

Discussion Problems

Step 10: Multiples of 10, 100 and 1,000

For Q1, an A3 copy on card and scissors may be necessary.

National Curriculum Objectives:

Mathematics Year 5: (5C8a) [Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes](#)

About this resource:

This resource has been designed for pupils who understand the concepts within [this step](#). It provides pupils with more opportunities to enhance their reasoning and problem solving skills through more challenging problems. Pupils can work in pairs or small groups to discuss with each other about how best to tackle the problem, as there is often more than one answer or more than one way to work through the problem.

There may be various answers for each problem. Where this is the case, we have provided one example answer to guide discussion.

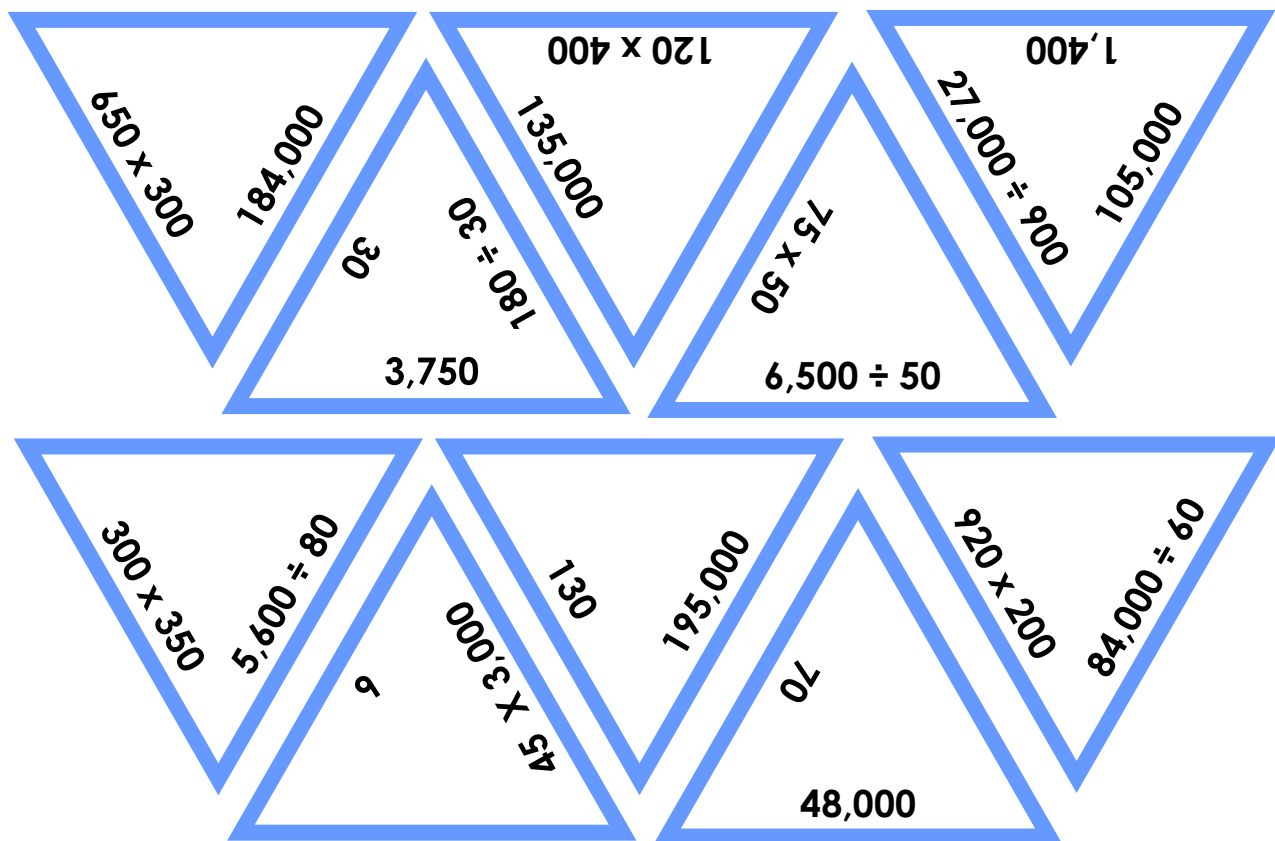
We recommend self or peer marking using the answer page provided to promote discussion and self-correction.

More [Year 5 Multiplication and Division](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

Multiples of 10, 100 and 1,000

1. Match the calculations to the correct answers to complete the puzzle.



DP

2. Juliet needs to find an exit route for the maze below. To move, she must multiply or divide the number she is on by a multiple of 10, 100 or 1,000.

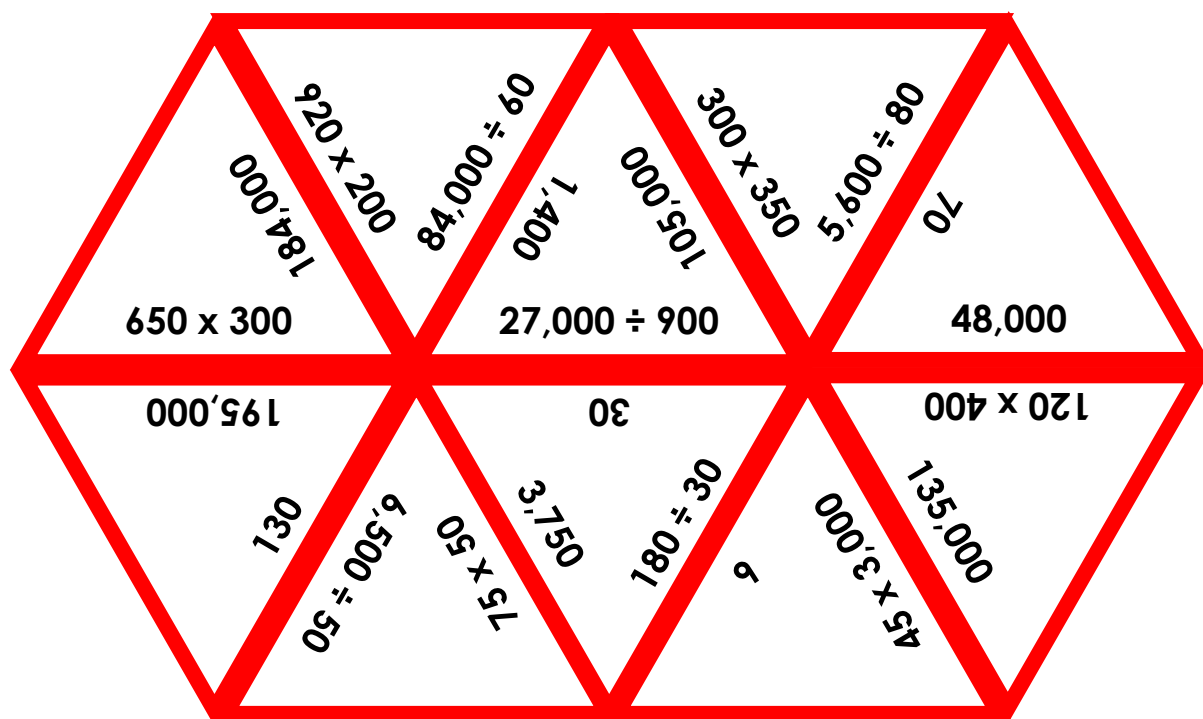
Start? →	420	410	1,750	180	90,000	Exit? →
Start? →	4,200	7	14,000	14	150	Exit? →
 Start? →	40	16,000	800	160	2	Exit? →
Start? →	3,500	60,000	48,000	1,600	500	Exit? →

Explore the possible routes Juliet could take to exit the maze.

DP

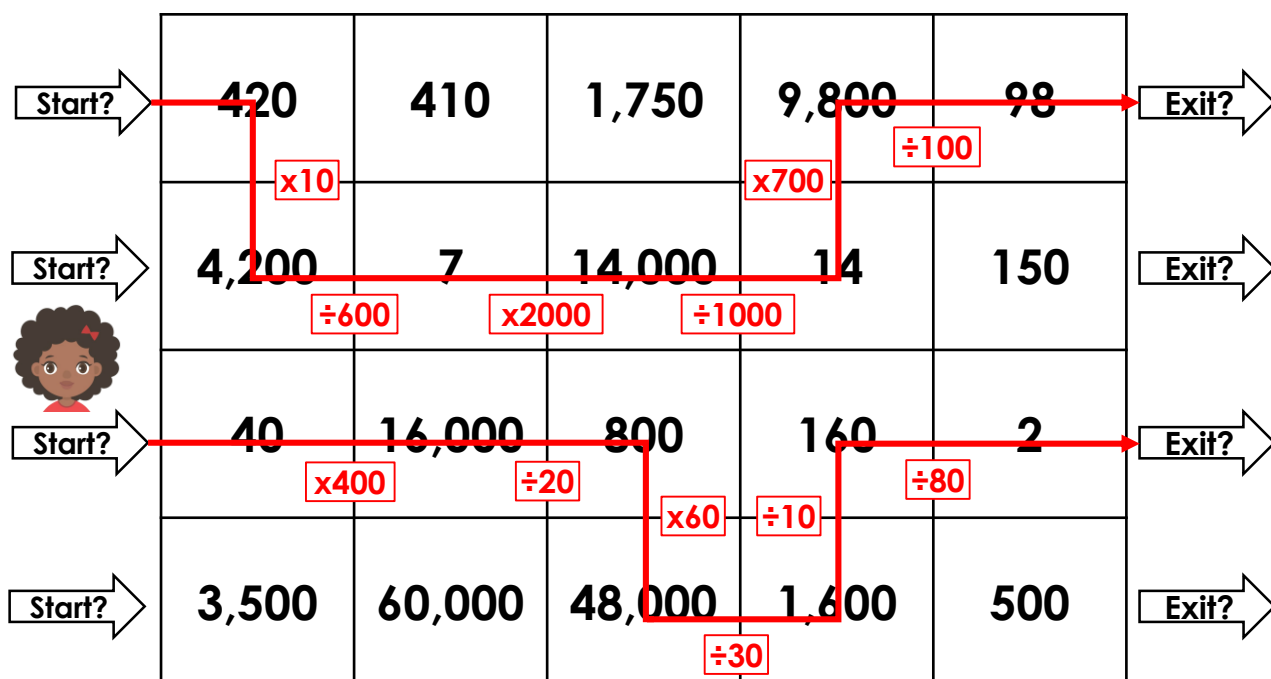
Multiples of 10, 100 and 1,000

1. Match the calculations to the correct answers to complete the puzzle.



DP

2. Juliet needs to find an exit route for the maze below. To move, she must multiply or divide the number she is on by a multiple of 10, 100 or 1,000.



Explore the possible routes Juliet could take to exit the maze.

Various possible answers, for example: see above.

DP