

Year 1 Maths Week 5

This week we will be looking at multiplying by 10

The following will give you some lesson ideas. All activities will be in **green**.

WALT count forwards and backwards 10s.

Before we start multiplying by 10, we need to be able to confidently count in 10s. This is really important and will help us later on in the week. Some children will be able to do this independently and others may need a number line of visual prompt. This is absolutely fine and either way will help the children.

Task 1 - Counting up in 10s

Can you count up in 10s?

0 10 20 30 40 see if you can get to 50! Can you get to 100?

Task 2 - Counting back in 10s

Can you count back from 50 in 10s? What about from 100?

Task 3 - Play find the missing number

You will need a partner to play. Can you count up or back in 10s and leave a number out? Your partner then needs to work out what your missing number was (if it helps you could write the numbers down). Repeat and make sure you miss out a different number each time.

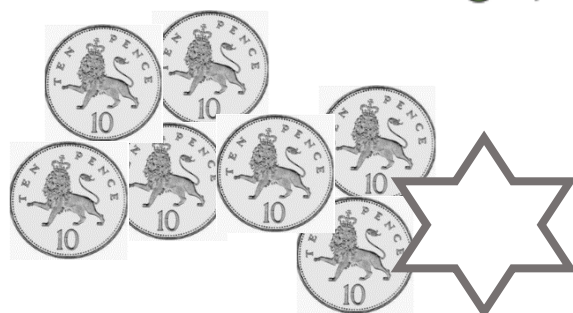
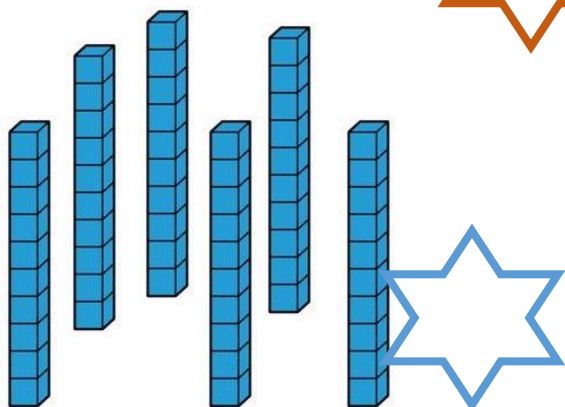
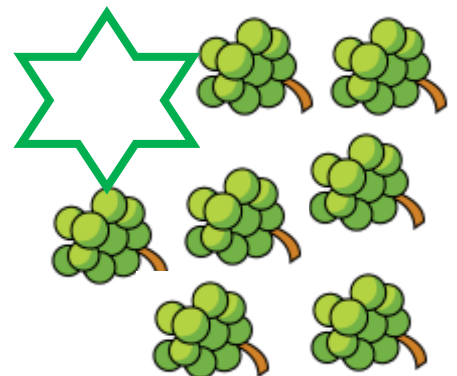
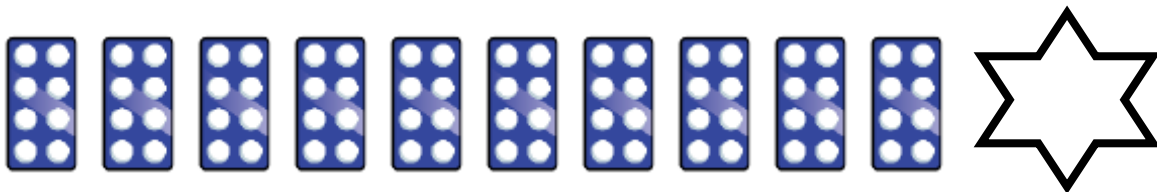
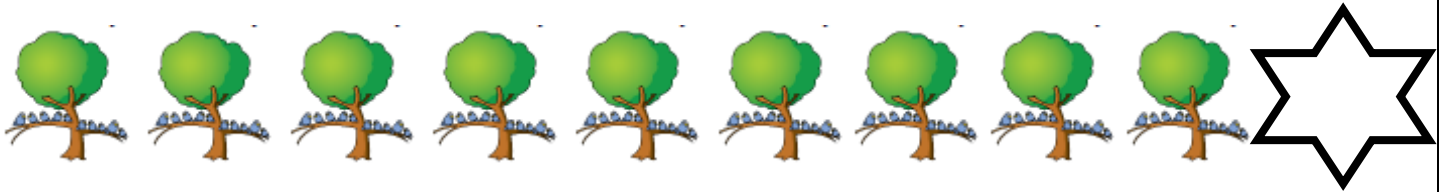
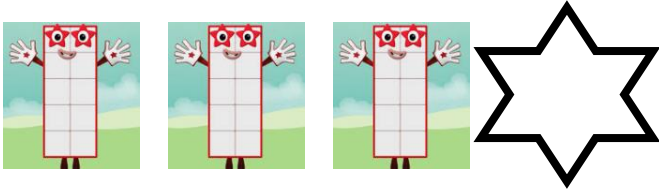
For example,

If I say 30, 40, 50, 60, 80, 90, What number did I miss out?

If I say 100, 90, 80, 70, 60, 40, 30, 20, 10, What number did I miss out?

WALT count objects in 10s

These pictures are all in groups of 10. Can you work out how many objects there are by counting in 10s? Always make sure that you double check your counting. Write your answer in the stars



WALT recall the 10 times table

Learning our times tables can be tricky but x10 is one of the easiest to learn. It really helps if you say the whole number sentence when you learning them, for example 'six times ten equals sixty'.

Task 1

Can you learn you 10 times table? Start off with learning them in order and then challenge yourself by mixing it up and practise in a random order.

$0 \times 10 =$

$1 \times 10 =$

$2 \times 10 =$

$3 \times 10 =$

$4 \times 10 =$

$5 \times 10 =$

$6 \times 10 =$

$7 \times 10 =$

$8 \times 10 =$

$9 \times 10 =$

$10 \times 10 =$

$11 \times 10 =$

$12 \times 10 =$

$10 \times 10 =$

$5 \times 10 =$

$0 \times 10 =$

$11 \times 10 =$

$6 \times 10 =$

$1 \times 10 =$

$2 \times 10 =$

$4 \times 10 =$

$9 \times 10 =$

$12 \times 10 =$

$7 \times 10 =$

$3 \times 10 =$

$8 \times 10 =$

$10 \times 2 =$

$10 \times 10 =$

$6 \times 10 =$

$7 \times 10 =$

$10 \times 4 =$

$9 \times 10 =$

$10 \times 3 =$

$11 \times 10 =$

$5 \times 10 =$

$10 \times 1 =$

$12 \times 10 =$

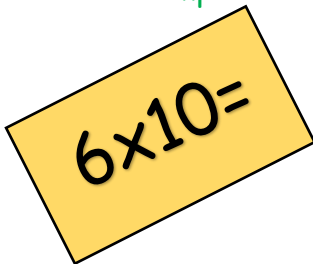
$8 \times 10 =$

$10 \times 0 =$

Task 2

Make yourself some small cards to help you learn. Put the number sentence on the front and the answer on the back! You can then practise and test yourself, and others.

Here's an example:



← write the answer **60** on the back.

Challenge: If you want a challenge you could also make a set of cards for x2 and x5.

WALT explore different mathematical language and solve problems

In maths we will look at a range of vocabulary that all means the same thing and it is important that the children can understand what these words mean, especially for when we solve word problems, as the questions will not always say 'times by'.

For the next task you will see that there are lots of different words that mean times/multiply. It will mean you answer them in the same way...write a number sentence and solve.

Can you solve these simple word problems?

- Read it carefully to find out what it is asking you to do
- Write down the number sentence
- Solve it! (you can use objects or jottings to help you, if you need it)

1. What is 7 times by 10?
2. Can you solve 10 multiplied by 3?
3. Can you use an array to work out 2×10 ?
4. What does 9 lots of 10 equal?
5. Multiply 5 by 10?
6. What does 8 groups of 10 equal?

Can you now write 4 of your own and solve? Remember to think about your vocabulary.

- 7.
- 8.
- 9.
- 10.

Challenge: If you want a challenge you write similar questions $\times 2$ and $\times 5$.

Mathematical thinking and reasoning.

In maths we do a lot of mathematical thinking and reasoning with the children and this will often be through small group discussion, class discussion, paired work or as a class activity. It's all about being able to explain and give reasons for their thinking in their maths work. This is just the beginning of our mathematical thinking and reasoning journey so some of the challenges can be challenging!

In these next questions think about asking your child questions such as 'how do you know that?' 'can you explain that to me?' 'What do you mean by ____?' This draws out really great mathematical discussions and the children can practise explaining their mathematical think and give reasons.

With a grown up can you solve and discuss these problems?

Jemima is counting in 10s on part of a hundred square.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

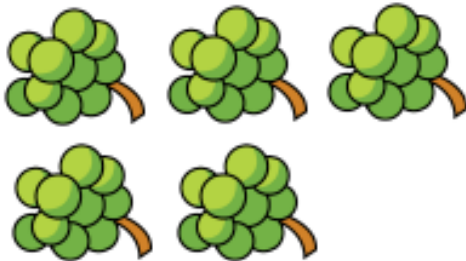
She starts at 10

Shade in all the numbers Jemima will say.

What is the same about the numbers she says?

What is different about the numbers?

In a shop, grapes come in bunches of 10



Max wants to buy forty grapes.

Are there enough grapes?

Eva and Whitney are making equal groups of bread rolls.



We need one more group to make 40

We need 10 more rolls to make 40



Whitney

Who do you agree with? Explain why.