

YEAR 1 MATHS

Term 5 Week 3

Position and Direction Assessment

Please try the position and direction assessment on Professor Assessor: www.prof123.co.uk/

You have 1 week to complete this from Friday 1st May.
This will help us know how you are getting on with your learning.

This week – Multiplication and Division

- Each session should take about 30 minutes.
- This week we are focusing on:
- Session 1 – Multiplication using objects or arrays
- Session 2 – Division using objects or drawn methods
- Sessions 3 - Repeated addition
- Session 4 – Repeated subtraction
- Session 5 – Solving multiplication and division problems

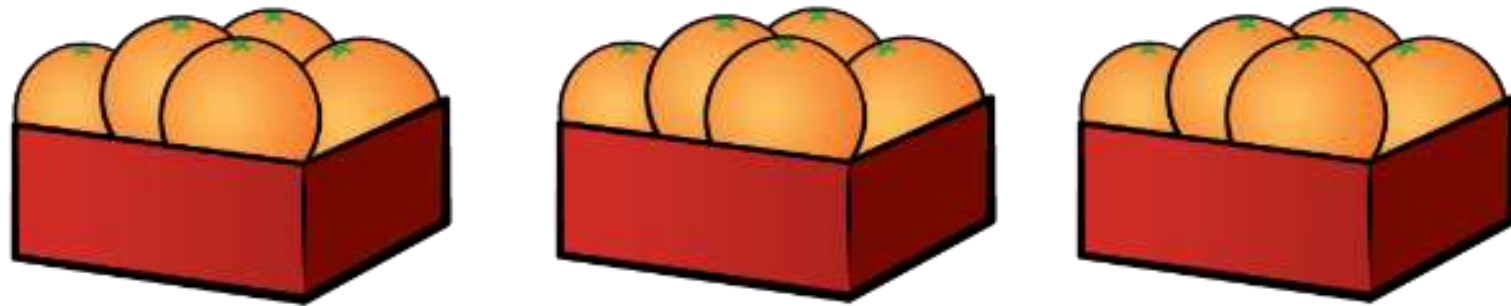
Session 1 - Multiplication using objects or arrays

- Today we are going to recap the methods we have learnt so far this year for multiplication.
- Please start by watching Mrs Janman's video: <https://youtu.be/x-10Pj3-jK4>
- Then try answering one set of these questions using your chosen method.

Set 1	Set 2	Set 3
$3 \times 2 =$	$9 \times 2 =$	$14 \times 2 =$
$5 \times 2 =$	$3 \times 5 =$	$5 \times 5 =$
$10 \times 2 =$	$4 \times 10 =$	$6 \times 10 =$
$2 \times 5 =$	$12 \times 2 =$	$10 \times 5 =$

- Lastly try the problem on the next page.

Complete the sentences.



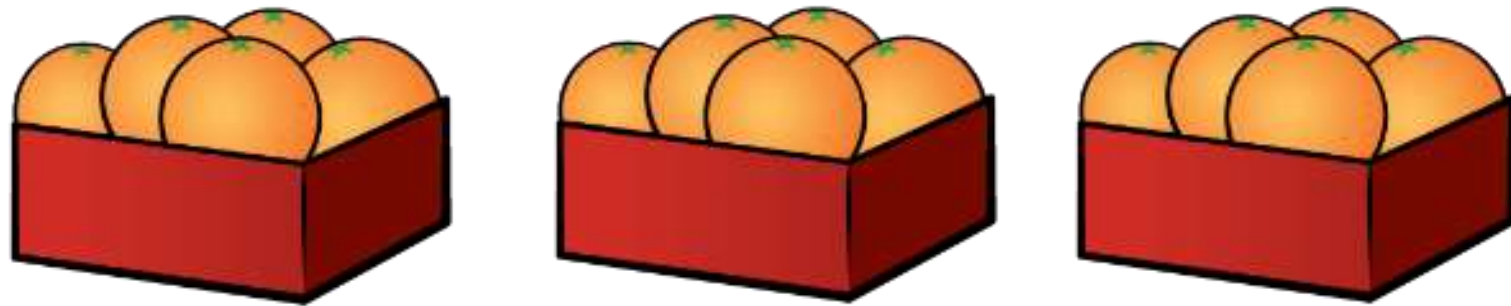
There are ___ oranges in each box.

There are ___ boxes of ___ oranges.

There are ___ oranges altogether.

Answers on the next page.

Complete the sentences.



There are 5 oranges in each box.

There are 3 boxes of 5 oranges.

There are 15 oranges altogether.

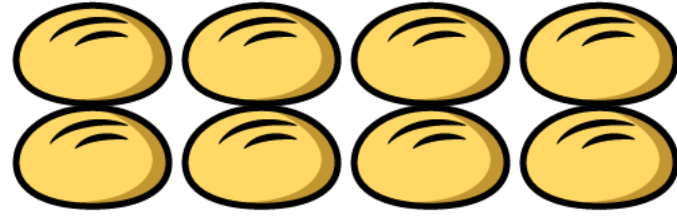
Session 1 - Division using objects or drawn methods

- Today we are going to recap the methods we have learnt so far this year for division.
- Please start by watching Mrs Janman's video: <https://youtu.be/trvfTEmV2PY>
- Then try answering one set of these questions using your chosen method.

Set 1	Set 2	Set 3
$6 \div 2 =$	$16 \div 2 =$	$24 \div 2 =$
$10 \div 2 =$	$15 \div 5 =$	$25 \div 5 =$
$14 \div 2 =$	$20 \div 10 =$	$30 \times 10 =$
$10 \div 5 =$	$20 \div 5 =$	$30 \div 5 =$

- Lastly try the problem on the next page.

Tom has 8 bread rolls.



He shares them equally between two plates.

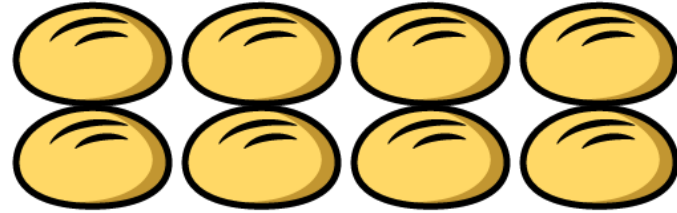


How many bread rolls are there on each plate?

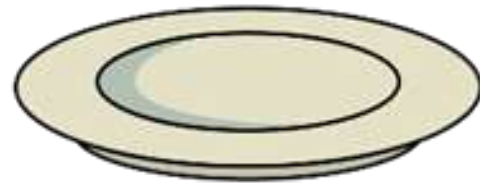
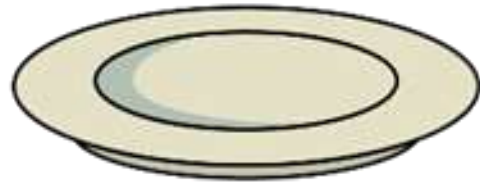
There are ___ bread rolls on each plate.

Answers on the next page.

Tom has 8 bread rolls.



He shares them equally between two plates.



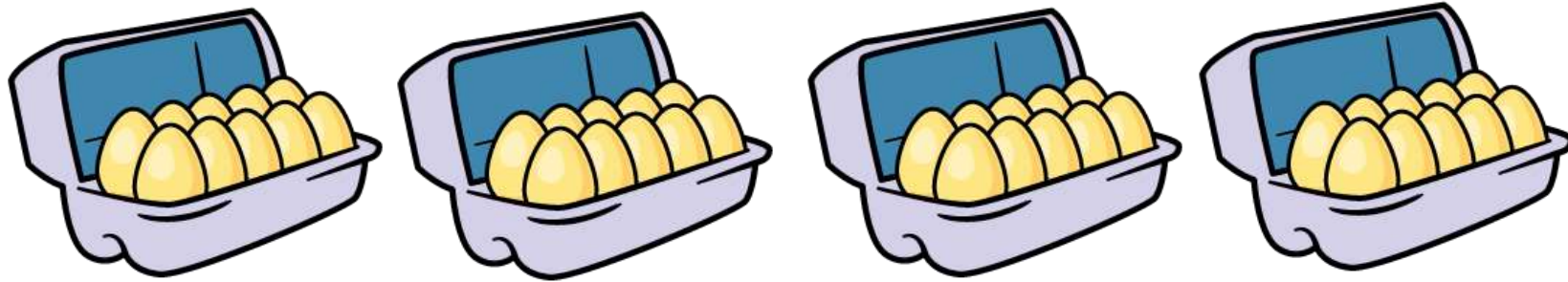
How many bread rolls are there on each plate?

There are 4 bread rolls on each plate.

Session 3 - Repeated addition

- Today we are going to learn a new method of multiplication. It is called repeated addition.
- First, watch this BBC video: <https://www.bbc.co.uk/teach/class-clips-video/maths-ks1--ks2-what-is-multiplication/z68fbdm>
- Multiplication boy has used his number line to help find the total number of bricks. By jumping along in 5's he could add 5 each time more quickly.
- Next practise jumping in 5's along your number line. Count out loud in 5's as you do this. For example, 5, 10, 15, 20.....
- Now do the same for counting in 2's and 10's.
- Lastly, try the questions on the next few pages. Use the pictures or your number line to help you.

How many eggs altogether?



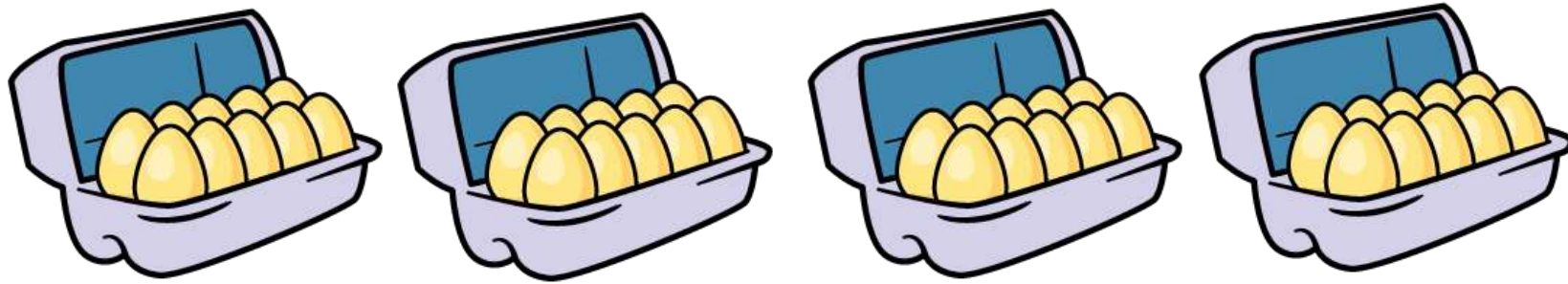
There are ___ eggs in each box.

There are ___ boxes of ___ eggs.

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

Answers on the next page.

How many eggs altogether?

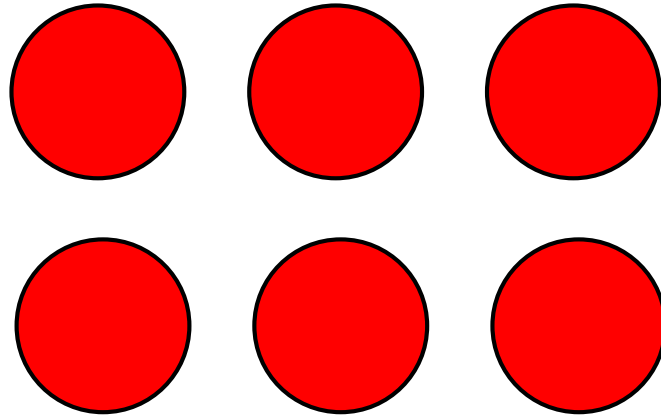


There are 10 eggs in each box.

There are 4 boxes of 10 eggs.

$$\underline{10} + \underline{10} + \underline{10} + \underline{10} = \underline{40}$$

Eva makes an array with counters.



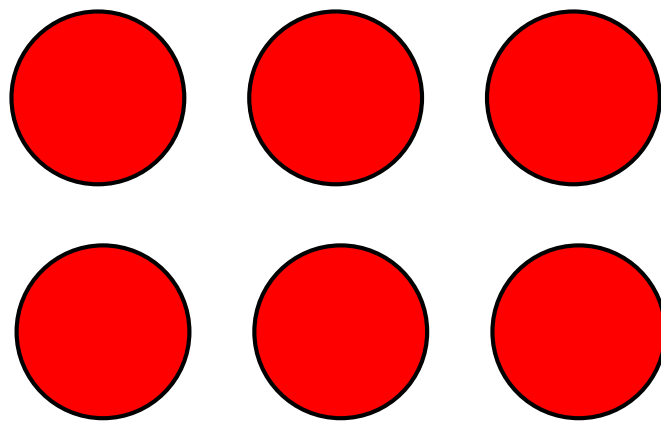
Fill in the numbers to describe the array.

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

Answers on the next page.

Eva makes an array with counters.



Fill in the numbers to describe the array.







$$\underline{3} + \underline{3} = \underline{6}$$

$$\underline{2} + \underline{2} + \underline{2} = \underline{6}$$

Session 3 - Repeated addition

Building Bricks Multiplication

Can you add the bumps on the building bricks to complete these multiplication calculations?

-  $2 + 2 + 2 = \square$ $3 \times 2 = \square$
-  $4 + 4 = \square$ $2 \times 4 = \square$
-  $3 + 3 = \square$ $2 \times 3 = \square$
-  $3 + 3 + 3 = \square$ $3 \times 3 = \square$
-  $1 + 1 + 1 + 1 = \square$ $4 \times 1 = \square$
-  $2 + 2 + 2 + 2 + 2 = \square$ $5 \times 2 = \square$

Session 4 - Repeated subtraction

- Today we are going to learn about repeated subtraction. This is a different way to divide.
- First watch this BBC video:
https://www.youtube.com/watch?v=hM_b96rDhbA
- Divider girl shared out the dog biscuits using her number line. The question was $15 \div 5 = ?$ So she started on 15 and counted backwards in 5's. She then counted that she had made 3 jumps. Therefore the answer was 3.
- Now try counting backwards in 5's on your number line starting on 100. Then try the same for counting in 2's and 10's.
- Lastly, try the questions on the next page. There are number lines on the sheet that you can use or you could use the number line in your home learning pack.

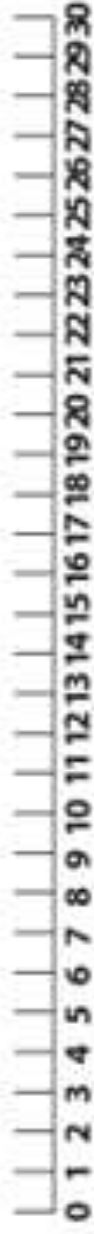
To divide using repeated subtraction.



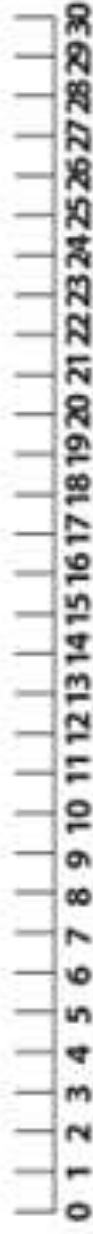
$$8 \div 2 = \underline{\quad}$$



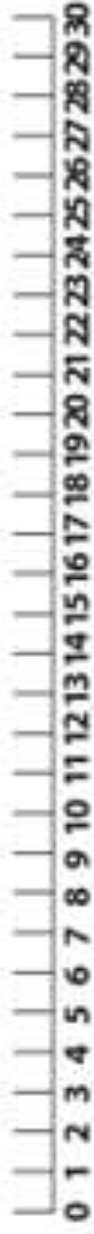
$$15 \div 5 = \underline{\quad}$$



$$12 \div 2 = \underline{\quad}$$



$$25 \div 5 = \underline{\quad}$$



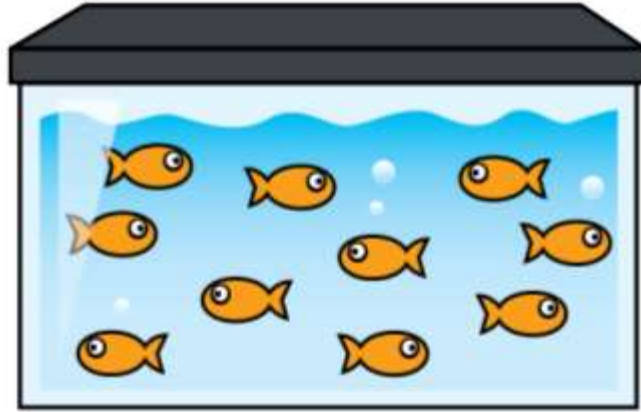
$$30 \div 10 = \underline{\quad}$$

Session 5 - Solving multiplication and division problems

- Today I would like you to try the problems on the next few pages.
- Use the multiplication and division strategies that we have practised this week to help you.
- Talk through your ideas. Can you explain how you found your answer?
- Lastly, please try the multiplication and division assessment on Professor Assessor: www.prof123.co.uk/

You have 1 week to complete this from Friday 8th May. This will help us know how you are getting on with your learning.

Beth has 10 fish in a tank.



She puts them into some bowls.

There are the same number of fish in each bowl.

How many bowls could she use?



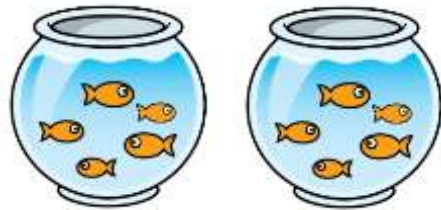
Answers on the next page.



10 bowls with 1 fish in each bowl.



5 bowls with 2 fish in each bowl.



2 bowls with 5 fish in each bowl.

1. Leo says,



My array has an even number of rows and columns. I have used fewer than 30 counters.

What is the biggest array Leo could have made? Draw the array below.

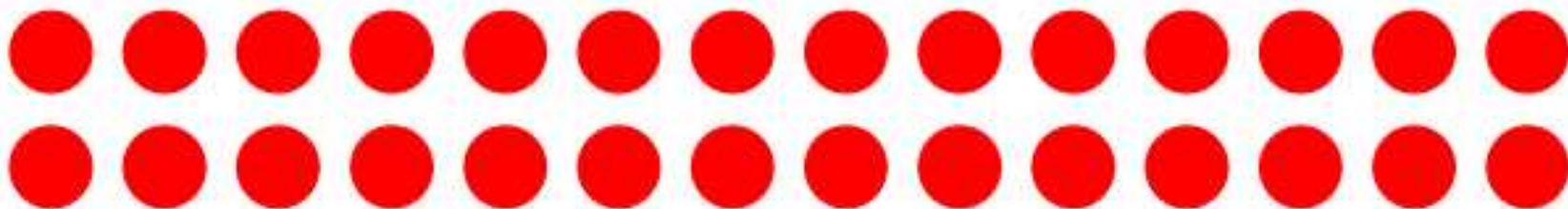
What is the smallest array Leo could have made? Draw the array below.

1. Leo says,

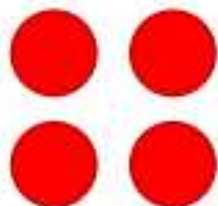


My array has an even number of rows and columns. I have used fewer than 30 counters.





What is the biggest array Leo could have made? Draw the array below. $2 \times 14 = 28$



What is the smallest array Leo could have made? Draw the array below. $2 \times 2 = 4$



Multiplication and Division Word Problems

<p>1. How many wheels would 6 motorbikes have?</p> 	<p>2. If 2 taxis arrive at the party at the same time, each carrying 5 passengers, how many people arrive at once?</p> 	<p>3. Eight animals walked onto the ark in 2s. How many pairs of animals were there?</p> 
<p>4. All four judges gave the dancer a score of 5. How many did she score altogether?</p>	<p>5. Six people came to the show and they paid £5 each. How much were the ticket sales altogether?</p>	<p>6. There are 3 flowers in the garden. Each flower has five petals. How many petals altogether?</p>
<p>7. Sam has 6 packets of biscuits. Each packet has 10 biscuits in it. How many biscuits are there altogether?</p> 	<p>8. There are 4 seats in each cart on the ride. How many seats are there in 10 carts?</p>	<p>9. There are 20 owls in Carol's collection. She can house 10 owls in each cage. How many cages will she need to house all the owls?</p> 