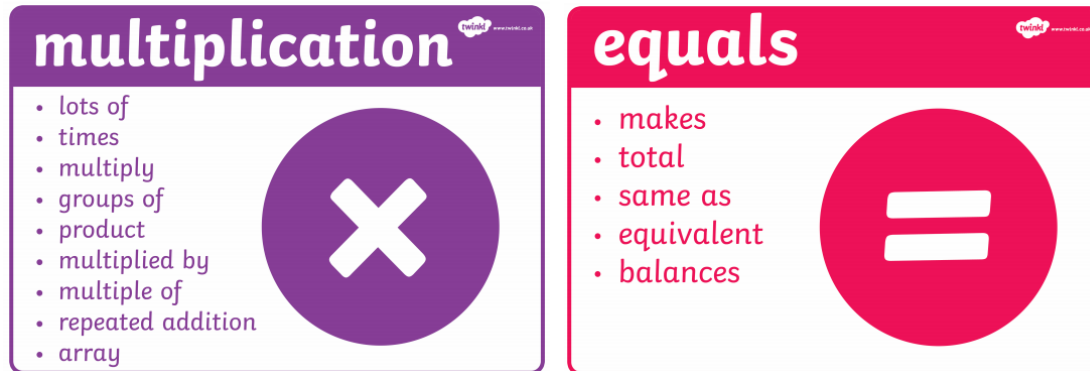


Year 1 Maths Summer 2 Week 1

This week we will be recapping our multiplication skills. Over the past few weeks we have been looking at multiplying by 2, 5 and 10. This week we are going to be going over all of these new skills and applying them to different types of questions and games. Here are some ways we can say it, plus a reminder of the equal sign.



Some helpful links to videos/superheroes that will help the children. We use these videos lots and the children can join in with the words. This helps them remember key concepts:

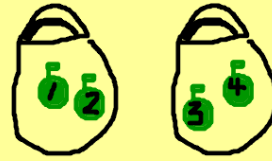
- <https://www.bbc.co.uk/teach/superheroes/ks1-maths-seven-calculation-signs-with-wendy-wolf/zv32cqt> - reminds the children of what each sign means.
- <https://www.bbc.co.uk/teach/superheroes/ks1-maths-the-5-times-table/zhbm47h> - the 5 times tables.
- <https://www.bbc.co.uk/teach/superheroes/ks1-maths-counting-with-john-farnworth/zbct8xs> - counting in 2s, 5s and 10s.
- <https://www.bbc.co.uk/iplayer/episode/m0006w5r/numberblocks-series-4-16-sign-of-the-times> - numberblocks all about the multiplication sign.
- <https://www.busythings.co.uk/play/?pid=617&token=c8bcf82fcab83219d8d2ad753f0aa80e4b8a1e7914d3111ee94211f9fc83d90d#> multiplication game on Busy Things.

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

WALT make equal groups

We have been used to drawing groups to help us work out multiplication problems. We can draw pictures in little groups to work out the answer. For example:

I have 2 bags. In each bag there are 2 apples. How many apples do I have?



I have drawn 2 bags with 2 apples in!
Now I can count them up.

I have 4 apples altogether.

Can you try and answer these questions? You can draw your groups on this page or use any paper you have at home!

There are 5 boats. Each boat has 3 men. How many men altogether?

There are men altogether.

There are 3 houses. Each house has 6 windows. How many windows are there altogether?

There are windows altogether.

There are three fish tanks. Each tank has eight fish. How many fish altogether?

There are fish altogether.

There are six nests. Each nest has five birds in it. How many birds are there altogether?

There are birds altogether.

WALT recall our multiplication facts.

We have practised multiplying in 2s 5s and 10s for the past few weeks. Can you take what you have learnt and complete the 'colour by multiplication' sheet. The worksheet relies on you working out the answer to each multiplication, then colouring in the part with the correct colour based on the key! It's a fun way to recall our times tables whilst enjoying some mindfulness and relaxing colouring.

You can pick which sheet you would like. Why don't you do the times table you struggle most with? That way it may help you learn!

Colour by 2s Multiplication

Do the multiplication calculation and colour the shape in the correct colour.

0-5 6-11 12-17 18-23 23-28

0 x 2 8 x 2
1 x 2 11 x 2
3 x 2 5 x 2
7 x 2 9 x 2
6 x 2 10 x 2
12 x 2
2 x 2 4 x 2

Colour by 5s Multiplication

Do the multiplication calculation and colour the shape in the correct colour.

0-10 11-20 21-30 31-40 41-50 51-60

6 x 5 3 x 5
0 x 5 1 x 5
11 x 5 7 x 5
5 x 5 12 x 5
4 x 5 2 x 5
9 x 5
8 x 5 10 x 5

WALT remember and recall multiplications.

This activity is a game that can be played with everyone in your family! It's a game to test your knowledge and speed! I suggest doing some of the supermovers set out earlier on the page to help learn your times tables and ability to count in 2s, 5s and 10s.

You will need some bits of paper and a pen.

1. Cut/rip your paper into small bits (maybe 8-10 bits per A4 page).
2. On each piece of paper, write a multiplication question but don't include the answer! For example: $2 \times 5 = ?$
3. Once you have done this on all of your bits of paper, turn them over so you can't see the question and mix them up on your surface!

Game time!

Pick up a piece of paper and answer the question. Your grown up could set a timer of 20 seconds (more or less, it doesn't matter) and see if you can answer it. If you can, you get a point! If not, your grown up does. See who wins at the end.

You could also set a timer (1 minute, 5 minutes etc) and see how many questions you can answer. See if you can do it from memory. It is okay if you need to draw some arrays/jottings to help you!

WALT use multiplication to solve word problems.

Now that we have done lots of practise, it's time to apply our skills to solving some word problems. See if you can answer these multiplication word problems. Remember to look carefully at the numbers and use any jottings/arrays to help you!

Let's do one together:

1. I have 5 pots. In each pot there are 2 rubbers. How many rubbers do I have altogether?

The question is saying we have 5 lots of 2 rubbers. It's asking you for 5×2 .



Now I have drawn it out, I can count how many I have altogether. I can even count in twos!

$$5 \times 2 = 10$$

Now you try these:

1. I have 2 jars. In each jar I have 4 marbles. How many marbles do I have in total?
2. Miss Washington has 5 sheets of stickers. Each sheet has 10 stickers on! How many stickers does Miss Washington have altogether?
3. Miss McIntosh has 10 pairs of Sketchers trainers. How many shoes has she got in total? (remember, shoes come in twos!)
4. Mrs Bedia has bought 2 bags of oranges. There are 7 oranges in each bag! How many oranges has Mrs Bedia got?
5. Miss Brown has got 5 packs of ice lollies. There are 4 ice lollies in each pack. How many does she have altogether?

WALT solve reasoning problems using multiplication.

In school we focus a lot of attention on reasoning and problem solving. This means the children not only need to find the answer to a question, but explain how they know. This allows the children to show a deeper level of understanding by explaining their thought process. The children don't always need to be able to write about their logic at the minute, explaining in verbally is fine!

Try some of these reasoning questions. We would usually use them as a next step or green question in the classroom to get the children thinking on a deeper level!

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

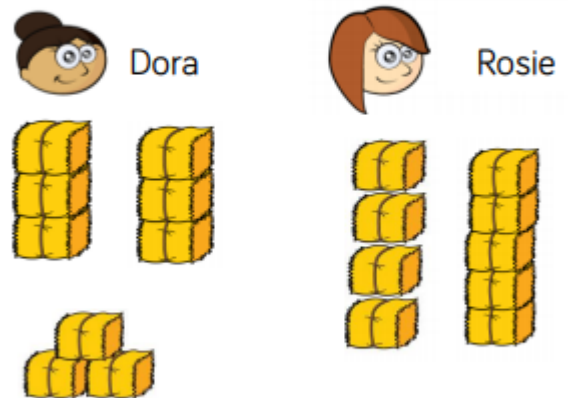
Shade in all the numbers Jemima will say.

What is the same about the numbers she says?

What is different about the numbers?

Dora and Rosie are making hay bundles.

Who has made equal groups?



Explain how you know.

Tommy and Jack each have the same number of sweets.

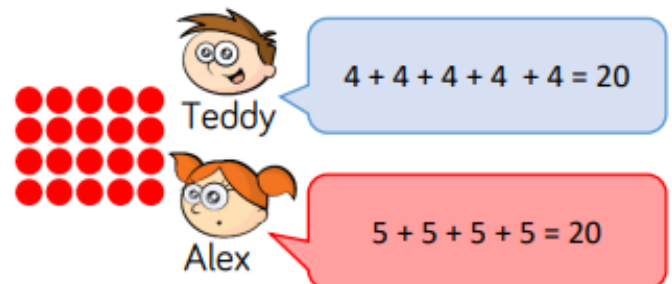


Tommy has 5 equal groups of 2

Jack has 1 equal group.

How many sweets are in Jack's group?

Teddy and Alex are writing number sentences to describe the array.



Who do you agree with? Explain why.