### **Maths Activities (2)**

### Weeks 5& 6

### **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

### 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?

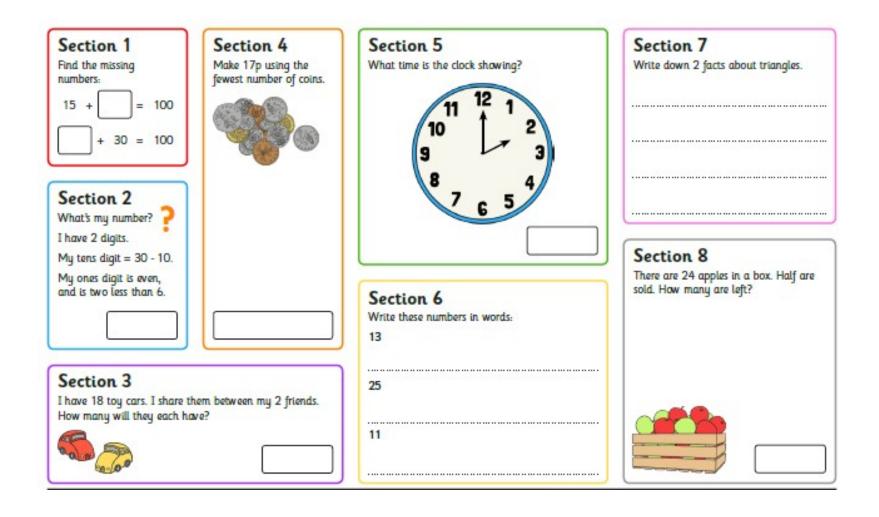
The activities in this document are varied and quite practical. Be as creative as possible when delivering sessions. Look for opportunities to extend the learning and adapt it where necessary.

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.

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### \*\*\*\*\*\*\*\*\*\*\*\*\* \*\*\*\*\*\*\*\*\*\*\*\*

### Section 1

Find the missing numbers:

### Section 2

What's my number? I have 2 digits.

I am even.

My tens digit is half of 40

My ones number is even and between 7 and 9.



Make £3.15 using the fewest number of coins.





### Section 4



### Section 6

Write these numbers as words:

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

What time is the clock showing?

Section 5

441

203

117

### Section 3

I have 62 football cards and I share them equally between my 2 friends. How many will they each have?



### Section 7

Write down 2 facts about rectangles.

### Section 8

I have 28 socks. How many pairs will I have?



Find the missing numbers:

### Section 2

What's my number?

I have 3 digits.

I am even.

My tens digit is half of 60.

My ones number is the same as 2 x 3.

My hundreds number is double 400.



### Section 4

Make £4.63 using the fewest number of coins.



### Section 6

Write these numbers in words:

211

401

Now write these words in numbers:

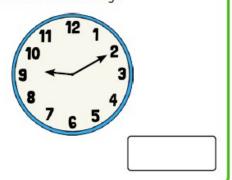
Nine hundred and four =

Two hundred and twenty-two =

### Section 5

What time is the clock showing?

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### Section 7

What do squares and rectangles have in common? Write two facts.

•	•			•	•	•	•	•	•	•	•	•					•				•	•	•	•				•		•		•	•	,	•	•	•	•		•	,
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### Section 8

Egg boxes hold 6 eggs. I have 18 eggs. How many boxes will I need?



### Section 3

I have 19 conkers. I share them between my 2 friends. How many will they each have? How many will be left over?

## \*\*\*\*\*\*\*\*\*\*\*

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### Section 1

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

16	3	30	
19		17	

### Section 2

What are the missing numbers?

12	11	10	8	6	4

### Section 3

A lorry has 10 wheels. How many wheels are there on 2 lorries?



### Section 4

Section 5

cakes are left?

Which number is the odd one out? How do you know?

There are 4 cakes. Two of them are eaten. What fraction of



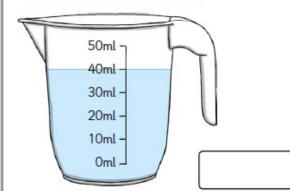
### Section 6

Gill is going to see a film. It starts in half an hour. It is now 10 o'clock. What time will the film start?

### Section 7

How much juice is in the jug?

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



### Section 8

Are these answers right? Can you correct any which are not correct?

$$31 + 10 = 30$$

$$17 - 4 = 16$$

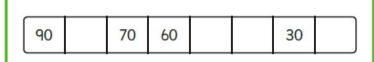
$$13 + 5 = 18$$

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

26	44
71	17

### Section 2

What are the missing numbers?



### Section 3

A baker bakes 18 cakes. He sells half of them. How many are left?



### Section 4

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



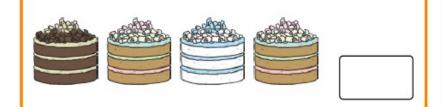
### Section 6

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

Hannah's train leaves at 11.30am. It is now 11.15am. How long does Hannah have to wait for the train to leave?

### Section 5

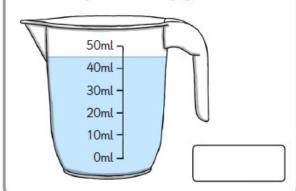
Kim eats one cake. What fraction of the amount has she eaten?



### Section 7

How much juice is in the jug?

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



### Section 8

Are these correct? Can you correct any which are not correct?

$$112 - 10 = 100$$

$$200 + 35 = 230$$

$$73 + 14 = 87$$

# 

### Section 1

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

145	415
201	102

### Section 2

What are the missing numbers?



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

75 65 60 45
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### Section 3

Zoe puts her zoo animals in twos. She has 14 pairs. How many animals are there altogether?



### Section 4

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

107 204 113 91 115



### Section 6

Fran has 1 hour and 15 minutes until her dance exam. It is now 10am. What time will the exam start?

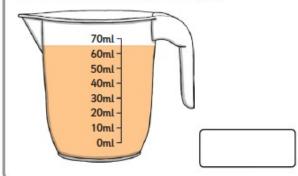
### Section 5

Mia eats one cake. Her sister eats one cake. What fraction of the cakes are left?



### Section 7

If a 40ml glass of a juice is poured out, how much will be left in the jug?



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

### Section 8

Billy has 112 football cards. He has given 22 of them away. He thinks he should have 95 left. Is he correct? Explain how you know.



Use these numbers to fill the boxes:

4, 8, 2



### Section 2

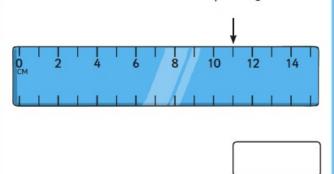
I am a number. If you add 2 to me, then double the answer, you get 20. What am I?



### Section 3

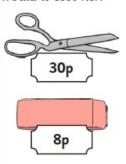
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What number would the arrow be pointing to?



### Section 4

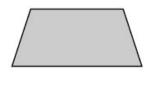
Lucy wanted to buy some scissors and a rubber. How much would it cost her?

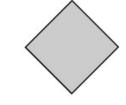


**女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女女** 

### Section 5

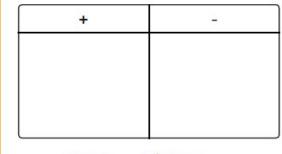
Draw a line of symmetry.





### Section 6

Sort the words that mean + or -



take away times minus subtract add altogether less than sum of

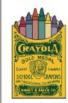
### Section 7

Ed has been counting his marbles. He has put them into piles of 10. He has 9 piles. How many marbles does he have?



### Section 8

There are 9 crayons in a red box and 16 in a blue box. Which box has more crayons. How many more?





$$5 \times 6 =$$
  $\div 5 = 4$ 

$$8 \times 2 =$$
  $\div 6 = 3$ 

Use these numbers to fill the boxes: 5, 15, 3

### Section 2

I am a number. If you double me and add 3, the answer you get is 27. What am I?

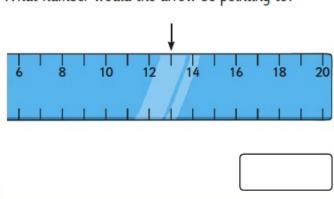


### Section 3

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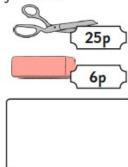
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What number would the arrow be pointing to?



### Section 4

Lucy wanted to buy some scissors and a rubber. How much would it cost her? How much change would she get from £1?

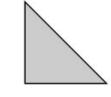


### Section 5

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

Draw a line of symmetry for each shape.





### Section 6

Sort the words that mean x or ÷

×			÷
divide		times	multiply
lots of	share		product
equal groups o	of	repeate	ed addition

### Section 7

Jasper the dog has 5 claws on each paw. How many claws will he have in total?



### Section 8

A pirate found some treasure. He found 100 gold coins and had to share them between himself and 19 other pirates. How many gold coins would they each get?



$$7 \times 5 =$$
  $\div 2 = 12$ 

$$10 \times 4 =$$
  $\Rightarrow 3 = 7$ 

Choose 3 numbers to fill the boxes:

### Section 2

I am a number.

I multiply myself by 10.

I add 6.

The answer I get is 76.

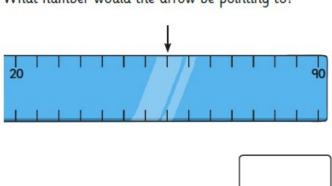
What am I?



### Section 3

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

What number would the arrow be pointing to?



### Section 4

Jai went to the shop with £2.50. Which items could she buy?



**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 5

Draw two different 2D shapes. Then draw the lines of symmetry on the shapes.

### Section 6

Write down as many words as you can that mean x and ÷.

	•	•	•	•					•			•		•			•		•			•		•		•	•	
					•															•								•

### Section 7

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

On an aeroplane, people sit in rows of 7. How many people could sit in 4 rows?



### Section 8

On one side of a road, there are 15 houses. On the other side, there are 16. How many houses are in the street? What strategy did you use to work this out? Is there a more effective way?





Along a road, there are 20 street lamps. 11 of them are not working. How many lamps are working?



### Section 2

Put these numbers in order, smallest to largest:

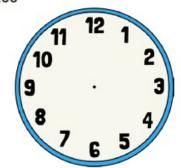
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82	28	18	48	84	
				1	
smal	lest			···	largest

### Section 4

Section 5

Draw the hands on the clock to show this time: 3:00



What 2D shape is at both 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 change?

•		-
10	ctio	n /

Write a number sentence which has the same answer as:

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

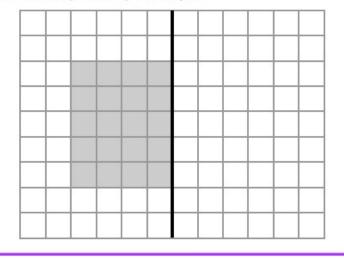
### Section 3

This table shows the number of girls and boys who have red or black cars in one class. Find the totals.

Car colour	Girls	Boys	Total
Red	12	3	
Black	9	8	

### Section 8

Draw the reflection of the shape.



Section 4

Along a road, there are 28 street lamps.  $\frac{1}{2}$  are not working. How many are not working?

### Section 2

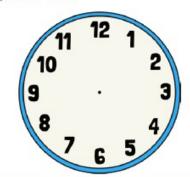
Put these numbers in order, smallest to largest:

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

33	13	23	34	53	73	

smallest largest

Draw the hands on the clock to show this time: Quarter to 4

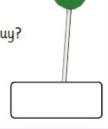


### Section 6

Lollies cost 20p each.



How many lollies could I buy?



### Section 5

What 2D shape is at both ends of a cuboid?



### Section 7

Fill in the missing numbers:

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

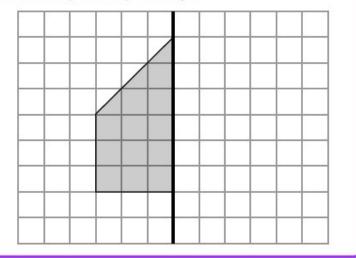
### Section 3

This table shows the number of girls and boys who have red, black or white cars, in Class 2A. Show the numbers as a tally.

Car colour	Girls	Tally	Boys	Tally
Red	4		10	
Black	8		6	
White	7		3	

### Section 8

Draw the reflection of the shape.



Along a road, there are 32 street lamps. One quarter of them are not working. How many lamps are working?

$\overline{}$	
1	
1	

### Section 2

Put these numbers in order, smallest to largest:

201	312	223	103	112	
	_				

smallest	•		

### Section 4

Harry has a football match at 2.30pm. It will take 30 minutes to get there. It is now 2.15pm. Can he get to the match on time? Explain your answer.

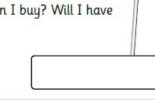
9					
 •••••	•••••	 •••••	•••••	••••	 

### Section 6

I have £2.30.

A Fizzbomb costs 25p.

How many can I buy? Will I have any change?



largest

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### Section 5

Draw a triangular prism. What 2D shape is at both of the ends?



### Section 7

Fill in the missing numbers:

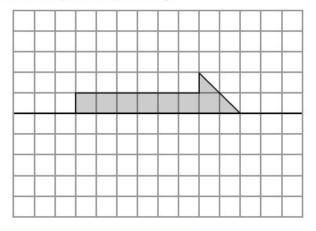
### Section 3

This table shows how many girls and boys have which coloured cars. Show this information in a pictogram on a separate piece of paper.

Car colour	Girls	Boys
Red	10	6
Black	8	7
White	3	5
Other	2	4

### Section 8

Draw the reflection of the shape.



Four in a row.

(Similar to connect 4!)

You will need to print out this page to play.

The following pages have increasingly challenging questions.



### Number and Algebra: Four-in-a-Row

Taking turns, choose a question to complete. The first person to gain 4 counters in a row (vertically, horizontally or diagonally) wins!

What is the next number in the sequence? 8, 16, 24,	What is 10 more than 28?	What is the next number in the sequence?  2, 4, 6,	What is 10 more than 88?	What is the next number in the sequence? 20, 18, 16,	What is 10 more than 18?
What is 10 more than 53?	What is the next number in the sequence? 100, 200, 300,	What is 10 more than 32?	What is the next number in the sequence? 10, 12, 14,	What is the next number in the sequence? 50, 45, 40,	What is 10 more than 87?
What is the next number in the sequence? 4, 8, 12,	What is 10 more than 28?	What is 10 less than 53?	What is the next number in the sequence? 25, 30, 35,	What is 10 more than 76?	What is the next number in the sequence? 40, 36, 32,
What is 10 less than 87?	What is 10 less than 98?	What is the next number in the sequence? 5, 10, 15,	What is the next number in the sequence? 60, 70, 80,	What is 10 less than 45?	What is the next number in the sequence? 500, 450, 400,
What is 10 more than 39?	What is the next number in the sequence? 20, 24, 28,	What is 10 less than 75?	What is 10 less than 47?	What is the next number in the sequence?	What is 10 less than 76?
What is the next number in the sequence? 50, 100, 150,	What is 10 more than 5?	What is the next number in the sequence? 10, 20, 30,	What is 10 more than 19?	What is the next number in the sequence? 80, 72, 64,	What is 10 less than 31?

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### Number and Algebra: Four-in-a-Row

Taking turns, choose a question to complete. The first person to gain 4 counters in a row (vertically, horizontally or diagonally) wins!

What is the next number in the sequence? 16, 24, 32,	What is 10 more than 121?	What is the missing number in the sequence?	What is 10 more than 193?	What is the next number in the sequence? 55, 60, 65,	What is 10 more than 67?
What is 10 more than 197?	What is the next number in the sequence? 64, 66, 68,		What is the next number in the sequence? 40, 44, 48,	What is the missing number in the sequence?	What is 10 more than 91?
What is the missing number in the sequence?	What is 10 more than 38?	What is 10 less than 198?	What is the next number in the sequence? 120, 118, 116,	What is 10 more than 122?	What is the next number in the sequence? 36, 40, 44,
	What is 10 less than 109?	What is the next number in the sequence? 500, 600, 700,	What is the missing number in the sequence?	What is 10 less than 102?	What is the missing number in the sequence?
What is 10 more than 132?	What is the missing number in the sequence?	What is 10 less than 52?		What is the next number in the sequence? 120, 110, 100,	What is 10 less than 116?
What is the next number in the sequence? 45, 50, 55,	What is 10 more than 51?	What is the next number in the sequence? 600, 550, 500,	What is 10 more than 87?	What is the missing number in the sequence?	What is 10 less than 190?

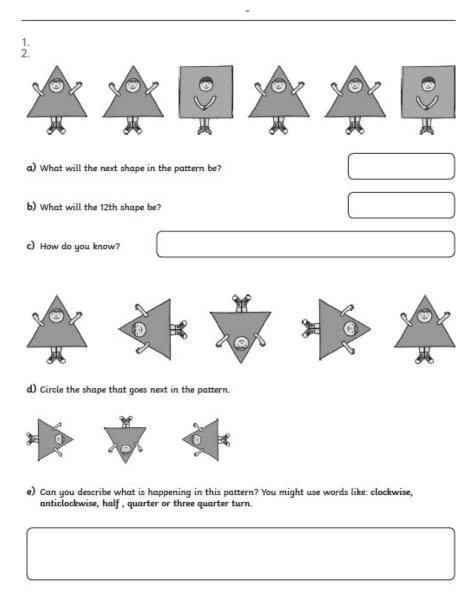


### Number and Algebra: Four-in-a-Row

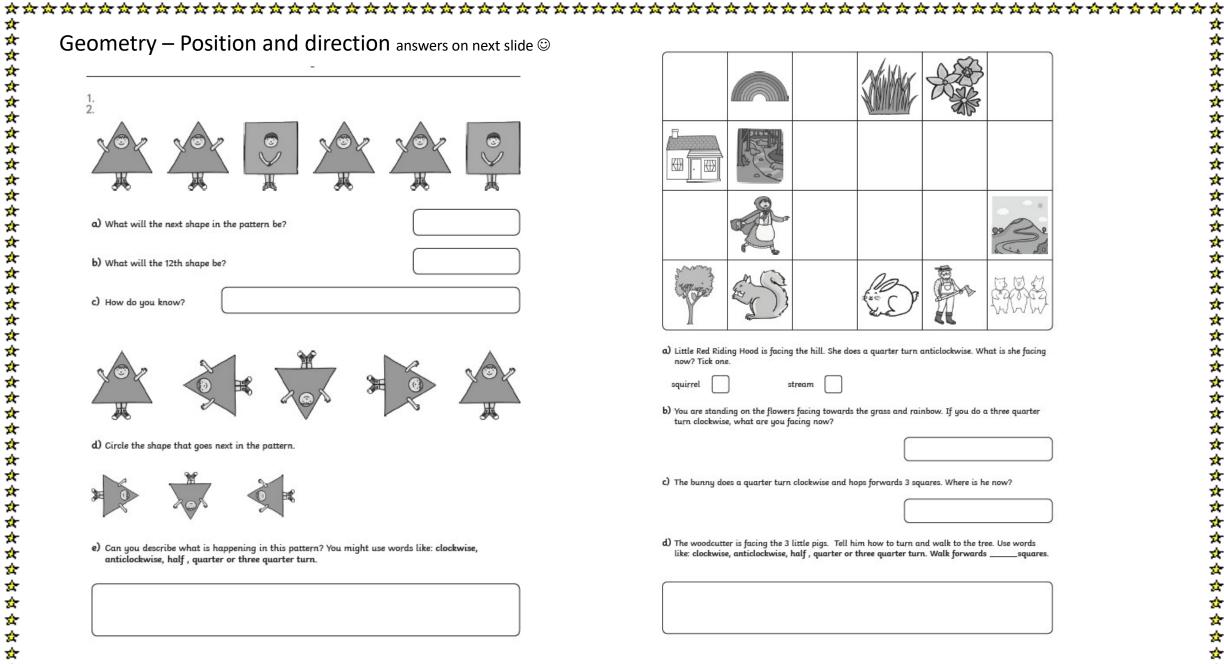
Taking turns, choose a question to complete. The first person to gain 4 counters in a row (vertically, horizontally or diagonally) wins!

What is the next number in the sequence? 600, 650, 700,	What is 100 more than 983?	What is the missing number in the sequence? 2000,, 1600, 1400	What is 10 more than 245?	What is the next number in the sequence? 12, 16, 20,	What is 10 more than 312?
What is 10 more than 381?	What is the next number in the sequence? 434, 432, 430,	What is 10 more than 249?	What is the next number in the sequence? 65, 70, 75,	What is the missing number in the sequence?	What is 100 more than 783?
What is the missing number in the sequence? , 88, 80, 72	What is 10 more than 491?	What is 10 less than 702?	What is the next number in the sequence? 210, 200, 190,	777 777 777	What is the next number in the sequence? 2000, 1900, 1800,
	What is 10 less than 423?	What is the next number in the sequence? 120, 128, 136,	What is the missing number in the sequence?	What is 10 less than 343?	What are the missing numbers in the sequence?
What is 100 more than 539?	What is the missing number in the sequence? 56,, 48, 44	What is 10 less than 305?	What is 100 less than 982?	What is the next number in the sequence? 1100, 1050, 1000,	What is 10 less than 471?
What is the next number in the sequence? 2010, 2000, 1990,	What is 100 more than 878?	What is the next number in the sequence? 532, 530, 528,	What is 100 more than 918?	What is the missing number in the sequence?	What is 10 less than 209?

### Geometry − Position and direction answers on next slide ©



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question	answer
1. Order an	d arrange combinations of mathematical object
а	triangle
b	square
с	There are 3 shapes in each pattern and I say 12 when I am counting in 3s. I counted up triangle, triangle, square until I got to 12.
d	
e	Each shape is turning a quarter turn dockwise.  Or <sup>3</sup> / <sub>4</sub> turn anticlockwise.
straight line	hematical vocabulary to describe position, dire e and distinguishing between rotation as a turn ter turns (clockwise and antidockwise).
a	stream
b	woodcutter
С	grass
d	He needs to do a half turn then walk 4 squares forwards

Geometry – Position and Movement

What's important (when introducing questions on Geometry) is that the 'language of position and movement' is accurate.

If we look at question e) on previous page, you will see that correct mathematical terminology is essential. It is worth spending some time learning and using these terms...

- e) Can you describe what is happening in this pattern? You might use words like: clockwise, anticlockwise, half, quarter or three quarter turn.
- Clockwise
- Anticlockwise
- Half
- Quarter
- Three quarter turn

On the next page we explore data and statistics questions. The National Curriculum objectives are at the top of the page; numbered 1,2 and 3.

### **Introduction to Statistics**

- 1. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- 2. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- 3. Ask and answer questions about totalling and comparing categorical data.

This pictogram shows the vehicles passing school in 1 hour.

	car	bus	lorry	motorbike	van	bicycle
1	6			<i>*************************************</i>		00
2						00
3						00
4						
5	6					
6	6					
7_						
8	6					
٩_	5					
10	65					

a) How many lorries passed the school?	
b) How many two-wheeled vehicles passed the school?	
c) How many vehicles passed the school altogether?	
d) How many more cars than vans passed the school?	
e) The next vehicles to pass the school were a group of 8 cyc which was the most common vehicle to pass the school?	lists. How would this change

### (Answers on next slide)

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

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

f) Fill in the gaps in the tally chart about class 3.

Vehicle	Tally	Total
Car		
Lorry		13
Bus		
Motorbike		6
Van	## III	
Bicycle		0

Write 2 different questions you could ask someone about this tally chart information.

Some children did a sponsored swim to raise money for new books for school.

Class	Boys	Girls	Total
Class 1	13	15	
Class 2	15	12	27
Class 3		17	28
Class 4	18	13	31
Class 5	14		30
Total	71	73	

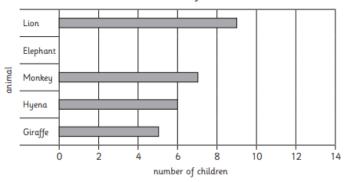
q) Complete the table.

h) Which class has the most boys?

i) How many more girls are there than boys altogether?

Following a visit to a Wildlife Park, the children chose their favourite animal.

### Favourite Wildlife Park Animal



j) 13 children choose the elephant. Draw the bar for the elephant

k) How many more children preferred the lion to the giraffe?

1) How many children chose their favourite animal?

Answers to Statistics questions →

You might like to do your own survey/collect some data about a particular topic/subject and make your own tally chart.

You could then represent that data how you choose; a pictogram, a block diagram/bar chart, tally chart and table.

a	3				
b	4				
С	22				
d	6				
е		common v to bicycle		ıld ch	ange
	Vehicle Tally				Total
		1#1#1	† II		17
	Lorry H	t##111			13
	Bus				4
f	Motorbike	6			
	van	8			
	Bicycle				0
	One mark asked	k for each	relevant qu	estio	n
	Class	Boys	Girls	Total	$\neg$
	Class 1	13	15	28	-
	Class 2	15	12	27	
g	Class 3	n	17	28	
	Class 4	18	13	31	
	Class 5	14	16	30	
h	Class 4				
i	2 more gi	irls			
j	Bar shoul	d be halfw	ay betwee	n 12 a	nd 14.
k	4				
I	40				

### Emoji code breaking

Have a go a deciphering the Emoji question, solve it, when you have finished to can have a look at the answers on slide 26.

There are two more challenging Emoji Code Breaking challenges on the next slide ©

### Emoji Code Breaking



### Emoji Code Breaking

	3	1		***			(%)	(3)	(; ·
5	2	7	3	4	9	6	8	0	1

### ○ ○ + **○** ★ ○ = 935

-	-	200		-	-	-	
0 0	~ ~	100	+		6 6	00 CO	_
		2		-			

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

### Emoji Code Breaking

	3	1		<b>3</b>			(8),	(5)	::
5	2	7	3	4	9	6	8	0	1



### Emoji Code Breaking **Answers**

	(3)	(*)		(00)		6			(; ·
5	2	7	3	4	9	6	8	0	1

÷ + ÷ := 94

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

- 33
- ₩ (°) (°) (°) = 7
- ## ## = 65
- \*\* + \*\* \*\* = 85
- + ¥ ; = 75
- (m) (1) = 9

### Emoji Code Breaking Answers

	(3)	(1)		66					
5	2	7	3	4	9	6	8	0	1

- € © 0 ¥ 0 0 = 342
- (a) (b) (b) (c) (c) = 87

- (a) (b) (c) + (a) (d) (d) = 1021
- ( ) ( ) ( ) = 671
- **○ + ≥ ○ = 819**

### Emoji Code Breaking Answers



- " (a) (b) (c) (d) + (c) (d) (d) (e) = 7177

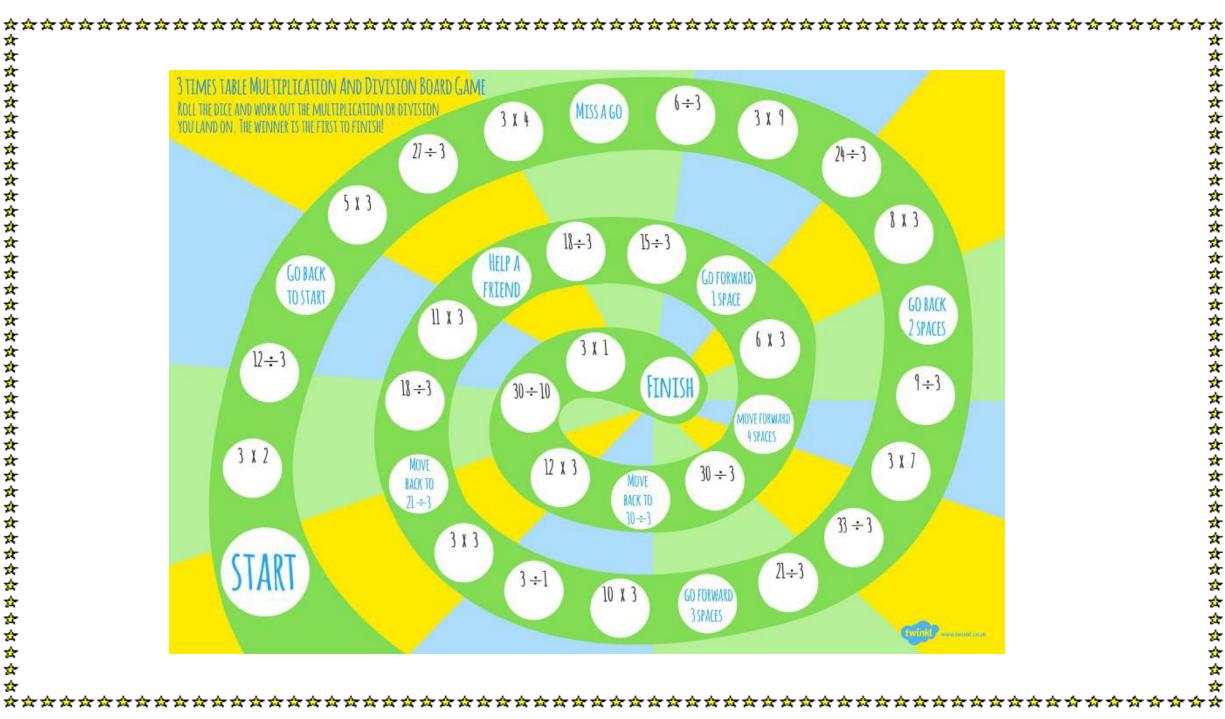
- **6 6 6 6 6 7 6 7 8 9 19 19**
- 1309

### Multiplication Dice Game Worksheet

### How to play:

- 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						



8 X 3

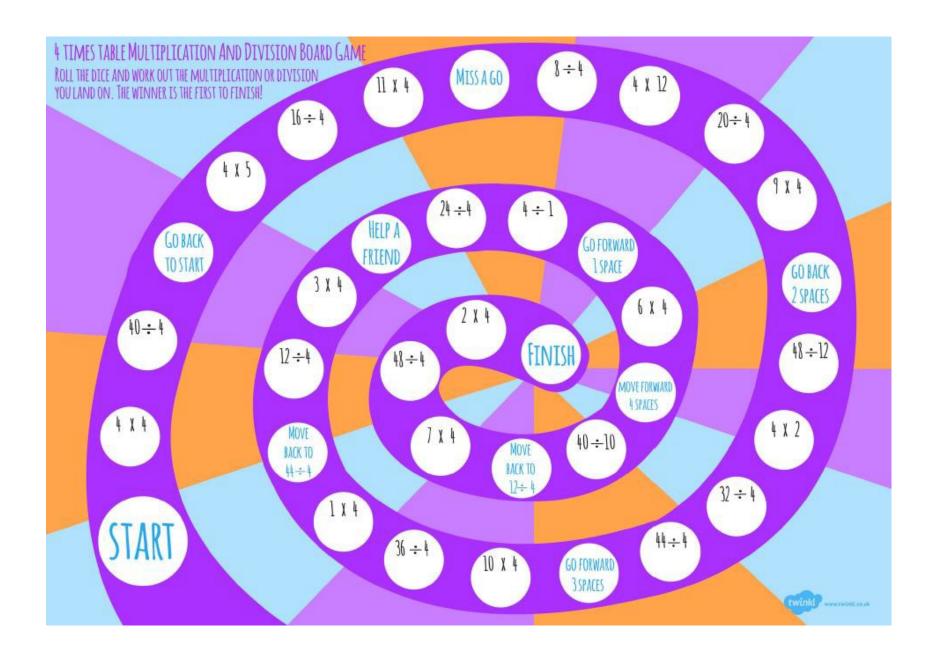
GO BACK

2 SPACES

9÷3

www.mint.co.m

3 x 7



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

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

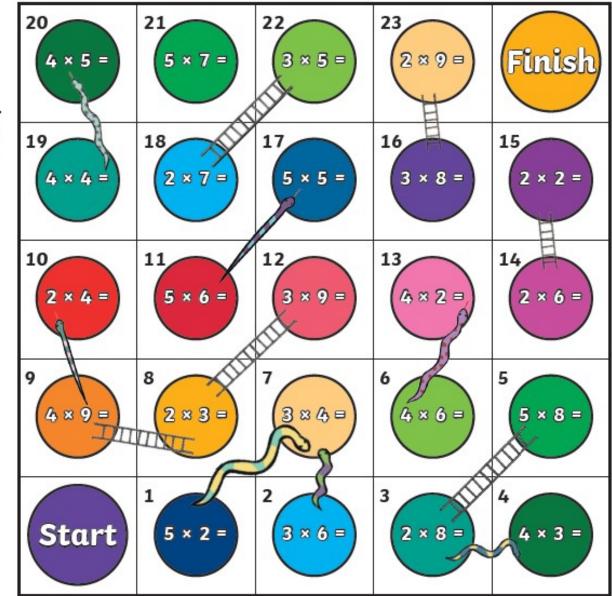
### You will need...

- The Snakes and Ladders Board Game board
- A dice
- A counter per player



### How to play...

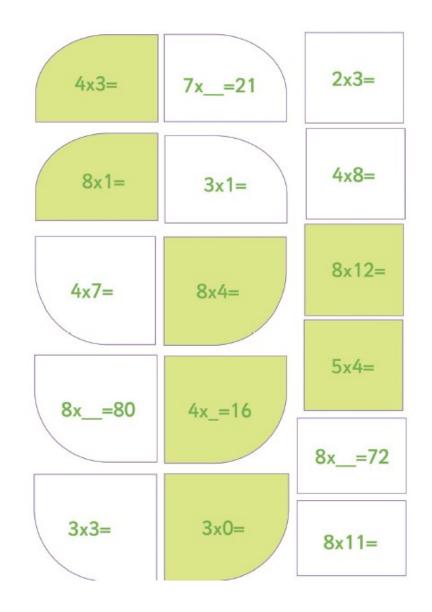
- Players take it in turns to roll the dice.
   The player with the highest number goes first, the player with the second highest goes second and so on.
- When it's their turn, players move the counter the number of spaces shown on the dice and answer the calculation they land on.
- If the answer given 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!

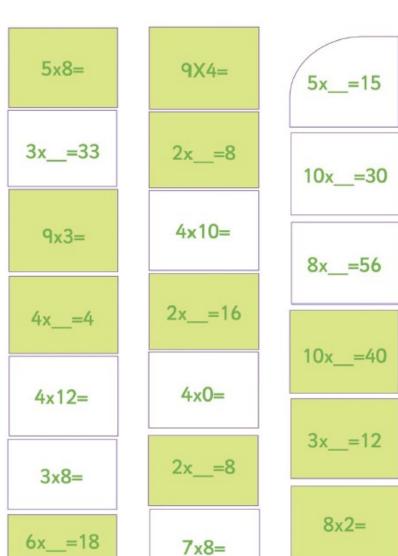


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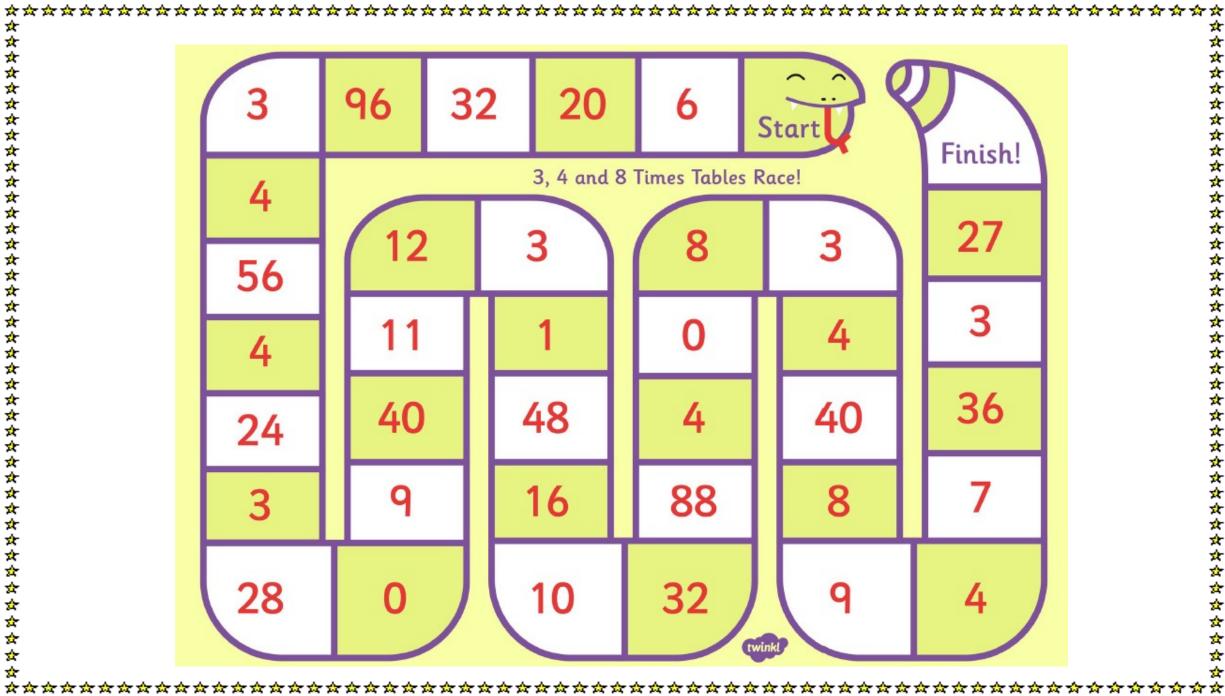
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unany turi old en uk

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



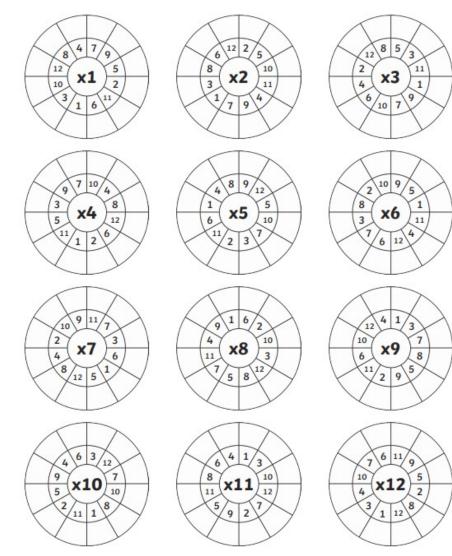
### Multiplication Square

×	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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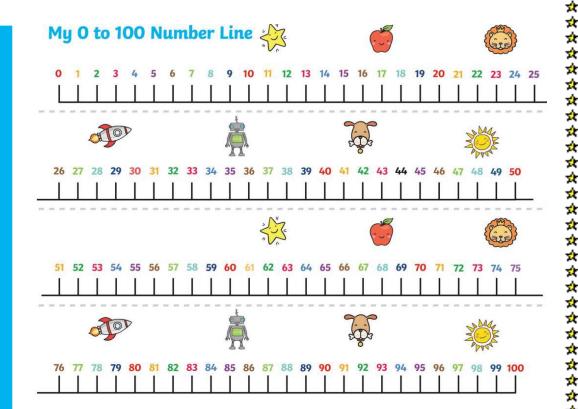
1x table	2x table	3x table	4x table	5x table	6x table
1 × 1 = 1	1 × 2 = 2	1 × 3 = 3	1 × 4 = 4	1 × 5 = 5	1 × 6 = 6
2 × 1 = 2	2 × 2 = 4	2 × 3 = 6	2 × 4 = 8	2 × 5 = 10	2 × 6 = 12
3 × 1 = 3	3 × 2 = 6	3 × 3 = 9	3 × 4 = 12	3 × 5 = 15	3 × 6 = 18
4 × 1 = 4	4 × 2 = 8	4 × 3 = 12	4 × 4 = 16	4 × 5 = 20	4 × 6 = 24
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  10x table	12 × 5 = 60	12 × 6 = 72
7× table	8x table	9× table		11× table	12× 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.