

Date - 21.1.21 Context- Multiplication & division

L.O: To double and halve.

LO: To count in 2s.

	<u>Independently</u> Skills practice I practised this skill by myself after I was taught how to do it or after we talked about how to do it well.	<u>OR Guided</u> I needed a lot of support with ... I was supported at times with ... I needed no help at all.	Teacher / TA/ Supply <input data-bbox="1082 383 1160 450" type="checkbox"/>	tools used
--	---	---	--	------------

Number Shape Doubles within 10

Use the number shapes to work out the answers to each doubling question.

$$\begin{array}{|c|} \hline \text{1 dot} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{1 dot} \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \text{2 dots} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{2 dots} \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \text{3 dots} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{3 dots} \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

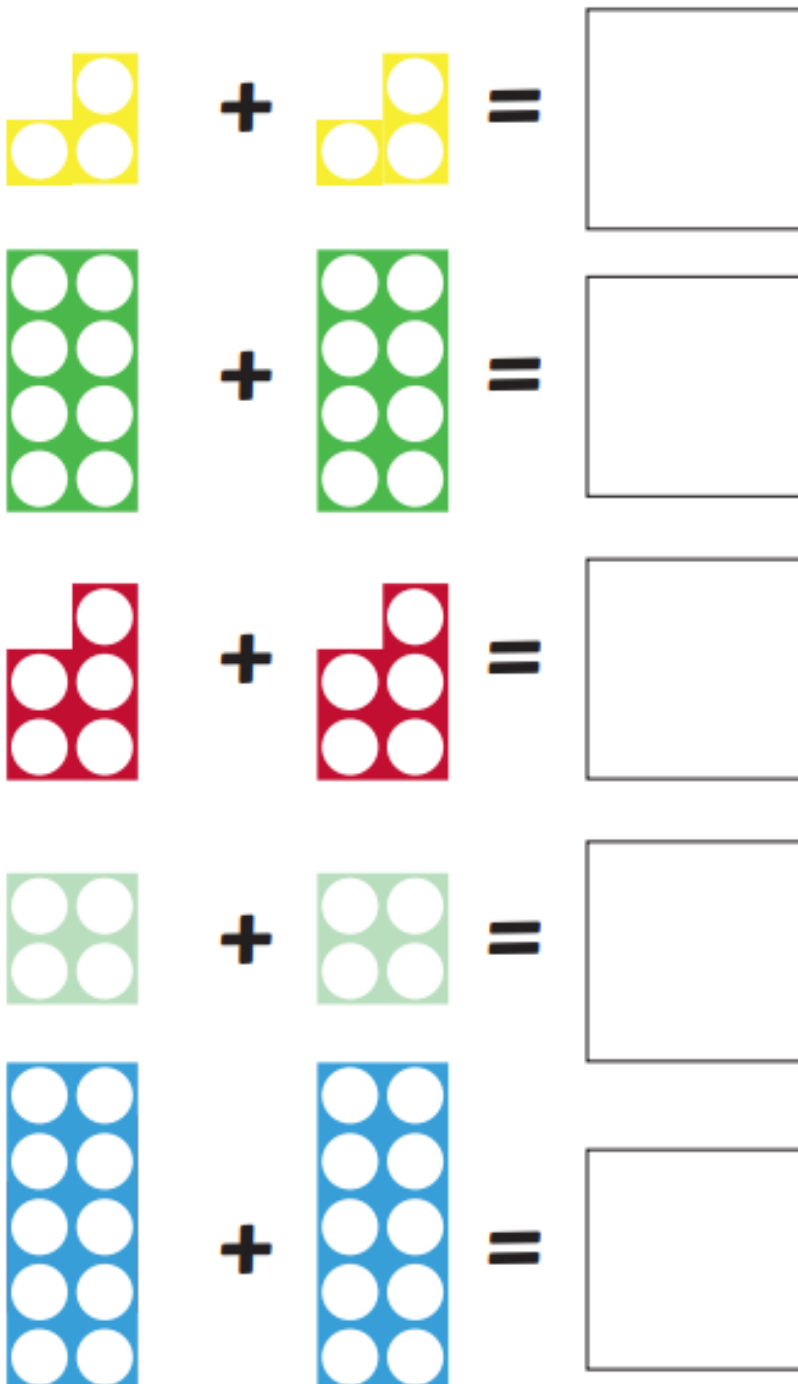
$$\begin{array}{|c|} \hline \text{4 dots} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{4 dots} \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \text{5 dots} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{5 dots} \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$




LO: To count in 2s.




tools used




Use the number shapes to work out the answers to each doubling question.




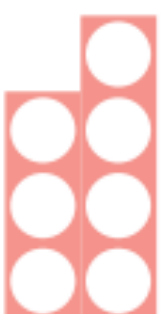

Number Shape Doubles within 20

 $+$  $=$ 

 $+$  $=$ 

 $+$  $=$ 

 $+$  $=$ 


 $+$  $=$ 

Date - 21.1.21 Context- Multiplication & division

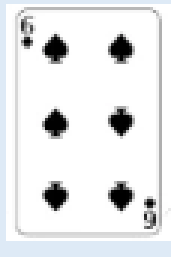
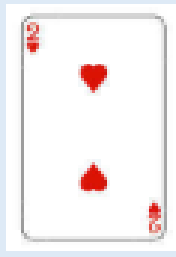
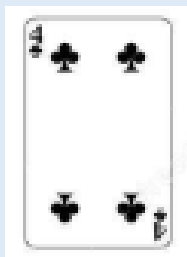
L.O: To double and halve.

LO: To recognise multiplication as repeated addition.

LO: To multiply using arrays.

<u>Independently</u> Skills practice I practised this skill by myself after I was taught how to do it or after we talked about how to do it well.	<u>OR Guided</u> I needed a lot of support with ... I was supported at times with ... I needed no help at all.	CT/ TA 	tools used
---	---	---	------------

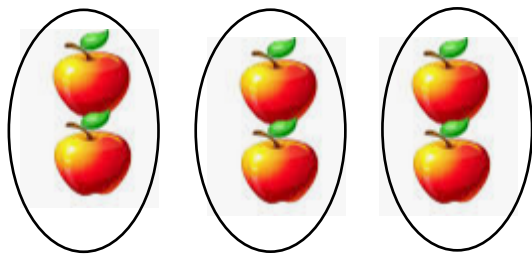
Pick a card then use this number to practise doubling and halving.



Snow white gives each dwarf a bag of 2 apples. Can you help her count the apples by drawing the groups

1. 3 groups of 2 =

We can work this out by drawing a line around each vertical group

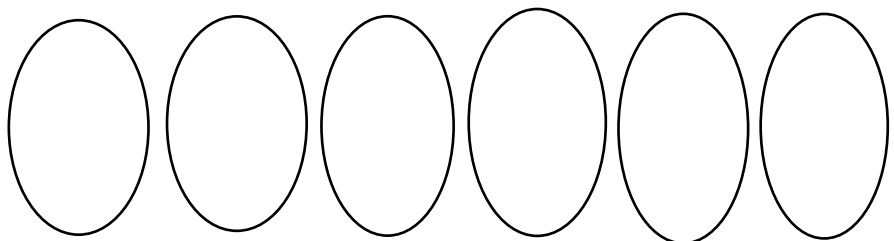


We can write this as
 $3 \times 2 = 6$

It is really important that the number of groups is written first and the number in each group is written second in the sentence.

Now try these multiplication sentences and **draw out the groups** of apples to solve each one.

1. $6 \times 2 =$



2. $4 \times 2 =$

3. $10 \times 2 =$

4. $9 \times 2 =$

5. $7 \times 2 =$

6. $2 \times 2 =$

7. $1 \times 2 =$

Date - 21.1.21 Context- Multiplication & division

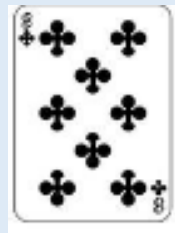
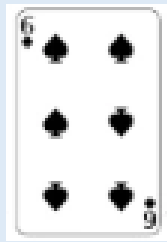
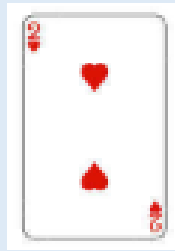
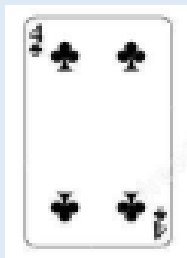
L.O: To double and halve.

LO: To recognise multiplication as repeated addition.

LO: To multiply using arrays.

	Independently Skills practice I practised this skill by myself after I was taught how to do it or after we talked about how to do it well.	OR Guided I needed a lot of support with ... I was supported at times with ... I needed no help at all.	CT / TA <input type="checkbox"/>	tools used

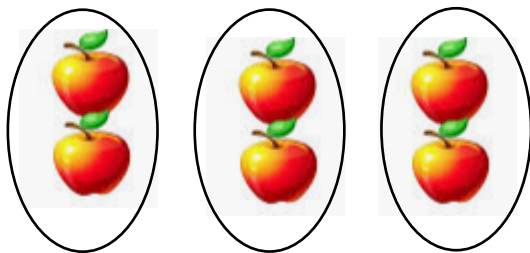
Pick a card then use this number to practise doubling and halving.



Snow white gives each dwarf a bag of 2 apples. Can you help her count the apples by drawing the groups

2. 3 groups of 2 =

We can work this out by drawing a line around each vertical group

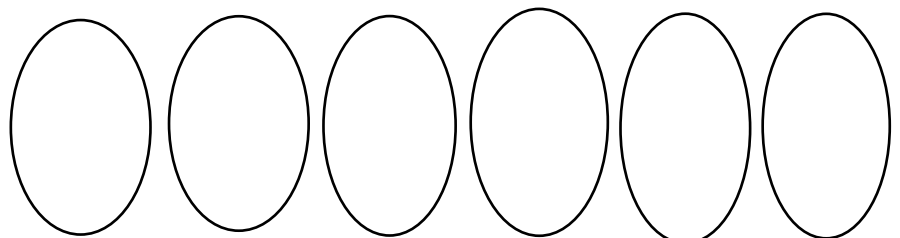


We can write this as
 $3 \times 2 = 6$

It is really important that the number of groups is written first and the number in each group is written second in the sentence.

Now try these multiplication sentences and **draw out the groups** of apples to solve each one.

1. $6 \times 2 =$



2. $4 \times 2 =$

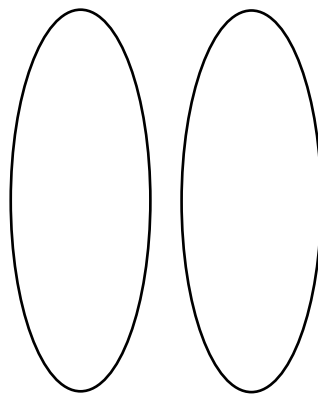
3. $10 \times 2 =$

4. $9 \times 2 =$

5. $7 \times 2 =$

How do these sentences change your drawings?

6. $2 \times 5 =$



7. $4 \times 5 =$

8. $6 \times 5 =$

9. $10 \times 5 =$

10. $8 \times 5 =$

What do you notice about counting up the total at the end of your drawing? Is there an easier way than counting every apple? Explain here.
