## Information:

These questions have been taken from the KS2 Reasoning test to help your children practise specific question types.

## National Curriculum Objectives:

Mathematics Year 4: (4F9) Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
Mathematics Year 5: (5C6b) Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
Mathematics Year 6: ( 6 F9a) Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10,100 and 1000 giving answers up to three decimal places

## Differentiation:

Beginner Identify whether the start number has been multiplied or divided by 10 or 100 . Starting number is either a whole number or a number to one decimal place. Aimed at Year 4 Secure/Year 5 Emerging.
Easy Identify whether the start number has been multiplied or divided by 10, 100 or 1000 . Starting number is either a whole number or a number to one decimal place. Aimed at Year 5 Developing.
Tricky Identify whether the start number has been multiplied or divided by 10, 100, 1000. Starting number is either a whole number, a number to one decimal place or to two decimal places. Aimed at Year 5 Secure/Year 6 Emerging.
Expert Identify whether the start number has been multiplied or divided by 10, 100, 1000. Starting number is either a whole number, a number to one decimal place, to two decimal places or to three decimal places. Aimed at Year 5 Mastery/Year 6 Developing.

## More Reasoning resources.

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Here are four cards.

Use a card to complete each calculation. You can use a card more than once.

```
x 100
```


15

$$
=1.5
$$




43

15

$820 \square=8.2$
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Here are four cards.

Use a card to complete each calculation. You can use a card more than once.

| x 100 |
| :---: |
| 10 |$\quad$$\quad$

27

$12 \square=1200$

27


27

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Here are four cards.

Use a card to complete each calculation. You can use a card more than once.

```
x 100
```



$$
\div 100
$$

43

15


43

$=4.3$


15


43


Here are four cards.

Use a card to complete each calculation. You can use a card more than once.

```
x 100
```



$$
\div 100
$$


$12 \times 100=1200$

27


$$
=2.7
$$

$$
=900
$$

12


27

$9 \times 90$
12


Here are six cards.

Use a card to complete each calculation. You can use a card more than once.

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Here are six cards.

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Here are six cards.
Use a card to complete each calculation. You can use a card more than once.

6.2

$1 8 \longdiv { \times 1 0 } = 1 8 0$

6.2


$$
=0.47
$$

6.2

$47 \times 1000=47,000$

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Here are six cards.

Use a card to complete each calculation. You can use a card more than once.

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Here are six cards.

Use a card to complete each calculation. You can use a card more than once.

16.8

16.8

$637 \square=6.37$

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Here are six cards.

Use a card to complete each calculation. You can use a card more than once.

$\div 1000$
$24.8 \square=2.48$

24.8

24.8

$=7390$
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Here are six cards.

Use a card to complete each calculation. You can use a card more than once.

16.8

16.8

16.8


Here are six cards.

Use a card to complete each calculation. You can use a card more than once.

$\div 1000$


Here are six cards.

Use a card to complete each calculation. You can use a card more than once.


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Here are six cards.

Use a card to complete each calculation. You can use a card more than once.

$\div 1000$
6.28

6.28

6.28

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Here are six cards.

Use a card to complete each calculation. You can use a card more than once.

$\div 1000$

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Here are six cards.

Use a card to complete each calculation. You can use a card more than once.
$\times 10$
$\square$
$\times 100$

$\div 1000$
6.28

6.28

$=0.628$

6.28

$405 \times 1000=405,000$

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