

Mrs Cowan's Maths Group – Home Learning

Week commencing: 8th February 2021

As in previous weeks, these home learning lessons are specifically designed for my maths group and follow what we would have been learning in school this week.

Each lesson includes:

- a warm up
- the main lesson (a 5-10 minutes recorded input by myself)
- an activity for your child to complete independently
- a challenge for your child to complete if they have quickly grasped the independent activity

This week's lessons focus on multiplication and I appreciate that some children have started to recite their times tables and/or answer quick fire times tables questions, but it is important that they understand the structure of multiplication as this will underpin their learning of future multiplication facts. Therefore, this week's lessons form the small steps towards understanding the structure of multiplication calculations.

Please remember that if you are unable to print the resources just use them as a guide and write down the relevant parts or request a paper pack via the school office.

Class Dojo can be used to contact me if you have any questions.

Thank you to everyone who has been sending me photographs of completed work, especially last week's amazing 3d models!

Thank you again for your continued support, Mrs Cowan

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Lesson 1 – adding equal groups of 2, 5 and 10

- Warm Up:
Ask your child to use the 100 square to complete Warm Up 1 and answer the questions.
- Watch Mrs Cowan's lesson video at https://youtu.be/Am_-ErddUQ
- Ask your child to complete Activity 1 by filling in the missing numbers then writing repeated addition calculations for each picture.
- Challenge: Add equal groups
Encourage your child to think about how many there are on each creature and then to write a repeated addition calculation to find the total.

Lesson 2 – using the 'x' (multiplication) symbol

- Warm Up:
Ask your child to use the 100 square to complete Warm Up 2 and answer the questions.
- Watch Mrs Cowan's lesson video at <https://youtu.be/du8H5TYCUAY>
- Ask your child to complete Activity 2 by writing repeated addition and multiplication calculations for each picture.
- Challenge: The multiplication symbol – odd one out
Encourage your child to work out all of the calculations so that they can work out the odd one out and encourage them to count in 2s, 5s or 10s to find the totals.

Lesson 3 – multiplication problem solving

- Warm Up:
Ask your child to use the 100 square to complete Warm Up 3 and answer the questions.
- Watch Mrs Cowan's lesson video at https://youtu.be/2c72Z3eW_pl
- Ask your child to complete Activity 3 by reading each problem carefully and writing a writing multiplication calculation for each problem.
- Challenge: The Multiplication Symbol – 3 possible solutions
Encourage your child to work out the calculations before trying to fill in the missing numbers and to think about number facts that they know in a systematic way rather than by trial and error.

Lesson 4 – using arrays

- Warm Up:
Use your 100 squares from this week's Warm Ups 1, 2 and 3 to work out which numbers are multiples of 2, 5 **and** 10. For example, 10, because it will be coloured in on each 100 square.
- Watch Mrs Cowan's lesson video at <https://youtu.be/INryG-GFiHo>
- Ask your child to complete Activity 4 two multiplication calculations for each picture and then drawing arrays for the final questions.
- Challenge: Use arrays
Encourage your child to count efficiently (in 10s) and to work systematically to find the 6th and 10th array if they do not see the link with the 10 times table.

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Warm Up 1

1. Count in **twos**. Colour in the squares that you land on.
These are called **multiples of 2**.
2. True or False? Multiples of 2 always end in 2.
3. Write the next five numbers in the sequence.

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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Activity 1

Fill in the missing numbers.

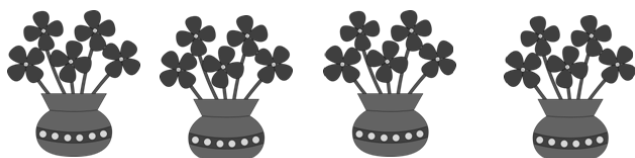


There are _____ bowls.

There are _____ fish in each bowl.

There are _____ equal groups of _____ fish.

$$\square + \square + \square = \square$$



There are _____ vases.

There are _____ flowers in each vase.

There are _____ equal groups of _____ flowers.

$$\square + \square + \square + \square = \square$$



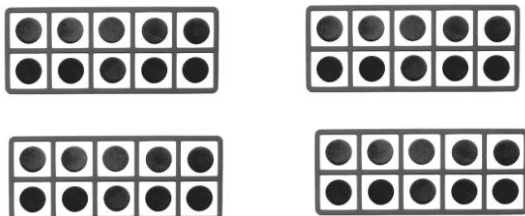
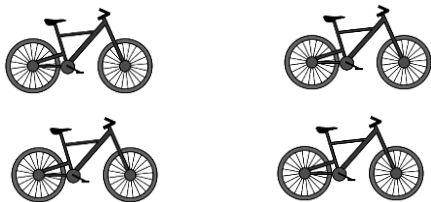
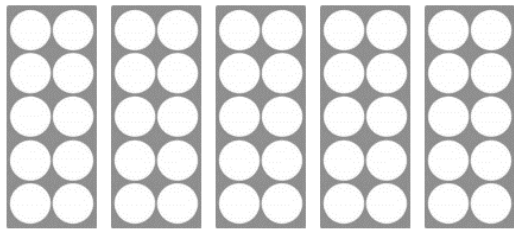
There are _____ hands.

There are _____ fingers on each hand.

There are _____ equal groups of _____ fingers.

$$\square + \square + \square + \square + \square + \square = \square$$

Mrs Cowan's Maths Group – Home Learning



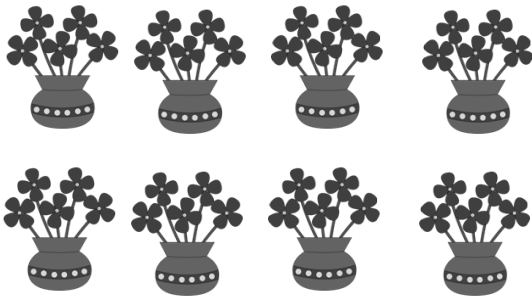
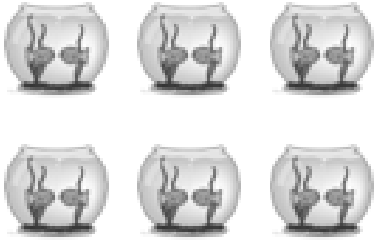
Mrs Cowan's Maths Group – Home Learning

Warm Up 2

1. Count in **fives**. Colour in the squares that you land on. These are called **multiples of 5**.
2. True or False? Multiples of 5 always end in 5.
3. Write the next five numbers in the sequence.

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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Activity 2



Now draw your own picture to show

$$5 + 5 + 5 + 5 + 5 + 5 + 5 =$$

$$7 \times 5 =$$

Warm Up 3

1. Count in **tens**. Colour in the squares that you land on.

These are called **multiples of 10**.

2. Why do multiples of 10 always end in 0?

3. Write the next five numbers in the sequence.

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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
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91	92	93	94	95	96	97	98	99	100

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Activity 3

Tom puts 10 pencils in a pot. He has 6 pencil pots.
How many pencils are there altogether?

Mrs Cowan puts 5 fish into a tank. She has 3 tanks.
How many fish are there altogether?

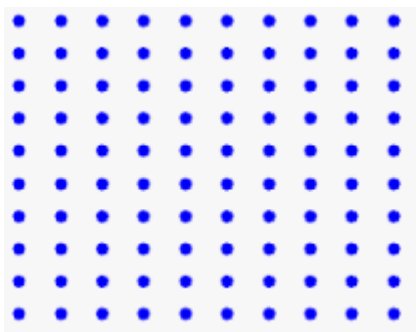
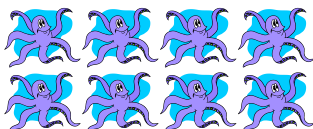
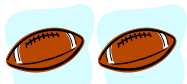
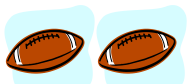
If each child has 2 stickers, how many stickers would there be for 8 children.

If there are five books on one shelf, how many books would there be on seven shelves?

I have nine boxes of cupcakes. Each box holds ten cupcakes.
How many cupcakes do I have?

If one jar holds ten marbles, how many jars would I need for 90 marbles?

Activity 4



Draw arrays to show
 $6 \times 5 = 5 \times 6$

Draw arrays to show
 $1 \times 10 = 10 \times 1$