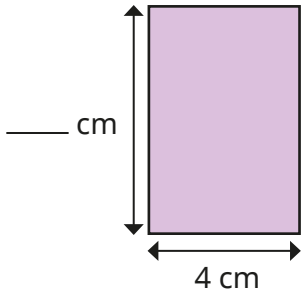
- Esther is finding the unknown length of the rectangle.



perimeter = 16 cm

5 cm + 5 cm = 10 cm
16 cm – 10 cm = 6 cm
6 cm ÷ 2 = 3 cm

Use Esther's method to find the unknown length.

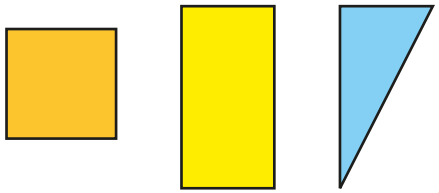


perimeter = 20 cm

Calculate perimeter

Reasoning and problem solving

How many sides do you need to measure to find the perimeter of each shape?



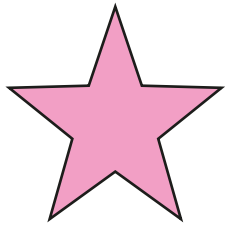
Explain your answers.

square: one side

rectangle: two adjacent sides

triangle: all three sides

Each side of this shape is the same length.

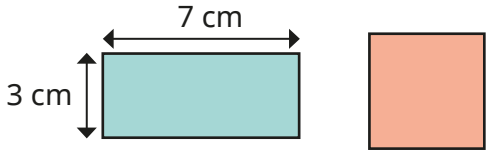


The perimeter is 60 cm.

How long is each side?

6 cm

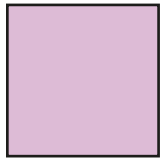
The rectangle and square have the same perimeter.



What is the length of each side of the square?

5 cm

The perimeter of the square is greater than 11 cm and less than 25 cm.



In whole centimetres, what could the length of one side be?

3 cm, 4 cm, 5 cm or 6 cm