### **Activities (2)**

# Week 3 & 4 SEND HOME LEARNING

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  $(+, -, x \text{ and } \div)$  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

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### 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!

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### 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?

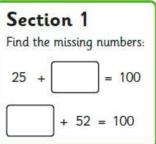
The activities in this document are varied and quite practical. Be as creative as possible when delivering sessions. Look for opportunities to extend the learning and adapt it where necessary.

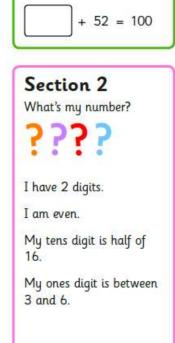
If children are struggling, try modelling how you'd solve a similar problem and try speaking aloud your thoughts; slowly articulating what you see, do, and reason, will help them process what to do.

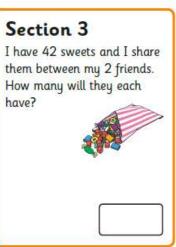
It can be very challenging engaging children and getting them to focus. Don't think you have to 'teach' an hour a day of maths *every day*; you may wish to do 10-minute activities throughout the day or have a day where you don't do formal maths.

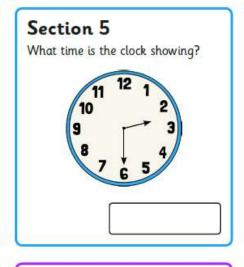
All of the activities in the following pages cover a wide range of objectives. It would be useful to re-write each activity onto A4 paper and **adapt** the tasks to suit. There are progressively more challenging activities towards the end of this document. Where possible, use resources to help. Making 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.

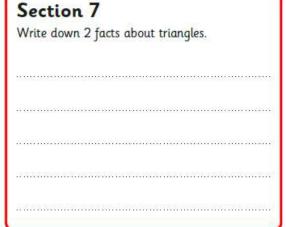
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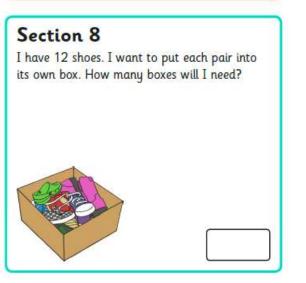






Section 6
Write these numbers in words:
251
544644444444444444664444444444444444444
310
446

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Use the correct sign < or > to make these true:

15 20 13 8

### Section 2

What are the missing numbers?

0	5	10		25	5 30	)
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### Section 3

Billy has 34 football cards. Max has 22 more. How many cards has Max got?

# Section 4 Which number is the odd one out? Dans

Which number is the odd one out Explain how you know.

18 26 15 82 74

### Section 6

Dance class starts at half past 9. It takes half an hour to get there. What time does Kim need to set off, to get there on time?



### Section 8

Are these correct? If not, can you make them right?

$$12 + 52 = 74$$

$$106 - 13 = 91$$

$$48 - 15 = 33$$

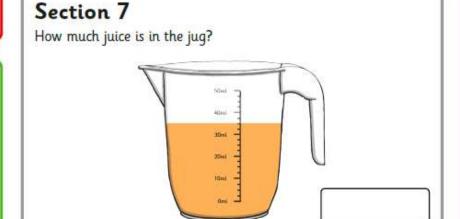
# Section 5

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Kate eats  $\frac{1}{4}$  of a pizza. What fraction of the pizza is left?







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Fill in the missing boxes.

Write the last division number sentence in the pattern:

### Section 2

I think of a number.

I double it.

女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女

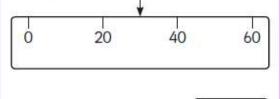
I subtract 4.

My answer is 8

Want was the number I was thinking of?

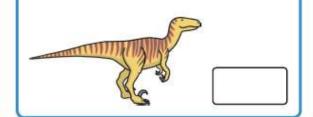
### Section 3

What number would the arrow be pointing to?



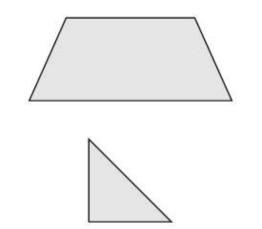
## Section 4

Kalim is saving up to buy a toy Velociraptor. He needs £24. He has £12. How much more does he need to save?



### Section 5

Draw a line of symmetry on each shape.



### Section 6

Put a circle around all the words that mean +

minus subtract total

multiply

sum of

less than

altogether

add

plus

divide equal

### Section 7

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

A gardener plants 5 rows of daffodil bulbs, and plants 6 in each row. How many daffodils will they have?

### Section 8

Name 3 things you might see which are the shape of a cuboid.

There are 16 cars in a car park.

 $\frac{1}{4}$  of them are white. How many are not white?



### Section 2

Put these numbers in order, smallest to largest:

82 28 18 89

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	lat a	Sc.
200	• • • • • • • • • • • • • • • • • • • •	57

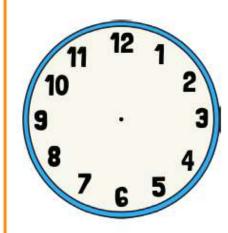
### Section 4

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**女女女女女** 

Draw the hands on the clock to show this time:

Quarter past 7



### Section 5

What 2D shape is at the ends of a cylinder?

Section 6	
I have a pound coin.	
I buy a lolly for 25p.	-
How much change will I be given?	
Which coins could I be given in chan	ige?

### Section 3

This table shows the number of girls and boys who have pets, in Class 2A. Show the numbers as a tally.

Pet	Girls	Tally	Boys	Tally
Dog	13		10	
Cat	5		7	
Rabbit	2		1	

### Section 7

Fill in the missing numbers:

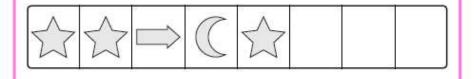
 $4 \times 2 = 10 -$ 

 $15 \div 3 = 15 -$ 

### Section 8

\*\*\*\*\*\*\*\*\*\*\*\*\*

What 2 shapes will come next in the pattern?



Gina and Milly equally shared out a bagful of cherries. There was one left over. Both girls had 12 cherries.

How many cherries would have been in the bag?



### Section 2

Fill in the missing boxes:

### Section 3

Complete these statements:

$$\frac{1}{2}$$
 of 20 is

### Section 4

How many 10ps would you need to make £2?



V		

### Section 5

Which times table are these numbers from?

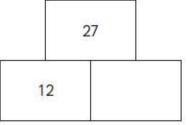
5 20 15

40	5



Addition Pyramid

**Tip:** The bottom numbers add together to make the top number.



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### Section 8

How many minutes are there in 2 hours?

How many minutes are there in  $1\frac{1}{2}$  hours?

Show your working out.

### Section 6

If I count 12 pairs of socks, how many socks are there altogether?

There are 4 bridesmaids at a wedding. Each bridesmaid needs 5 roses in their bouquet. How many roses will there be altogether?



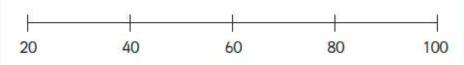
### Section 2

If A equals 10, what is B?

$$5 + A = B$$

### Section 3

Put these numbers on the number line:



### Section 4

There are 16 cups on a shelf. Half of them are pink. How many of them are not pink?

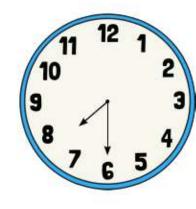


### Section 6

Jane has 20 beads. She gives half of them to Naz. Then she gives 8 to Meg. How many beads does she have left?



Dan will go to bed at 9.30. How long is it until his bedtime?



### Section 8

Put the correct sign in: x + ÷

### Section 5

Can you show 2 different ways to make 28p?



Find the missing numbers:

### Section 2

What's my number?



I have 2 digits.

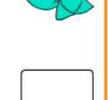
My tens digit is the same as 6 - 3.

My ones digit is odd, and is one less than 8.



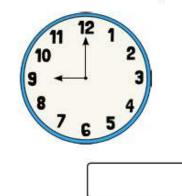
### Section 3

I have 16 sweets. I share them between my 2 friends. How many will they each have?



### Section 5

What time is the clock showing?



### Section 7

Write down 2 facts about circles.

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### Section 4

Make 14p using the fewest number of coins.



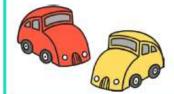
### Section 6

Write these words in numbers:

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### Section 8

I have 14 toy cars. I give half of them to my brother. How many do I have left?





What's my number?



I have 2 digits.

I am even.

My tens digit is half of 16.

My ones digit is between 3 and 6.



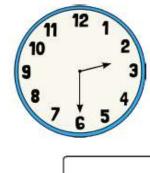
### Section 3

I have 42 sweets and I share them between my 2 friends. How many will they each have?



### Section 5

What time is the clock showing?



### Section 7

Write down 2 facts about triangles.

11 12 1	3,41,000,000,000
3	300000000000000000000000000000000000000
7 6 5	State of the state
	4

### Section 6

Make £2.30 using the fewest number of coins.

Section 4

251
310
446
811

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Write these numbers in words:

### Section 8

I have 12 shoes. I want to put each pair into its own box. How many boxes will I need?



Find the missing numbers:

## Section 2

What's my number?



I have 3 digits.

I am even.

My tens digit is the same as  $16 \div 4$ .

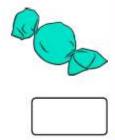
My ones digit is the same as  $2 \times 4$ .

My hundreds digit is the same as  $30 \div 5$ .



### Section 3

I have 36 sweets. I share them between my 2 friends. How many will they each have?

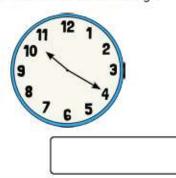


# Section 4

Make £3.78 using the fewest number of coins.

### Section 5

What time is the clock showing?



### Section 7

Write down 3 facts about rectangles.

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97.	 :	्		20.							9	6	20		0										़								9			्								
:00	÷	ं	ċ	0	Č	ं		•	33	•		Ģ	ý	g	0			8	3			ċ	÷	ċ	ं		•	•			•	ं	9		•	0	ż			ं	•	S	Į.	•

### Section 6

Write these numbers in words:

534

302

Now write these words in numbers:

Six hundred and twenty-one

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### Section 8

A shopkeeper puts 6 apples in one basket. How many baskets will he need for 20 apples?

女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女



Use the correct sign < or > to make these true:

10 20 3 8

### Section 2

What are the missing numbers?

2 4 6	10	14	
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### Section 3

Zac has 12 new felt-tips. Harry has 8 more. How many felt-tips has Harry got?



### Section 4

Which number is the odd one out? Explain how you know.

16 18

### Section 6

Dance class starts at 9 o'clock. The class lasts for an hour. What time will it finish?

### Section 8

Are these correct? If not, can you make them right?

$$11 + 4 = 20$$

$$20 - 15 = 9$$

$$13 + 7 = 20$$

### Section 5

女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女

Jas eats half of the pizza. What fraction of the pizza is left?









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Use the correct sign < or > to make these true:

20

### Section 2

What are the missing numbers?

25 5 10 30

# Section 4

Which number is the odd one out? Explain how you know.

26 18 15 74

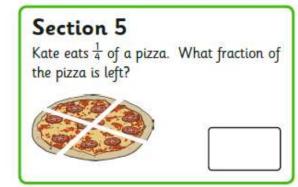
Dance class starts at half past 9. It takes half an hour to get

### Section 6

there. What time does Kim need to set off, to get there on time?

# Section 7

How much juice is in the jug?





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### Section 3

Billy has 34 football cards. Max has 22 more. How many cards has Max got?



### Section 8

Are these correct? If not, can you make them right?

$$12 + 52 = 74$$

$$106 - 13 = 91$$

$$48 - 15 = 33$$

140

Explain how you know.

301

212 301 120 103

Which number is the odd one out?

214

Pippa eats  $\frac{1}{4}$  of a pizza. Her brother eats  $\frac{2}{4}$  of the pizza. What fraction of the

### Section 2

What are the missing numbers?

21	18		12			3	0
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### Section 3

Hannah has 39 lipsticks.

Beth has 27 more. How many has Beth got?



# Section 6

Dance class starts at half past 9. It takes  $\frac{3}{4}$  of an hour to get there. What time does Kim need to set off, to get there on time?

女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女

996

822

### Section 7

If one glass holds 40ml of juice, how many glasses of juice can be poured out?



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### Section 8

Are these correct? If not, can you make them right?

女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女

$$119 + 21 = 138$$

$$67 - 42 = 25$$

$$98 - 39 = 54$$

# pizza is left?

Section 5

Fill in the missing boxes.

Write the last division number sentence in the pattern:

### Section 2

I think of a number.

I double it.

I add 2.

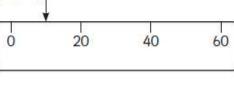
女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女

My answer is 12.

Want was the number I was thinking of?

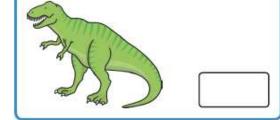
### Section 3

What number would the arrow be pointing to?



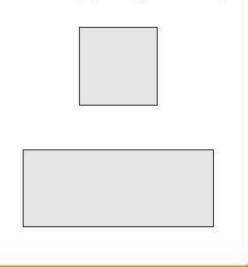
### Section 4

Kalim is saving up to buy a toy dinosaur. He needs £14. He has £12. How much more does he need to save?



### Section 5

Draw a line of symmetry on each shape.



### Section 6

Put a circle around all the words that mean +

times

add

take away

plus

minus

女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女

### Section 7

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A gardener plants 2 rows of daffodil bulbs, and plants 5 in each row. How many daffodils will they have?

### Section 8

Name 3 things you might see which are the shape of a cube.

Fill in the missing boxes.

Write the last division number sentence in the pattern:



### Section 2

I think of a number.

I double it.

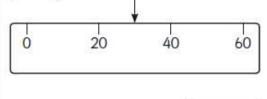
I subtract 4.

My answer is 8

Want was the number I was thinking of?

### Section 3

What number would the arrow be pointing to?





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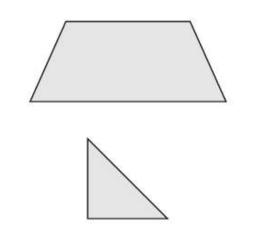
### Section 4

Kalim is saving up to buy a toy Velociraptor. He needs £24. He has £12. How much more does he need to save?



### Section 5

Draw a line of symmetry on each shape.



### Section 6

Put a circle around all
the words that
mean +
minus
subtract
total
multiply
sum of
less than
altogether
add

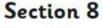
plus

equal

女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女

### Section 7

A gardener plants 5 rows of daffodil bulbs, and plants 6 in each row. How many daffodils will they have?



Name 3 things you might see which are the shape of a cuboid.

divide

Fill in the missing boxes.

Write the last division number sentence in the pattern:

### Section 2

I think of a number.

I double it.

女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女

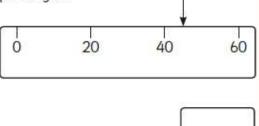
I subtract 4.

My answer is 40.

What was the number I was thinking of?

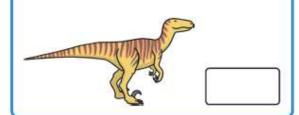
### Section 3

What number would the arrow be pointing to?



# Section 4

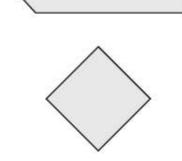
Kalim is saving up to buy a toy T.Rex. He needs £35. He has £16. How much more does he need to save?



### Section 5

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How many lines of symmetry are there on both these shapes? Draw them in.



### Section 6

Write down as many words as you can, that mean +



A gardener plants 5 rows of daffodil bulbs, and plants 9 in each row. How many daffodils will they have?



Explain 3 features of a cuboid.

### Missing Number

Fill in the missing number:

女女女

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# Interpreting Tally Charts

Which is the most common colour?

Which is the least common colour?

How many more yellow sweets are there than purple sweets?

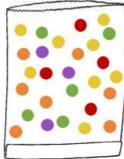
How many sweets are in the packet altogether?

### Tally Chart

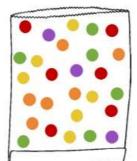
This tally chart shows the different colours in a bag of sweets. Fill in the missing boxes:

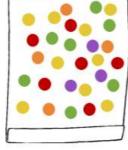
Colour	Tally	Number
red		4
green		5
orange	WI II	
yellow		8
purple	III	

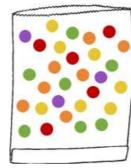
Which bag shows the sweets in the tally chart?











### Shapes

\*

### Which are correct?

- 1. A cylinder has a curved face.
- 2. A cylinder has four vertices.
- 3. A cylinder has six faces.
- 4. A cylinder has two circular faces. Answer:

### What Shape am I Thinking of?

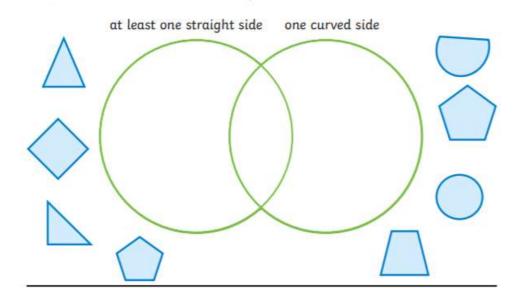
I'm thinking of a 2D shape. It has 6 sides. It has 6 corners. What is my shape?

I'm thinking of a 2D shape. It has 4 sides. It has 4 corners. What is my shape? What else does Daisy need to tell us about her shape so we can be certain what it is?

### **Shape Sorting**

the factor for the fa

Sort these shapes into the Venn diagram:



### Rotation

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女女女女女女女女女



This arrow has been rotated clockwise. How far has the arrow been rotated?

- 1. quarter turn
- 2. half turn
- 3. three-quarter turn

4.	full turn	Answer:

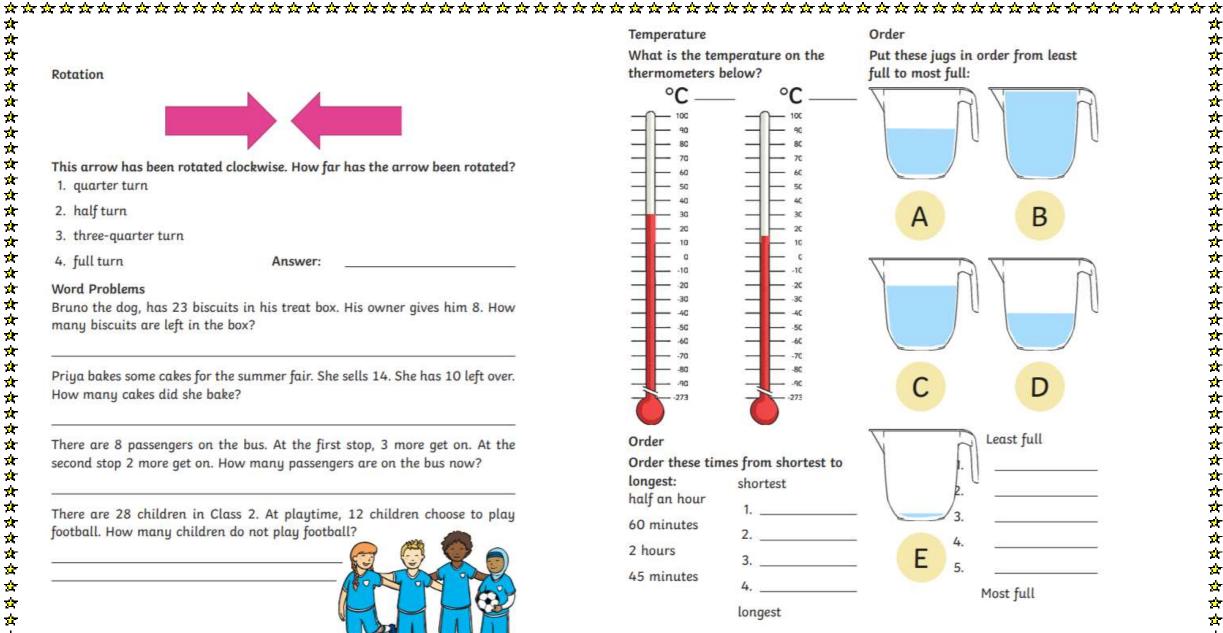
### Word Problems

Bruno the dog, has 23 biscuits in his treat box. His owner gives him 8. How many biscuits are left in the box?

Priya bakes some cakes for the summer fair. She sells 14. She has 10 left over. How many cakes did she bake?

There are 8 passengers on the bus. At the first stop, 3 more get on. At the second stop 2 more get on. How many passengers are on the bus now?

There are 28 children in Class 2. At playtime, 12 children choose to play football. How many children do not play football?



### Word Problems

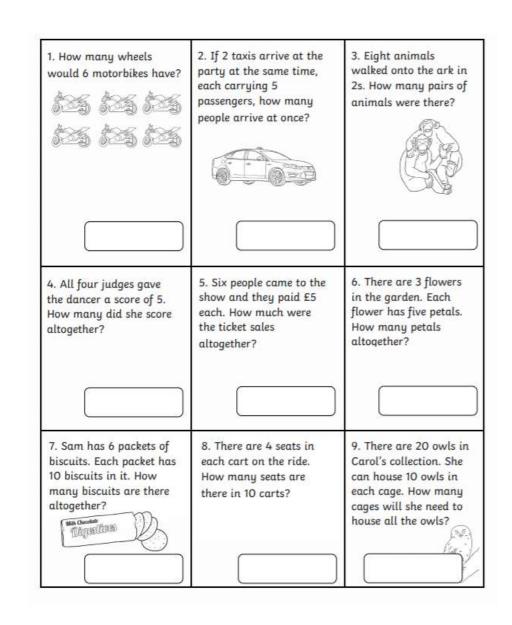
Nate is doing a maths quiz. He starts the quiz at half past nine and finishes at 10 o'clock. It takes him 2 minutes to answer each question. How many questions does he answer?

the factor for the fa

### Missing Number

Fill in the missing number:

Fill in the missing number:



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# Multiplication Dice Game Worksheet

### How to play:

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- 1. Roll a pair of dice.
- 2. Multiply your 2 numbers.
- 3. Colour your answer in on the grid.
- 4. The first person to colour 4 in a row wins!

18	12	24	8	10	24	6	15
36	30	12	9	2	5	4	18
4	24	4	8	6	8	15	3
10	12	25	15	20	6	16	8
36	12	12	30	5	12	5	30
10	25	1	9	5	6	10	20
18	20	9	10	16	15	4	3
1	30	4	20	2	3	6	15

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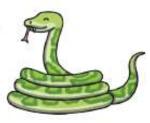
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### You will need...

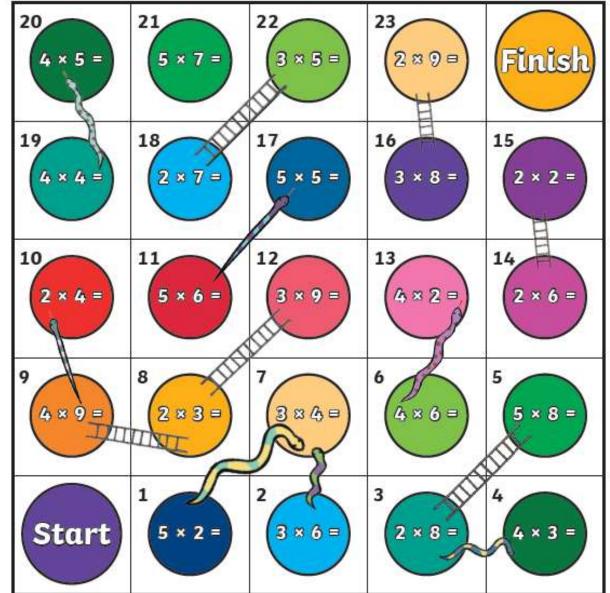
- The Snakes and Ladders Board Game board
- A dice

 A counter per player



### How to play...

- 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.
- When it's their turn, players move the counter the number of spaces shown on the dice and answer the calculation they land on.
- 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.
- If the answer given to the calculation is incorrect, the player misses a go.
- The first player to reach the finish is the winner!

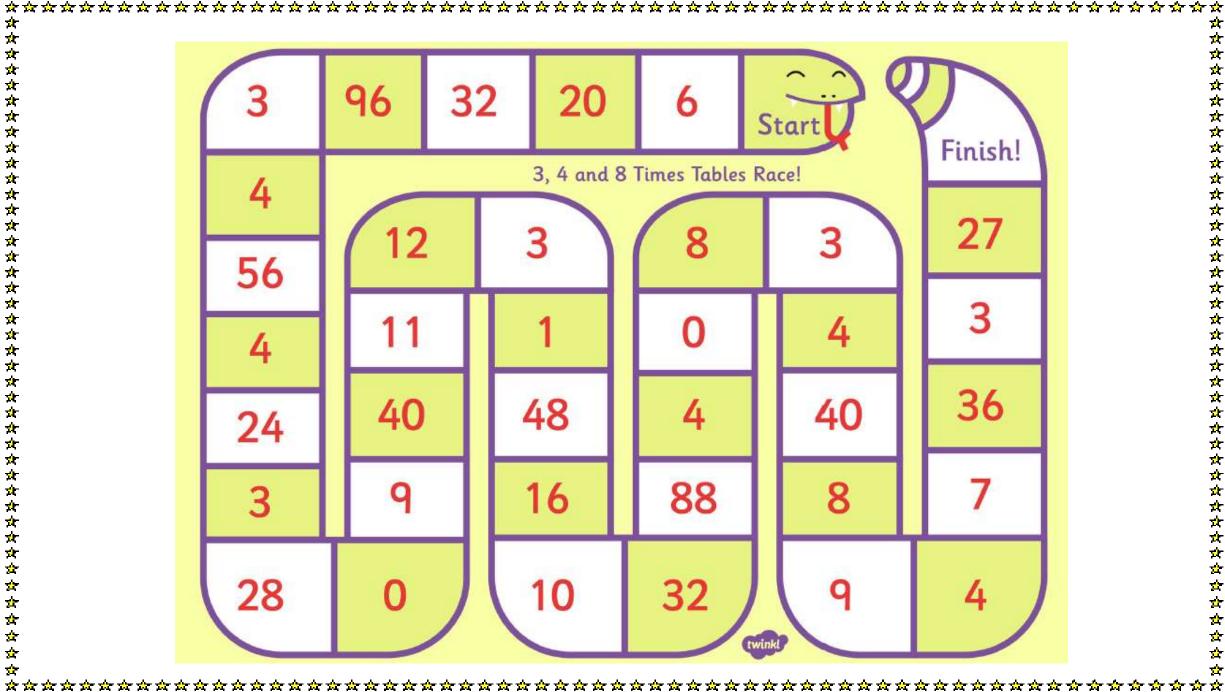


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5x8= 9X4= 2x3= 4x3= 5x\_=15  $7x_{=21}$  $3x_{=33}$ 2x\_=8 4x8= 10x = 308x1= 3x1= 4x10 =9x3=  $8x_{=56}$ 8x12= 4x7 =8x4 =2x\_=16  $4x_{=4}$ 10x\_\_=40 5x4 =4x0 =4x12 = $8x_{=80}$  $4x_{=}16$  $3x_{=12}$  $8x_{=72}$ 2x\_=8 3x8 =8x2= 3x0= 3x3 =8x11 = $6x_{=18}$ 7x8= news twinki en uk

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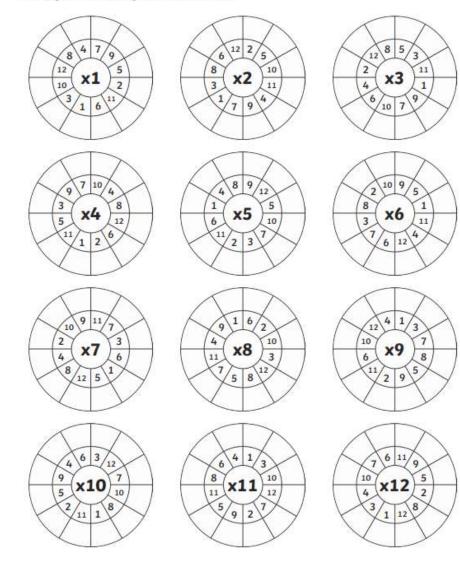
# Multiplication Square

×	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.

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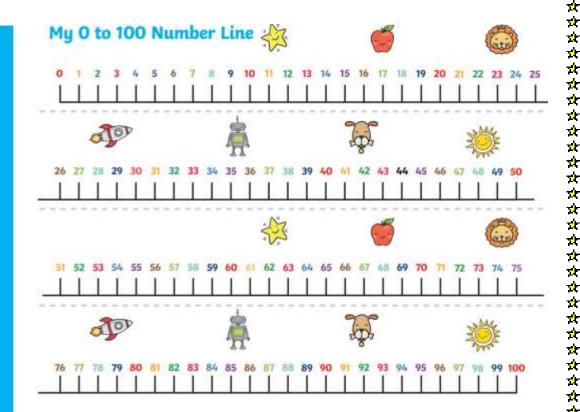
1x table	2x table	3x table	4x table	5x table	6× table
1 × 1 = 1	1 * 2 = 2	1 × 3 = 3	1 × 4 = 4	1 × 5 = 5	1 × 6 = 6
2 × 1 = 2	2 * 2 = 4	2 × 3 = 6	2 × 4 = 8	2 × 5 = 10	2 × 6 = 12
3 × 1 = 3	3 * 2 = 6	3 × 3 = 9	3 × 4 = 12	3 × 5 = 15	3 × 6 = 18
4 × 1 = 4	4 * 2 = 8	4 × 3 = 12	4 × 4 = 16	4 × 5 = 20	4 × 6 = 24
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

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# 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



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.