These activities cover a range of objectives and can be adapted to suit. Work through this at your own pace. The activities get progressively more challenging and incorporate all operations (+, -, x and ÷) into activities involving money, time and shape as well as sequencing. . **ALL SEND ACTIVITIES ARE IN THIS DOCUMENT AND GET PROGRESSIVELY MORE CHALLENGING. Please choose ability-appropriate activities and do not think you have cover everything. Things you need to practise will become evident.**

This involves putting the maths in context and using prior knowledge to solve a problem. It's a good idea to have some spare paper handy to write your own questions when you finish. Go through each question and answer and get the child to **explain** how they worked it out Ask them to 'teach' you how to solve a question and have a go at a few yourself (make some errors to see if they spot them and can explain where you went wrong!)
If you have any extra resources (shapes, money, counters, beads, straws, etc) you could use them to help show how you **prove** the answer is correct.

The questions get harder as you go through. If they are too tricky, stop and revisit previous ones, changing the numbers appropriately. What's important is that children can apply what they know and use the method shown, as well as explain how they got to the answer.

Please make sure children have silent **'thinking time'** before answering questions. This requires the adult to stay silent for *at least* 10 seconds

Here are a few tips to help you deliver these activities and engage your child in learning:

- **Use objects/real resources where possible.**

Many children are kinaesthetic learners which means they learn through doing. As children move tangible objects around it helps them comprehend the concept of numbers more deeply. You can use anything you want – buttons, pebbles, or, if you're struggling to get them enthused, something they're crazy about like cars or Lego.

- **Put the larger number in your head**

When encouraging children to do mental arithmetic, teach them to put the largest number (of the two you are adding) in their head. Model this physically as you say it. For example, if the addition is 9 + 4, say: "Right, let's put the largest number in our heads, so that's nine." Then tap your head and say: "So we're putting nine in our heads and then counting on four." This clear, precise modelling will help them to learn this useful strategy. Once they have put the largest number 'in their head' they can then use their fingers to count on until they are secure with mental + / -.

- **Number squares and number lines**

At school, children will be using number lines and number squares (or 100 squares) regularly. Depending on their learning style some will find it more beneficial than others, but it's certainly worth a try. There are lots free to print on the internet of you do not have one. (There are examples on the last page of this document)
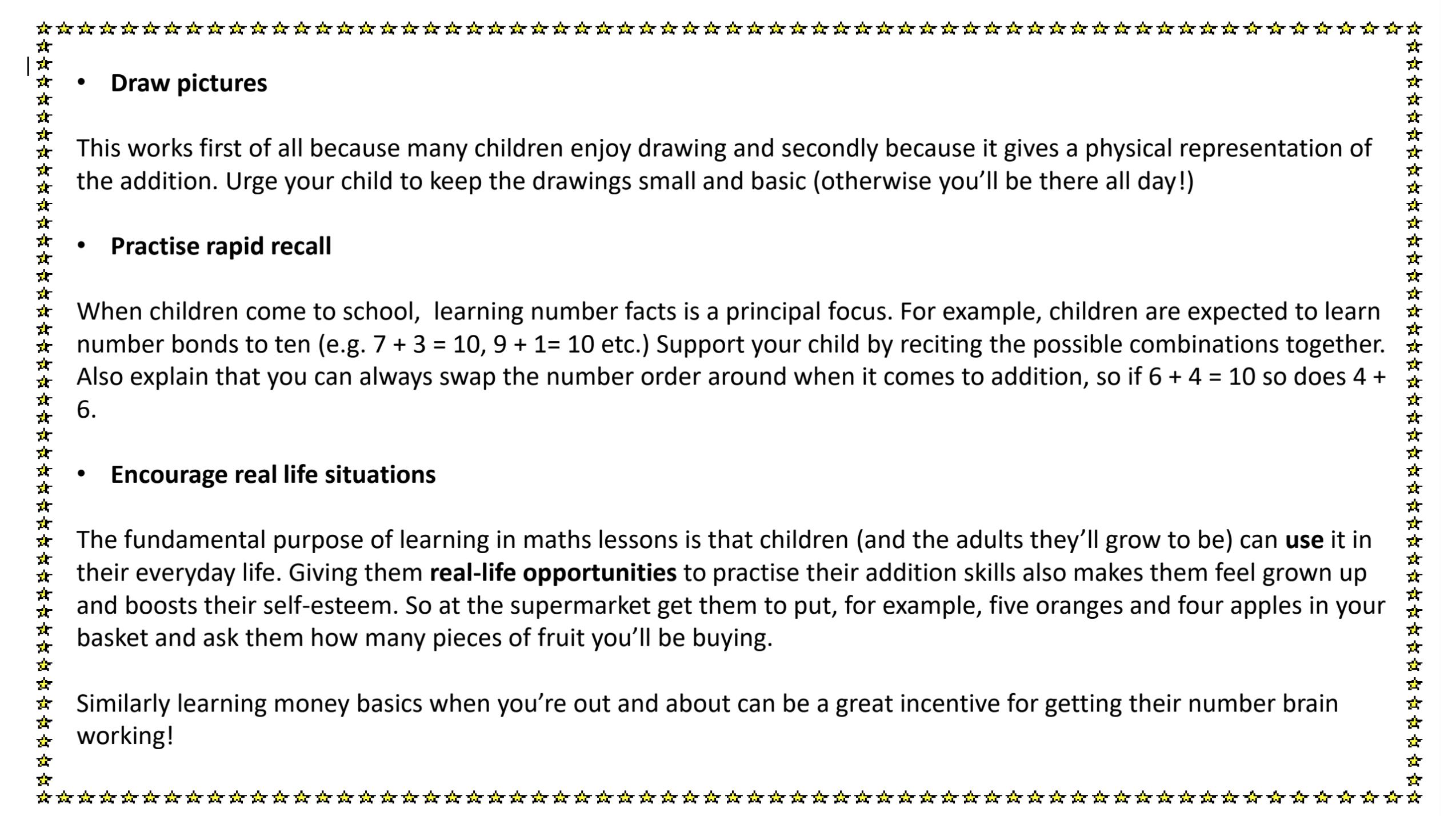
- **Draw pictures**

This works first of all because many children enjoy drawing and secondly because it gives a physical representation of the addition. Urge your child to keep the drawings small and basic (otherwise you'll be there all day!)

- **Practise rapid recall**

When children come to school, learning number facts is a principal focus. For example, children are expected to learn number bonds to ten (e.g. 7 + 3 = 10, 9 + 1= 10 etc.) Support your child by reciting the possible combinations together. Also explain that you can always swap the number order around when it comes to addition, so if 6 + 4 = 10 so does 4 + 6.

- **Encourage real life situations**

The fundamental purpose of learning in maths lessons is that children (and the adults they'll grow to be) can **use** it in their everyday life. Giving them **real-life opportunities** to practise their addition skills also makes them feel grown up and boosts their self-esteem. So at the supermarket get them to put, for example, five oranges and four apples in your basket and ask them how many pieces of fruit you'll be buying.

Similarly learning money basics when you're out and about can be a great incentive for getting their number brain working!

- **Invent story questions**

Devising and **working through story questions is a crucial element of maths**. Children can really enjoy this especially if you make the stories about something they have an interest in, e.g. using characters from their favourite book or TV programme, food they love or their school friends. A story question (also known as a word problem) might read as follows: *There were seven cupcakes and six biscuits on a tray. How many treats were there altogether?*

_____

The activities in this document are varied and quite practical. Be as creative as possible when delivering sessions. Look for opportunities to extend the learning and adapt it where necessary.
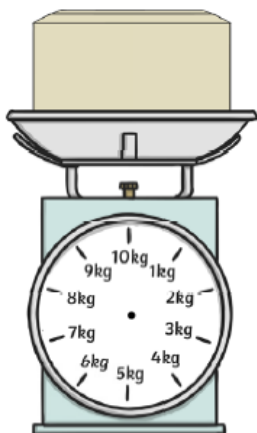
If children are struggling , try modelling how you'd solve a similar problem and try speaking aloud your thoughts; slowly articulating what you see, do, and reason, will help them process what to do.

It can be very challenging engaging children and getting them to focus. Don't think you have to 'teach' an hour a day of maths *every day*; you may wish to do 10-minute activities throughout the day or have a day where you don't do formal maths.

All of the activities in the following pages cover a wide range of objectives. It would be useful to re-write each activity onto A4 paper and **adapt** the tasks to suit. There are progressively more challenging activities towards the end of this document. Where possible, use resources to help. Making the maths 'real' will be much more memorable and fun for the child. ALL SEND ACTIVITIES ARE IN THIS DOCUMENT AND GET PROGRESSIVELY MORE CHALLENGING. Please choose ability-appropriate activities and do not think you have cover everything. Things you need to practise will become evident.

Section 1

Draw an arrow pointing to 5kg 250g.

Section 2

Complete this calculation:

$$\begin{array}{r} 8 \quad 9 \\ \times \quad 2 \\ \hline \\ \hline \end{array}$$

Section 3

One pencil costs 28p. What do 3 pencils cost?

Section 4

What fraction is coloured in?

Section 5

Measure this with your ruler. How long is it in mm?

Section 6

140 + 20 + 20 =

Section 7

Multiply the two bottom numbers to find the missing number.

12   3

Section 8

Start at 126.

Count on 30.

What is your answer?

Section 1

Complete this calculation:

103 - 27 = [ ]

Section 2

What is 7 more than 68?

[ ]

Section 4
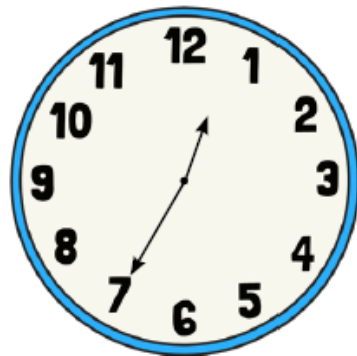
[ ] x 4 = 24

[ ] ÷ 4 = 9

Section 3

There are 217 houses on one side of the road and 194 on the other side. How many houses are there altogether?

[ ]

Section 5

It is now 12:35. What time will it be in half an hour?

[ ]

Section 6

What is the perimeter of this rectangle?

10cm

7cm

[ ]

Section 7

A bacon sandwich costs £2.15.

How much do 2 bacon sandwiches cost?

[ ]

Section 8

What is 534 subtract 200?

[ ]

Section 1

Draw a shape with a ruler.

Make sure it has at least 2 right angles and mark them on your shape.

Section 2

If you double 233, the answer is: [ ]

Then double the answer: [ ]

Section 3

Order these numbers smallest to largest:

118   810   108   138   218

smallest   largest

Section 5

Write these numbers in words:

132: ....

471: ....

211: ....

Section 7

Write 2 division facts using these numbers:

32   4   8

[ ]   [ ]

Section 4

Write the multiple of 4 that comes before these numbers:

24: [ ]

36: [ ]

48: [ ]

Section 6

There are 12 bottles of water in one pack. How many packs would there be if there were 48 bottles of water altogether? Write a number statement to show this.

[ ]

Section 8

Cathy is a quarter of her sister's age. Her sister is 16. How old is Cathy?

[ ]

Section 1

Complete the calculations:

$28 \div 7 =$ ☐

$21 \div 3 =$ ☐

Section 2

Find $\frac{1}{4}$ of these numbers:

$20 =$ ☐

$44 =$ ☐

$52 =$ ☐

Section 3

Use the column written method to work out these calculations:

```
      4   8   2
  +   1   4   4
  _____
```

```
      3   6   9
  +   2   1   5
  _____
```

Section 4

Jack has read 47 pages of his new book. There are 162 more to read. How many pages are there in the book?

☐

Section 5

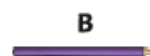Using only £1, 10p and 1p coins, use the least amount of coins to make 451p.

☐

Section 6

Chicken Bite Snacks cost 68p.

Popcorn costs 73p.

How much do they cost together?

☐

Section 7

How much longer is pencil **A** than **B**?

A

B

☐

Section 8

Order these fractions from smallest to largest:

$\frac{3}{9}$ $\frac{1}{9}$ $\frac{7}{9}$ $\frac{4}{9}$ $\frac{8}{9}$

smallest   largest

a

Vicky has 5p coins only. She has 20p. How many coins does she have?

_____

b

```
    4  3
+   1  8
_____
_____
```

c

Count on 20mm from 50mm.

_____

d

Measure this line. How long is it in mm?

_____

e

×	20	5
3		

f

Halve and halve again to divide by four.

40 ⇒ ☐ ⇒ ☐

28 ⇒ ☐ ⇒ ☐

g

How many minutes make a quarter of an hour?

_____

h

A playground is 34m wide. Its length is 19m more than its width. How long is the playground?

_____

a

Amir has £2.40 in 10p coins. How many coins does he have?

_____

d

Measure this line. How long is it in cm and mm?

_____

f

Double, double and double again to multiply each number by eight.

$8 \Rightarrow \square \Rightarrow \square$

$13 \Rightarrow \square \Rightarrow \square$

b

```
   6  5  3
+     1  4  6
   _____

   _____
```

e

×	90	3
4		

g

How many minutes make one and a half hours?

_____

h

A rock face is 240m high. Cathy has climbed 127m. How far does she still have to climb?

_____

c

Count on 7 litres from 312 litres.

_____

a
Emma has seven 50p coins. How much money does she have altogether?

_____

b
```
    6  8  4
+      7  5  9
   _____

   _____
```

c
Count on 8km from 3615km.

_____

d
Draw a line that is 4.7cm long.

e
Complete the calculation using a formal written method.

43 × 8

f
Work out the calculation below using doubling.

20 × 6

_____

_____

20 × 12

_____

_____

g
How many hours are 300 minutes?

_____

h
A corridor is 52m 30cm long. 29m 64cm of its length has been painted. How long is the part of the corridor that has not been painted?

_____

a Write the next three measures in the sequence:

5m, 15m, 25m _____

_____

b Put a circle around the largest fraction in the pair:

$\frac{1}{3}$ $\frac{1}{4}$

$\frac{1}{5}$ $\frac{1}{10}$

c Work these out in your head.

36cm + 7cm =

25cm + 50cm =

d A sack of potatoes weighs 25kg. 7kg of potatoes are eaten. How many kilograms are left?

_____

e

×	40	5	g
6			g

f Measure the sides of the rectangle, and the work out the perimeter.

_____

g Find:

$\frac{1}{4}$ of 20 _____

h How much is ten 5 pence coins?

_____

a Write the next five measures in the sequence:

280ml, 380ml, 480ml, _____

_____

b Put a circle around the largest fraction in the pair:

$$\frac{11}{12} \quad \frac{7}{12}$$

$$\frac{7}{12} \quad \frac{7}{10}$$

c Work these out in your head.

754m + 60m =

£851 - £8 =

d A large packet of Wheaty Flakes holds 800g. A small packet holds 500g. How many more grams does the large packet hold than the small packet?

_____

e

×	80	4	
			g
7			g

f Measure the perimeter of the triangle.

_____

g Find:

$\frac{1}{8}$ of £16 _____

h How much is forty £5 notes?

_____

a Write the next five measures in the sequence:

2423m, 2424m, 2425m, _____

_____

b Put a circle around the largest fraction in the pair:

$$\frac{3}{8} \qquad \frac{1}{4}$$

$$\frac{9}{12} \qquad \frac{5}{6}$$

$$\frac{2}{6} \qquad \frac{3}{12}$$

c Work these out in your head.

[___] + 30g = 604g

[___] + 8 litres = 323 litres

[___] – 200g = 106g

d One litre of lemonade is poured into four glasses. How many millilitres of lemonade is in each glass?

_____

e

×	60	3	g
9			g

The answer in kg and g is _____

f Draw a rectangle with a perimeter of 12cm.

g Find:

$\frac{1}{4}$ of £5 _____

$\frac{3}{4}$ of 200g _____

h 3 × 900 = _____

Snakes and Ladders
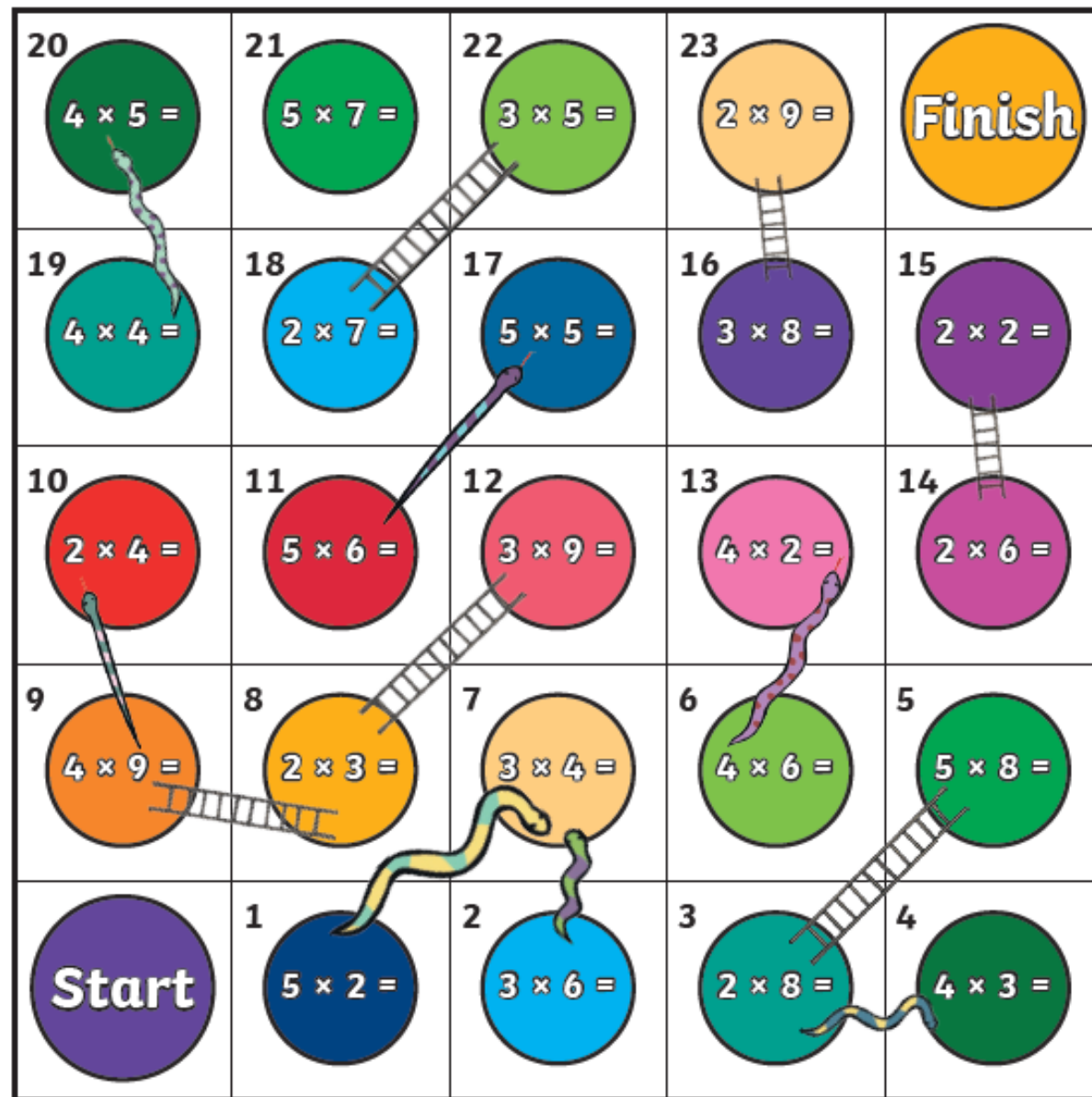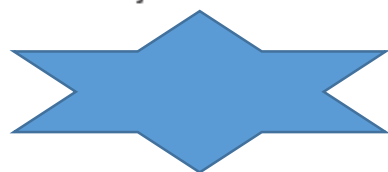## 2, 3, 4 and 5 Times Tables

You will need...
- The Snakes and Ladders Board Game board
- A dice
- A counter per player

How to play...
1. Players take it in turns to roll the dice. The player with the highest number goes first, the player with the second highest goes second and so on.

2. When it's their turn, players move the counter the number of spaces shown on the dice and answer the calculation they land on.

3. If the answer given to the calculation is correct, play continues as usual:
   - landing on a snake's head - the player's counter slides down;
   - landing at the bottom of a ladder - the player's counter climbs up.

4. If the answer given to the calculation is incorrect, the player misses a go.

5. The first player to reach the finish is the winner!

20 4 × 5 =	21 5 × 7 =	22 3 × 5 =	23 2 × 9 =	Finish
19 4 × 4 =	18 2 × 7 =	17 5 × 5 =	16 3 × 8 =	15 2 × 2 =
10 2 × 4 =	11 5 × 6 =	12 3 × 9 =	13 4 × 2 =	14 2 × 6 =
9 4 × 9 =	8 2 × 3 =	7 3 × 4 =	6 4 × 6 =	5 5 × 8 =
Start	1 5 × 2 =	2 3 × 6 =	3 2 × 8 =	4 4 × 3 =

a What time will it be in one hour?

_____

b How many days are there in two weeks?

_____

c If there are six stacks of five chairs, how many chairs are there altogether?

Write a number statement to show your reasoning.

_____

d 80 tenths ÷ 10 =

60 tenths ÷ 10 =

e How long is caterpillar A?

_____

How long is caterpillar B?

_____

f Complete the multiples pattern.

10, 20, 30, _____

15, 20, 25, _____

g Colour the circles to show the fraction.

$\frac{2}{6}$

h Match up the Roman numerals to the numbers.

X	6
III	10
VI	3

a What time will it be in half an hour?

_____

d
7km ÷ 10 = _____ km

5kg ÷ 10 = _____ kg

g What fraction is this diagram showing?

_____

e Draw a caterpillar that is 5.5cm long.

b If there are four weeks in a month, how many weeks are there in three months?

_____

f Complete the multiples pattern.

12, 16, 20, _____

8, 16, 24, _____
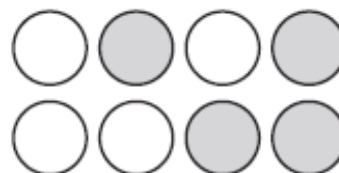
h Write the correct numbers beside the Roman numerals.

XI

V

IX

II

c If there are four stacks of four plastic cups, how many cups are there altogether?

Write a number statement to show your reasoning.

_____

a What time will it be in one hour and 10 minutes?

_____

b If there are four weeks in a month, how many weeks are there in eight months?

_____

c If there are nine fish tanks with four fish in each, how many fish are there altogether?

Write a number statement to show your reasoning.
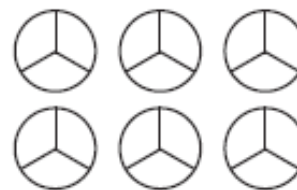
_____

d 86km ÷ 10 =   km

34m ÷ 10 =   m

e Draw a caterpillar that is 6.8cm long.

f Write five numbers which are multiples of eight.

g Show the fraction by colouring the correct amount.

$\frac{5}{9}$

h Write the Roman numerals for these numbers:

10

15

20

7

a

What is the value of the underlined numbers?

2<u>7</u> → [ ]

<u>1</u>20 → [ ]

b

2 × 11 =

20 ÷ 2 =

4 × 2 =

12 ÷ 2 =

c

Cassie is seven.

Her sister is double her age. How old is her sister?

_____

d

If it is 8.55, how many minutes is it until 9.00?

_____

e

I am thinking of a number.

I double it.

I add three.

My answer is 23.

What number was I thinking of?

_____

f

Bob had 50p. He spends 20p. How much money does he have left?

_____

g

Some children were asked what their favourite fruit was.
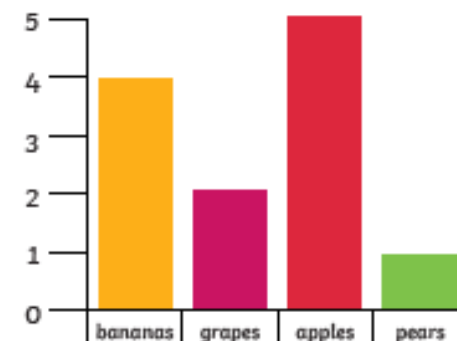
Which is the most popular fruit?

_____

Which is the least popular fruit?

_____

h

Put a cross where there are right angles in this shape:

a

What is the value of the underlined numbers?

29_1 → [ ]

_4_42 → [ ]

88_8_ → [ ]

b

Insert the missing operations.

3 [ ] 10 = 30

16 [ ] 2 = 8

25 [ ] 5 = 5

12 [ ] 2 = 24

c

Josh is 22.

His dog, Patch, is half that age.

How old is Patch?

_____

d

It is 12.45.

How many minutes is it until 1.15?

_____

e

I am thinking of a number.

I multiply it by five.

I add five.

My answer is 20.

What number was I thinking of?

_____

f

Hannah has £2. She spends £1.50. How much does she have left?

_____

g

Some children were asked what their favourite fruit was.
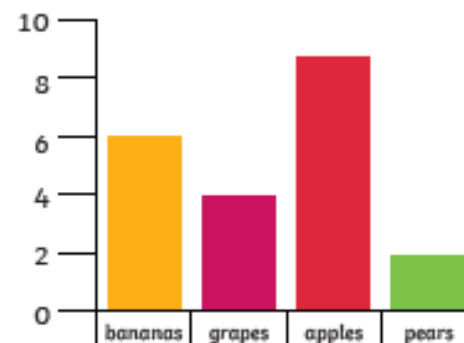
How many more people prefer bananas to grapes?

_____

How many people chose pears or grapes?

_____

h

Put a cross where there are right angles in this shape:

a

What is the value of the underlined numbers?

3199 → _____

2**0**18 → _____

22**2**2 → _____

b

Use the following numbers to write four number statements using × and ÷. **35, 5 and 7.**

_____

_____

_____

c

Jack is ten. His Dad is three times Jack's age. How old is Dad?

_____

d

It is 3.22.

How many minutes is it until 4.00?

_____

e

I am thinking of a number.

I half it.

I add ten.

I divide it by two.

My answer is 20. What number was I thinking of?

_____

f

Jim has £5.
He buys a drink for 35p and a bag of crisps for 28p. How much money does he have left?

_____

g

Some children were asked what their favourite fruit was.
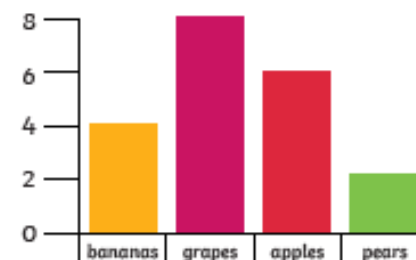
Which is the most popular fruit?

_____

What is the difference between the most and least popular fruit?

_____

h

Draw a shape with at least two right angles.

a A pen and a notepad cost 88p.

If the notepad costs 30p, how much does the pen cost?

_____

b $135 = 100 + \boxed{} + 5$

c

10 less	10 more	
		16
		27
		41

d
$$\frac{1}{5} + \frac{2}{5} =$$

$$\frac{2}{8} + \frac{3}{8} =$$

e John has a toy lorry which is 7cm long.

How long is his truck in mm?

_____

f Romilly has a horse riding lesson at 10.30am. It will take her 30 minutes to walk there. What time should she set off?

_____

g Put a cross on the parallel lines on the shape below.

h Solve these in your head.

$25 + 9 =$

$75 - 30 =$

$39 + 3 =$

$80 - 6 =$

a A sandwich and a bag of crisps cost £2.70.

If the bag of crisps cost 35p, how much does the sandwich cost?

_____

b $988 = \boxed{} + 80 + \boxed{}$

c

100 less	100 more	
		270
		401
		719

d
$$\frac{1}{7} + \boxed{} = \frac{5}{7}$$
$$\frac{3}{9} + \boxed{} = \frac{8}{9}$$
$$\frac{2}{10} + \boxed{} = \frac{6}{10}$$

e Max is 1.6m tall.

James is 156cm tall.

Who is taller and by how much?

_____

f Tess has a dancing class at 2.15pm. It finishes at 3.30pm. How long does her dance class last?

_____

g Draw a shape with parallel lines.

h Solve these in your head.

$82 + 20 =$

$90 - 46 =$

$31 + 39 =$

$94 - 21 =$

a

A sausage sandwich costs twice as much as a cheese sandwich. A cheese sandwich costs £1.84.

How much does a sausage sandwich cost?

_____

b

1028 = [ ] + [ ] +

20 + [ ]

c

1000 less	1000 more	
		1106
		2729
		4100

d

[ ] + $\frac{2}{10}$ + $\frac{4}{10}$ = $\frac{11}{10}$

[ ] + $\frac{3}{7}$ + $\frac{3}{7}$ = 1

e

Strips of guttering are sold in 4m strips.

Frank's house needs 710cm of guttering. How many strips does he need to buy?

_____

How much will he have left over?

_____

f

The winner in a race took one hour and 42 minutes to complete it. The last person over the finish line took two hours and 13 minutes. What is the difference in time between the first and the last runner?

_____

g

Draw a shape with parallel lines and at least one perpendicular line.

h

Solve these in your head.

60 + [ ] = 120

159 − [ ] = 79

31 + [ ] = 111

140 − [ ] = 70

a Find three sets of three numbers which add together to make the target number.

20
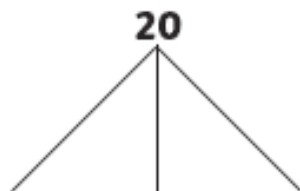
b Fill in the missing tenths.

$\frac{1}{10}$ $\frac{2}{10}$ ☐ $\frac{4}{10}$ ☐

c Match the number statements with the correct answer.

4 × 2   16

10 × 5   50

8 × 2   8

d How many minutes in one hour?

_____

e How many sides are there altogether in two squares?

_____

Write a number statement to show your answer.

_____

f How many millimetres are in 8cm?

_____

How many kilograms are in 2000 grams?

_____

g There are 10 daffodils in one pot. How many daffodils are there in four pots?

_____

h Easter eggs cost £1.30 each. How much would three eggs cost?

_____

a Find three sets of three numbers which add together to make the target number.

50

b Fill in the missing tenths.

$\frac{3}{10}$ ☐ ☐ $\frac{6}{10}$ ☐ $\frac{8}{10}$

c Match the number statements with the correct answer.

24 ÷ 8   9

4 × 7   64

45 ÷ 5   3

8 × 8   28

d How many minutes in two hours?

_____

e How many sides are there altogether in three triangles?

_____

Write a number statement to show your answer.

_____

f What is 1200ml in litres and ml?

_____

What is 1016g in kg and g?

_____

g A farmer has 30 sheep. Each sheep has two lambs. How many lambs are there altogether?

_____

h Easter eggs cost £2.25 each. How much would three eggs cost?

_____

a

Find three sets of three numbers which add together to make the target number.

100

b
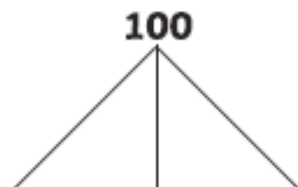
Fill in the missing tenths.

$\frac{10}{10}$ $\frac{9}{10}$ ☐ $\frac{7}{10}$ ☐ ☐

c

Write a × or ÷ number statement for each of these answers.

12

32

24

50

d

How many seconds are there in four minutes?

_____

e

How many sides are there altogether in two squares and three triangles?

_____

Write a number statement to show your answer.

_____

f

Convert these amounts:

35cm →   mm

1299g →   kg   g

2l 560ml →   ml

g

There are 48 chocolate eggs that need to be shared equally between eight bags. How many eggs will be in each bag?
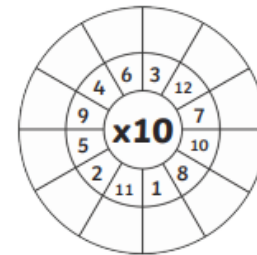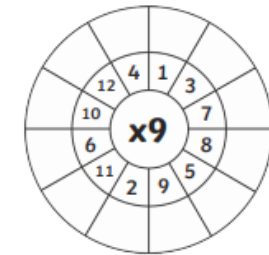
_____

h

Easter eggs are on sale at £2.70 each, or buy one, get on half price. If Jenny bought three eggs, how much did she pay?

_____

Multiplication Square

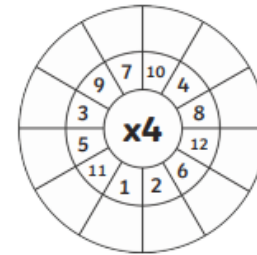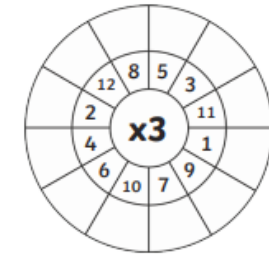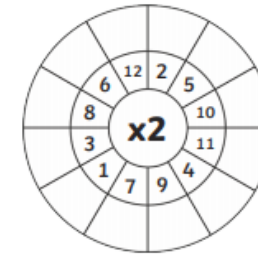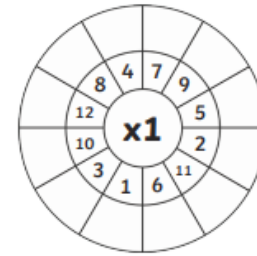| x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Multiplication Wheels

Multiply the numbers by the middle number.

x1 — 8, 4, 7, 9, 5, 2, 11, 6, 1, 3, 10, 12

x2 — 6, 12, 2, 5, 10, 11, 4, 9, 7, 1, 3, 8

x3 — 12, 8, 5, 3, 11, 1, 9, 7, 10, 6, 4, 2

x4 — 9, 7, 10, 4, 8, 12, 6, 2, 1, 11, 5, 3

x5 — 4, 8, 9, 12, 5, 10, 7, 3, 2, 11, 6, 1

x6 — 2, 10, 9, 5, 1, 11, 4, 12, 6, 7, 3, 8

x7 — 9, 11, 7, 10, 3, 6, 1, 5, 12, 8, 4, 2

x8 — 9, 1, 6, 2, 10, 3, 12, 8, 5, 7, 11, 4

x9 — 12, 4, 1, 3, 7, 8, 5, 9, 2, 11, 6, 10

x10 — 4, 6, 3, 12, 7, 10, 8, 1, 11, 2, 5, 9

x11 — 6, 4, 1, 3, 10, 12, 7, 2, 9, 5, 11, 8

x12 — 7, 6, 11, 9, 5, 2, 12, 1, 3, 4, 10, 8
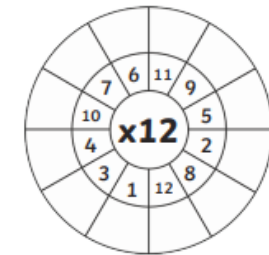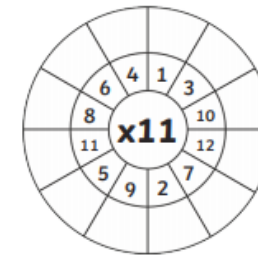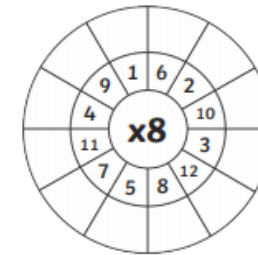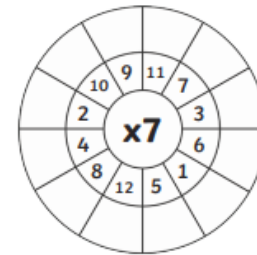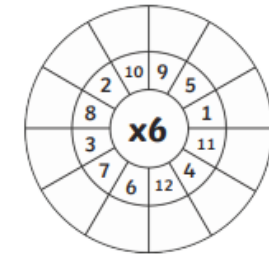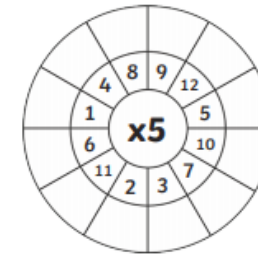
1x table	2x table	3x table	4x table	5x table	6x table
1 × 1 = 1	1 × 2 = 2	1 × 3 = 3	1 × 4 = 4	1 × 5 = 5	1 × 6 = 6
2 × 1 = 2	2 × 2 = 4	2 × 3 = 6	2 × 4 = 8	2 × 5 = 10	2 × 6 = 12
3 × 1 = 3	3 × 2 = 6	3 × 3 = 9	3 × 4 = 12	3 × 5 = 15	3 × 6 = 18
4 × 1 = 4	4 × 2 = 8	4 × 3 = 12	4 × 4 = 16	4 × 5 = 20	4 × 6 = 24
5 × 1 = 5	5 × 2 = 10	5 × 3 = 15	5 × 4 = 20	5 × 5 = 25	5 × 6 = 30
6 × 1 = 6	6 × 2 = 12	6 × 3 = 18	6 × 4 = 24	6 × 5 = 30	6 × 6 = 36
7 × 1 = 7	7 × 2 = 14	7 × 3 = 21	7 × 4 = 28	7 × 5 = 35	7 × 6 = 42
8 × 1 = 8	8 × 2 = 16	8 × 3 = 24	8 × 4 = 32	8 × 5 = 40	8 × 6 = 48
9 × 1 = 9	9 × 2 = 18	9 × 3 = 27	9 × 4 = 36	9 × 5 = 45	9 × 6 = 54
10 × 1 = 10	10 × 2 = 20	10 × 3 = 30	10 × 4 = 40	10 × 5 = 50	10 × 6 = 60
11 × 1 = 11	11 × 2 = 22	11 × 3 = 33	11 × 4 = 44	11 × 5 = 55	11 × 6 = 66
12 × 1 = 12	12 × 2 = 24	12 × 3 = 36	12 × 4 = 48	12 × 5 = 60	12 × 6 = 72

7x table	8x table	9x table	10x table	11x table	12x table
1 × 7 = 7	1 × 8 = 8	1 × 9 = 9	1 × 10 = 10	1 × 11 = 11	1 × 12 = 12
2 × 7 = 14	2 × 8 = 16	2 × 9 = 18	2 × 10 = 20	2 × 11 = 22	2 × 12 = 24
3 × 7 = 21	3 × 8 = 24	3 × 9 = 27	3 × 10 = 30	3 × 11 = 33	3 × 12 = 36
4 × 7 = 28	4 × 8 = 32	4 × 9 = 36	4 × 10 = 40	4 × 11 = 44	4 × 12 = 48
5 × 7 = 35	5 × 8 = 40	5 × 9 = 45	5 × 10 = 50	5 × 11 = 55	5 × 12 = 60
6 × 7 = 42	6 × 8 = 48	6 × 9 = 54	6 × 10 = 60	6 × 11 = 66	6 × 12 = 72
7 × 7 = 49	7 × 8 = 56	7 × 9 = 63	7 × 10 = 70	7 × 11 = 77	7 × 12 = 84
8 × 7 = 56	8 × 8 = 64	8 × 9 = 72	8 × 10 = 80	8 × 11 = 88	8 × 12 = 96
9 × 7 = 63	9 × 8 = 72	9 × 9 = 81	9 × 10 = 90	9 × 11 = 99	9 × 12 = 108
10 × 7 = 70	10 × 8 = 80	10 × 9 = 90	10 × 10 = 100	10 × 11 = 110	10 × 12 = 120
11 × 7 = 77	11 × 8 = 88	11 × 9 = 99	11 × 10 = 110	11 × 11 = 121	11 × 12 = 132
12 × 7 = 84	12 × 8 = 96	12 × 9 = 108	12 × 10 = 120	12 × 11 = 132	12 × 12 = 144

100 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
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

My 0 to 100 Number Line

0 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
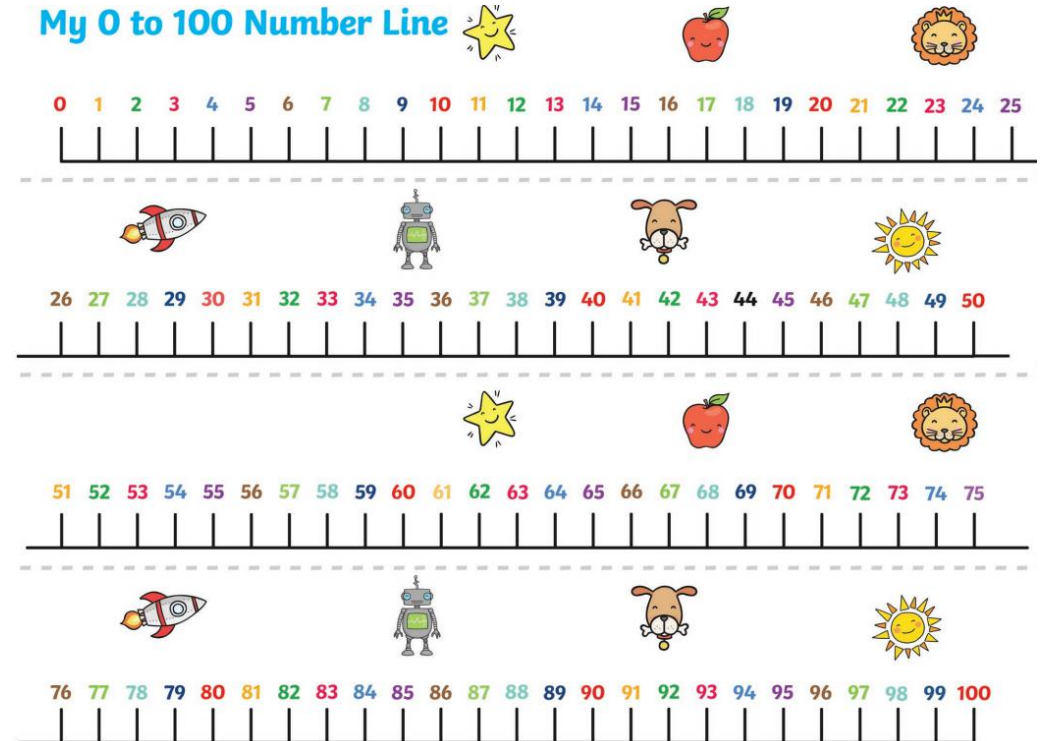
If you search Twinkl website you will find a large variety of colourful resources, like the ones above to print and cut out.
There are lots of videos online on how to effectively use these resources, if you are not sure.