Ongoing Activities (2) after half term
Activities from previous (2) documents can be adapted and scaled to suit. In this document, children are presented with a wide variety of challenges to encourage them to use and apply what they know.

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.**
If children are finding all activities a struggle then Activities (1) can be found on our website in the 'Children' hut, SEND Home Learning Maths.

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

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

- **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!
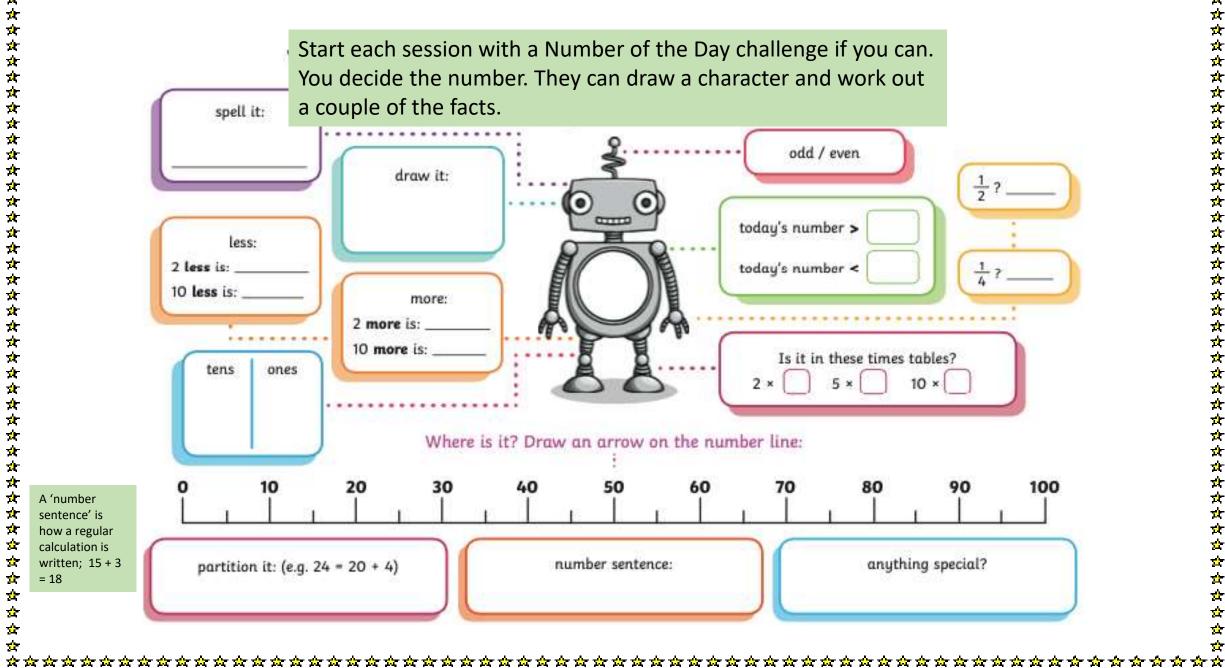
- **Invent story questions**

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.

Start each session with a Number of the Day challenge if you can. You decide the number. They can draw a character and work out a couple of the facts.

spell it:

_____

draw it:

odd / even

$\frac{1}{2}$? _____

less:

2 **less** is: _____

10 **less** is: _____

today's number > [   ]

today's number < [   ]

$\frac{1}{4}$? _____

more:

2 **more** is: _____

10 **more** is: _____

tens	ones

Is it in these times tables?

2 × [   ]   5 × [   ]   10 × [   ]

Where is it? Draw an arrow on the number line:

0   10   20   30   40   50   60   70   80   90   100

A 'number sentence' is how a regular calculation is written; 15 + 3 = 18

partition it: (e.g. 24 = 20 + 4)

number sentence:

anything special?

Over the following pages, there are lots of challenge activities. These do not need to be done as a lesson, they can be approached and used as you see fit.

Using the challenges as a starting point for similar questions will be useful. E.g with the money question, firstly identify if the child recognises and can order all coins. Then try 'different ways to make 10p' if the activity here is challenging.

If you are finding these are too tricky, you may like to look at questions in the Activities (1) document, on our website in SEND Home Learning.

Addition and Subtraction   1
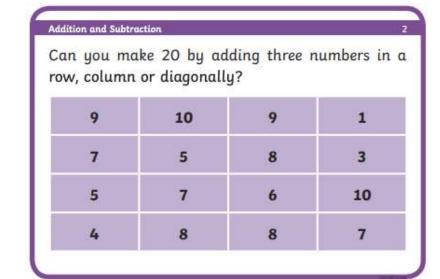
A palindromic number is the same forwards as it is backwards. E.g.

131   **22**
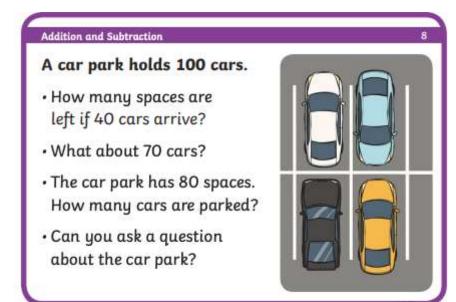
Find different ways to make palindromic numbers by adding and subtracting 2-digit numbers.

92 - 15 = 77   12 + 10 = 22

Addition and Subtraction   2

Can you make 20 by adding three numbers in a row, column or diagonally?

9	10	9	1
7	5	8	3
5	7	6	10
4	8	8	7

Addition and Subtraction   3

How many ways can you make £1.00, using only 50p, 20p and 10p coins?

A car park holds 100 cars.

- How many spaces are left if 40 cars arrive?

- What about 70 cars?

- The car park has 80 spaces. How many cars are parked?

- Can you ask a question about the car park?

Carla is between 13 and 19 years old. Her brother is 4 years younger.

How old might each of them be?

How many numbers between 0 and 20 can you find that have a difference of 5?

Can you find a pattern?

Hamish is mixing potions. His potion is 50ml.
Which ingredients might he have used?

Nettle Juice 10ml	Squished Leaves 12ml
Blackberries 20ml	Slime 8ml
Rose Water 15ml	Pond Water 25ml

How many ways can you find to make £1.00 using 5 silver coins?

What if you were to use 6 coins?

How many ways can you find to make 15 by adding or subtracting 3 single-digit numbers?

0 1 2 3 4 5 6 7 8 9

+   -

9 + 9 - 3
5 + 5 + 5

Mrs Rabbit's wall is 1m long. She wants her furniture to fit exactly.
What furniture could she place along her wall?

25cm   50cm   20cm   15cm

You can use each item more than once.

Sophia is allowed 20 minutes at the fairground.
What rides could she go on to fill the time exactly?

12 minutes

2 minutes

6 minutes

5 minutes

3, 5, 7, and 9

How many numbers from 1-20 can you make by adding or subtracting any of these numbers?

You can use each digit more than once.

Henry has found some old weighing scales. He can only find 1kg, 2kg, 3kg, and 6kg weights.
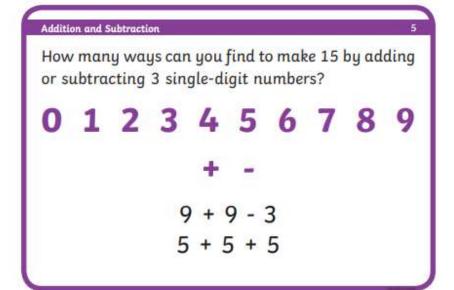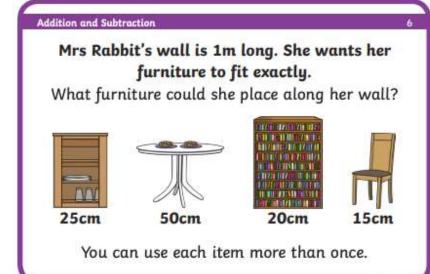How many different weights can he make?

If I put the 3kg and the 5kg on the scales together, I can make 8kg.

Hamish goes to the shop with 50p. What 2 items can he afford to buy? Find all possibilities.

20p   25p   28p   34p   36p
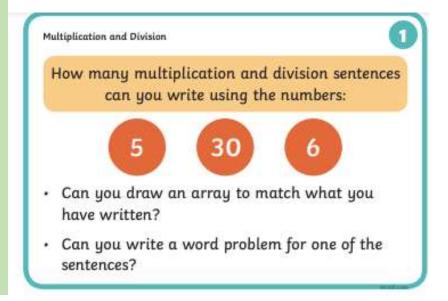
Beth went to the shop with £1.00. She bought 2 items. How much money might she have left?

Beth starts with 20 and subtracts 1. She keeps repeating this, but each time, she takes one more away than the last time. Will she arrive at zero?

20 - 1 = 19
19 - 2 = 17
17 - 3 = 14
14 - 4 = 10
I wonder if I will get to zero?

Can you think of a different starting number where Beth would get to zero?
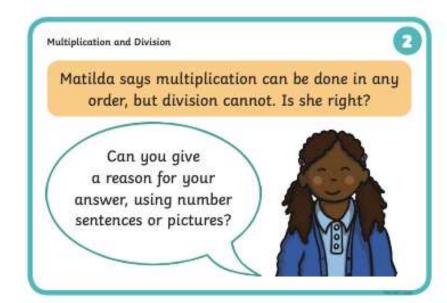
As with the + and – challenges, use these as a starting point and scale to suit.

These are quite tricky as they are not presented in classic 'number sentence' format like 5 x 3 (which is abstract)
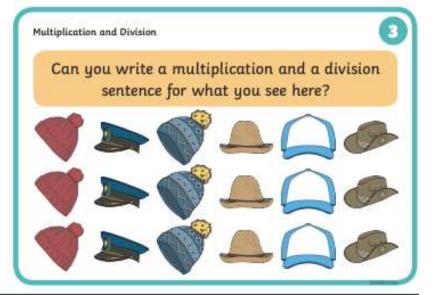
If these are tricky, there are more challenges in the Activities (1) pdf on the website in SEND Home Learning Maths.

Multiplication and Division   1

How many multiplication and division sentences can you write using the numbers:

5   30   6

- Can you draw an array to match what you have written?
- Can you write a word problem for one of the sentences?

Multiplication and Division   2

Matilda says multiplication can be done in any order, but division cannot. Is she right?

Can you give a reason for your answer, using number sentences or pictures?

Multiplication and Division   3

Can you write a multiplication and a division sentence for what you see here?

Card 4

Can you write a multiplication and a division sentence for what you see here?

Card 5

If 10 × 5 = 50

then 5 ÷ 10 = 50

Do you agree?

Give a reason for your answer.

Card 6

Can you fill in the gap?

10 × 2 = 5 × ☐

Can you write a similar sentence for a friend?

Card 7

How many multiplication and division sentences can you write for this array?

Card 8

Multiplication and Division

What number sentences can you write for what you see on the number line?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Card 9

Multiplication and Division

Zahid says if he multiplies an odd number by an odd number, the answer will be even.

What do you think? Back up your answer with evidence.

Card 10

Multiplication and Division

How can I get an odd answer when I multiply?

Explore, and explain your thinking.

Card 11

Multiplication and Division

How quickly can you finish this pattern?

1 × 5 = 5

2 × 5 = 10

Can you also say the facts as divisions?

Some of these challenges are quite tricky.

Please refer to the Activities (1) document found on our website in 'Children' hut, Home Learning, SEND Home Learning, Maths if your child is struggling or scale the questions to suit.
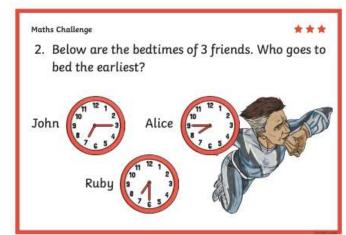
The objectives for these tasks are
1. efficiency of counting objects; using an array to save time and counting in 1's to begin.

(counting rows; there are 5 rows of 5 apples; 5 lots of 5, 5 x 5 etc. encourage links to be made)

Maths Challenge ★ ★ ★

1. How many apples are there?

Use actual analogue clocks if possible.

Maths Challenge ★ ★ ★

2. Below are the bedtimes of 3 friends. Who goes to bed the earliest?

John   Alice

Ruby

Maths Challenge ★ ★ ★

3. Look at the following pattern:

What comes next?

a.

b.

c.
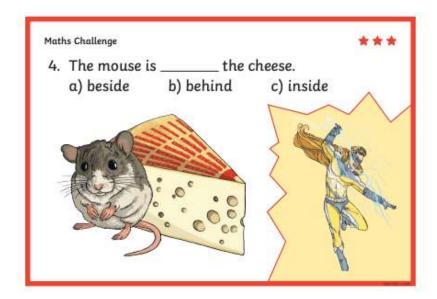
This prompts a pattern-spotting discussion.
Ask how they worked it out and use 'real' objects where possible.
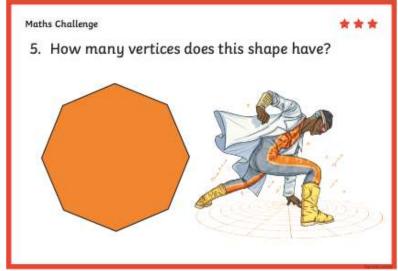
Again, use these activities as starting points for a discussion of target language.

With number 6, repeat the exercise with different multiples of 10.

You could model examples of how *you* solved it first.
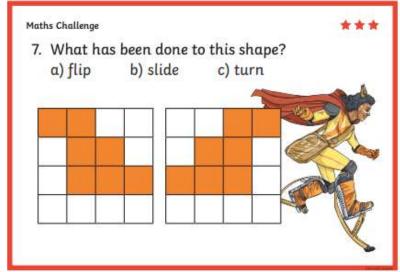
e.g. I know 3 add 4 makes 7, so 3 tens add 4 tens makes 7 tens. That's 70.

Maths Challenge ★ ★ ★

4. The mouse is _____ the cheese.
   a) beside   b) behind   c) inside

Maths Challenge ★ ★ ★

5. How many vertices does this shape have?

Maths Challenge ★ ★ ★

6. Can you work out:

30 + 40

Maths Challenge ★ ★ ★

7. What has been done to this shape?
   a) flip   b) slide   c) turn
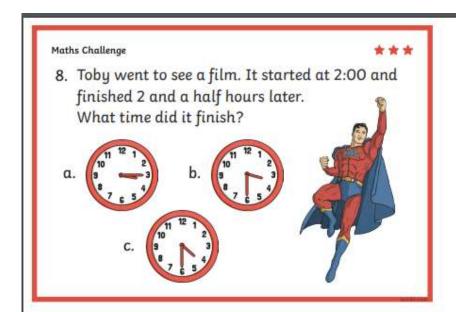
As with previous challenges, use these as a starting point for a discussion.
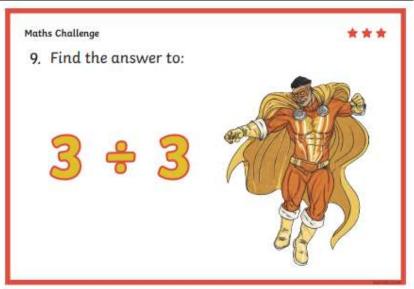
With number 9, you might like to introduce the question; 'how many __ are in __ ?'

Show me.

Make the link with multiplication.
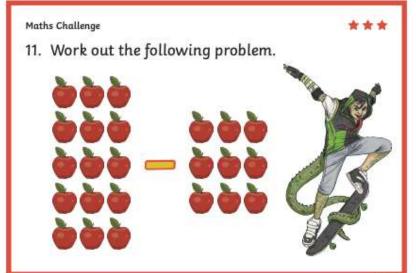
So, 1 lot of 3 is 3, 1 x 3 equals 3.
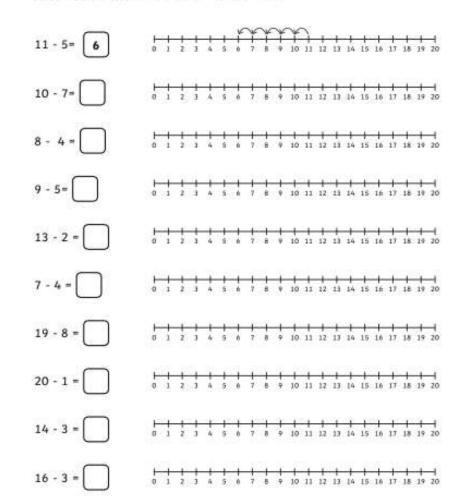
Maths Challenge ★ ★ ★

8. Toby went to see a film. It started at 2:00 and finished 2 and a half hours later. What time did it finish?

a.   b.

c.

Maths Challenge ★ ★ ★

9. Find the answer to:

3 ÷ 3

Maths Challenge ★ ★ ★

10. On what day of the week is the 18th day of the month?

OCTOBER

MON	TUE	WED	THU	FRI	SAT	SUN
		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			

Maths Challenge ★ ★ ★

11. Work out the following problem.

Addition to 20 on a Number Line - Sheet 3

Practise what you have learnt so far on a number line to 20 and progress to see if you can draw your own number line!

1. $11 + 4 = \square$

2. $\square + \square = \square$

3. $8 + 9 = \square$

4. $6 + \square = 9$

5. $\square + \square = \square$

6. $\square + 7 = 11$

7. $9 + 9 = \square$

8. $12 + 3 = \square$

9. $7 + 9 = \square$

10. $13 + 5 = \square$

Subtraction within 20 on a Number Line

$11 - 5 = \boxed{6}$

$10 - 7 = \square$

$8 - 4 = \square$

$9 - 5 = \square$

$13 - 2 = \square$

$7 - 4 = \square$

$19 - 8 = \square$

$20 - 1 = \square$

$14 - 3 = \square$

$16 - 3 = \square$

$12 - 6 = \square$

Use these written questions as a starting point.

Make the links explicit and talk about how you know 7 + 2 = 9 and how that can help you work out 70 plus 20.

These questions have numbers that are chosen specifically to help children see the links.

Deriving Facts to 100

For each of the following, complete the number fact to 10 and then derive the number fact to 100. The first one has been done for you.

7 + 2 = 9	7 - 4 =
70 + 20 = 90	70 - 40 =
4 + 6 =	3 + 6 =
40 + 60 =	30 + 60 =
5 - 3 =	8 - 3 =
50 - 30 =	80 - 30 =
10 - 7 =	9 + 1 =
100 - 70 =	90 + 10 =
5 + 4 =	3 - 2 =
50 + 40 =	30 - 20 =
9 - 8 =	10 - 5 =
90 - 80 =	100 - 50 =

100

10

Use the appropriate number fact to ten mentally to derive the number fact to 100.

50 + 50 =	40 + 30 =
60 - 40 =	80 - 30 =
10 + 80 =	20 + 60 =
90 - 60 =	50 - 40 =
20 + 80 =	80 - 70 =
40 + 40 =	70 - 20 =

Adding 2-Digit Numbers and Ones Crossing 10

7 + 4 = _____	8 + 6 = _____
17 + 4 = _____	18 + 6 = _____
47 + 4 = _____	28 + 6 = _____
67 + 4 = _____	68 + 6 = _____

6 + 8 = _____	7 + 6 = _____
16 + 8 = _____	17 + 6 = _____
56 + 8 = _____	47 + 6 = _____
86 + 8 = _____	67 + 6 = _____

12 + 2 = _____	9 + 7 = _____
22 + 2 = _____	19 + 7 = _____
62 + 2 = _____	39 + 7 = _____
92 + 2 = _____	99 + 7 = _____

11 + 3 = _____	4 + 8 = _____
19 + 3 = _____	14 + 8 = _____
59 + 3 = _____	44 + 8 = _____
99 + 3 = _____	64 + 8 = _____

9 + 8 = _____	5 + 8 = _____
19 + 8 = _____	15 + 8 = _____
49 + 8 = _____	65 + 8 = _____
79 + 8 = _____	85 + 8 = _____

As with the previous questions, you can see how the questions link to each other and will support your child in seeing the connections between the numbers.

The questions in boxes 9 and 10 really check a child's understanding of what they have done previously.

Adding 2-Digit Numbers and Tens, Not Crossing 100

1. 30 + 10 = _____
   35 + 10 = _____
   37 + 10 = _____
   38 + 10 = _____

2. 20 + 30 = _____
   25 + 30 = _____
   26 + 30 = _____
   29 + 30 = _____

3. 10 + 20 = _____
   16 + 20 = _____
   17 + 20 = _____
   19 + 20 = _____

4. 40 + 50 = _____
   43 + 50 = _____
   44 + 50 = _____
   48 + 50 = _____

5. 50 + 30 = _____
   54 + 30 = _____
   55 + 30 = _____
   58 + 30 = _____

6. 20 + 60 = _____
   25 + 60 = _____
   27 + 60 = _____
   28 + 60 = _____

7. 60 + 20 = _____
   61 + 20 = _____
   64 + 20 = _____
   68 + 20 = _____

8. 70 + 20 = _____
   72 + 20 = _____
   74 + 20 = _____
   78 + 20 = _____

9. _____ + 40 = 70
   _____ + 40 = 71
   _____ + 40 = 74
   _____ + 40 = 77

10. _____ + 60 = 90
    _____ + 60 = 93
    _____ + 60 = 96
    _____ + 60 = 99
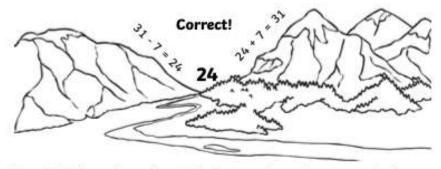
Subtracting Tens from 2-Digit Numbers, Not Crossing 100

20 – 10 = _____
30 – 10 = _____
60 – 10 = _____
70 – 10 = _____

21 – 20 = _____
41 – 20 = _____
51 – 20 = _____
71 – 20 = _____

37 – 10 = _____
57 – 10 = _____
87 – 10 = _____
97 – 10 = _____

39 – 30 = _____
59 – 30 = _____
79 – 30 = _____
89 – 30 = _____

43 – 40 = _____
53 – 40 = _____
73 – 40 = _____
93 – 40 = _____

62 – 60 = _____
72 – 60 = _____
82 – 60 = _____
92 – 60 = _____

25 – 20 = _____
35 – 20 = _____
45 – 20 = _____
85 – 20 = _____

59 – 50 = _____
69 – 50 = _____
79 – 50 = _____
99 – 50 = _____

_____ – 10 = 7
_____ – 10 = 27
_____ – 10 = 37
_____ – 10 = 77

_____ – 40 = 11
_____ – 40 = 21
_____ – 40 = 31
_____ – 40 = 51

These are interesting activities where the answer is given and children have to work out if the answer is correct.

Using the inverse (doing the opposite calculation) will help.
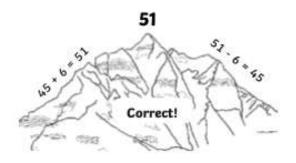
e.g. 15 -7 = 8,
I can check by using the inverse;
8 + 7 = 15 to make sure.

Correct!

31 - 7 = 24

24 + 7 = 31

24

For each of these subtraction calculations, work out the answer to the inverse operation, to check whether each answer is right or wrong.

	Correct?		Correct?
45 – 6 = 39		22 – 4 = 19	
39 + 6 =		19 + 4 =	
37 – 9 = 26		15 – 8 = 10	
26 + 9 =		10 + 8 =	
31 – 3 = 28		34 – 7 = 26	
28 + 3 =		26 + 7 =	
42 – 6 = 38		51 – 6 = 45	
38 + 6 =		45 + 6 =	
62 – 7 = 54		17 – 9 = 8	
54 + 7 =		9 + 8 =	

Using Inverse Operations to Check

51

45 + 6 = 51

51 - 6 = 45

Correct!

For each of these addition calculations, work out the answer to the inverse operation, to check whether each answer is right or wrong.

	Correct?		Correct?
37 + 7 = 43		26 + 8 = 44	
43 - 7 =		44 - 8 =	
25 + 8 = 33		17 + 9 = 25	
33 - 8 =		25 - 9 =	
47 + 5 = 52		22 + 9 = 30	
52 - 5 =		30 - 22 =	
34 + 6 = 40		19 + 9 = 28	
40 - 34 =		28 - 9 =	
76 + 8 = 85		46 + 7 = 53	
85 - 76 =		53 - 46 =	

Section 1

Fill in the missing boxes.

$4 \times 5 =$ ☐

$5 \times 4 =$ ☐

☐ $\div 5 = 4$

Write the last division number sentence in the pattern:

☐ $\div$ ☐ $=$ ☐

Section 2

I think of a number.

I double it.
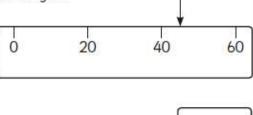
I subtract 4.

My answer is 40.

What was the number I was thinking of?

☐
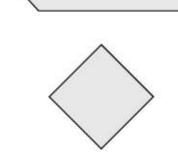
Section 3

What number would the arrow be pointing to?

0   20   40   60

☐

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

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 +

Section 7

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

☐

Section 8

Explain 3 features of a cuboid.

Missing Number

Fill in the missing number:

2 + 5 + 8 = ____

6 + 3 + 4 = ____

9 + 9 + 1 = ____

33 + 6 = ____

30 + 20 = ____

47 - 5 = ____

20 + ____ = 40

90 - ____ = 40

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?

_____
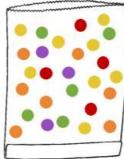
How many sweets are in the packet altogether?

_____

Tally Chart
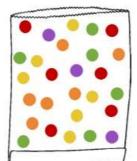
This tally chart shows the different colours in a bag of sweets. Fill in the missing boxes:
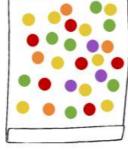
Colour	Tally	Number
red		4
green		5
orange	ⵏ‖⎮ II	
yellow		8
purple	III	
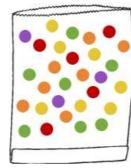
Which bag shows the sweets in the tally chart?

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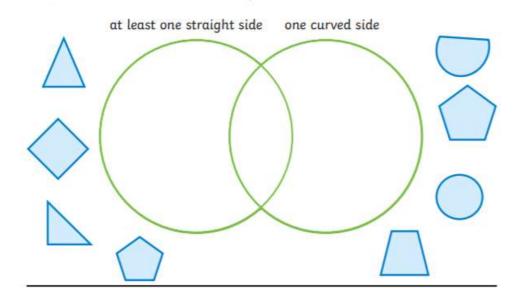
I'm thinking of a 2D shape. It has 6 sides. It has 6 corners. What is my shape?

_____

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

Sort these shapes into the Venn diagram:

at least one straight side   one curved side

Rotation

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: _____
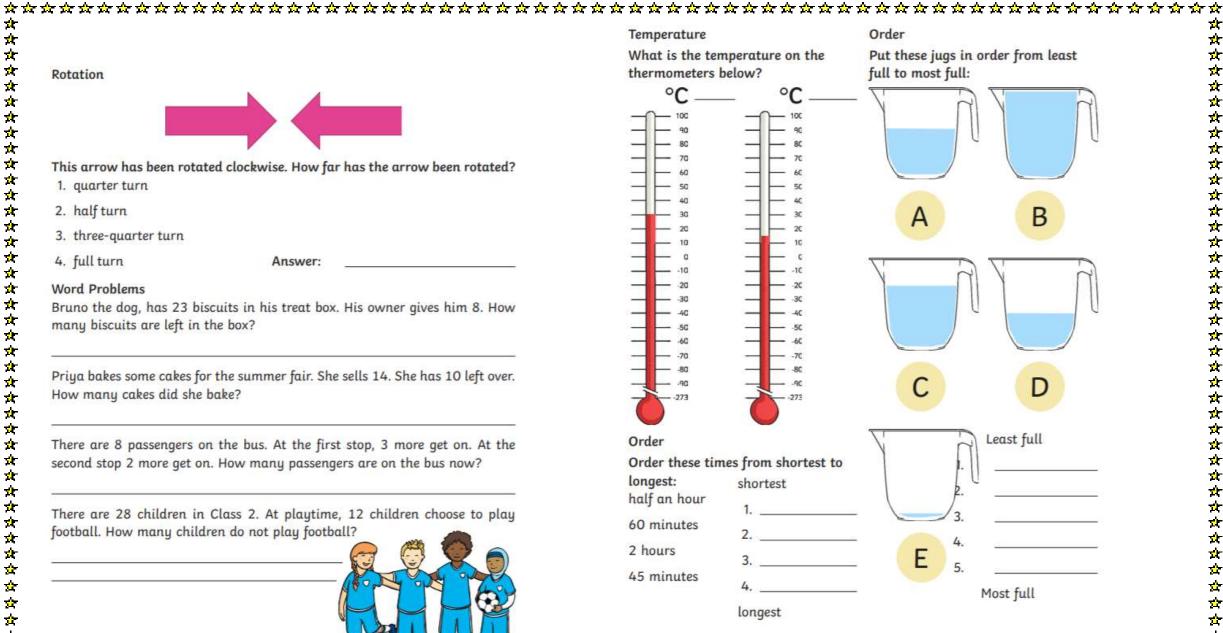
Word Problems

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?

_____

Temperature

What is the temperature on the thermometers below?

°C _____   °C _____

Order

Order these times from shortest to longest: shortest

half an hour

60 minutes   1. _____

2 hours   2. _____

45 minutes   3. _____

                    4. _____

longest

Order

Put these jugs in order from least full to most full:

A   B

C   D

E

Least full

1. _____
2. _____
3. _____
4. _____
5. _____

Most full

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?

_____

_____

Missing Number

Fill in the missing number:

$45 + 32 =$ _____

$52 + 37 =$ _____

$28 + 35 =$ _____

Fill in the missing number:

$57 =$

$50 +$ _____

$40 +$ _____

$30 +$ _____

_____ $+ 37$

$10 +$ _____

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

Sheet 1

1. How many wheels would 11 motorbikes have?

2. If 7 taxis arrive at the party at the same time, each carrying 5 passengers, how many guests arrive at once?

3. While playing a dice game, Robert managed to throw nine 5s in a row. How many did he score altogether?

4. All four judges gave the dancer a score of 10. How many did she score altogether?

10

5. 12 people came to the show and they paid £5 each. How much were the ticket sales altogether?

6. On a wet day, the teacher finds 32 wellies. How many children will be able to wear one on each foot?

7. Sam is sharing biscuits between himself and his four brothers. If there are 25 in the pack how many will they each get?

Milk Chocolate
Digestives

8. A machine making sweets puts 10 in each packet. If the machine has produced 70 sweets, how many packets can it fill?

10 Sweets

9. Carol gives half of her owl collection to her sister. She has 35 owls remaining. How many did she have to start with?

Sheet 2

1. How many wheels would 24 motorbikes have?

2. If 14 taxis arrive at the party at the same time, each carrying 5 passengers, how many people arrive at once?

3. While playing a dice game, Robert manages to throw sixteen 5s in a row. How many did he score altogether?

4. An online poll of 13 judges all gave the dancer a score of 10. How many did she score altogether?

5. 30 people came to the show and they paid £5 each. How much were the ticket sales altogether?

6. On a wet day, the teacher finds 59 wellies. How many children will be able to wear wellies on **both** their feet?

7. Sam is sharing biscuits between himself and his four brothers. If there are 100 in the pack how many will they each get?

Milk Chocolate
Digestives

8. A machine making sweets puts 10 in each packet. If the machine has produced 200 sweets, how many packets can it fill?

9. There are 72 owls in Carol's collection. She can house 2 owls in each cage. How many cages will she need to house all the owls?

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	9	10	16	15	4	3
1	30	4	20	2	3	6	15

3 Times Table Multiplication And Division Board Game

Roll the dice and work out the multiplication or division you land on. The winner is the first to finish!

3 x 4

Miss a go

6 ÷ 3

3 x 9

27 ÷ 3

24 ÷ 3

5 x 3

8 x 3

18 ÷ 3

15 ÷ 3

Go back to start

Help a friend

Go forward 1 space

Go back 2 spaces

11 x 3

6 x 3

12 ÷ 3

3 x 1

9 ÷ 3

18 ÷ 3

30 ÷ 10

Finish

Move forward 4 spaces

3 x 2

Move back to 21 ÷ 3

12 x 3

Move back to 30 ÷ 3

30 ÷ 3

3 x 7

3 x 3

33 ÷ 3

START

3 ÷ 1

10 x 3

Go forward 3 spaces

21 ÷ 3

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4 Times Table Multiplication And Division Board Game

Roll the dice and work out the multiplication or division you land on. The winner is the first to finish!

START

4 × 4

40 ÷ 4

Go back to start

4 × 5

16 ÷ 4

11 × 4

Miss a go

8 ÷ 4

4 × 12

20 ÷ 4

9 × 4

Go back 2 spaces

48 ÷ 12

4 × 2

32 ÷ 4

44 ÷ 4

Go forward 3 spaces

10 × 4

36 ÷ 4

1 × 4

Move back to 44 ÷ 4

12 ÷ 4

3 × 4

Help a friend

24 ÷ 4

4 ÷ 1

Go forward 1 space

6 × 4

48 ÷ 4

7 × 4

Move back to 12 ÷ 4

40 ÷ 10

Move forward 4 spaces

2 × 4

Finish

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5 Times Table Multiplication And Division Board Game

Roll the dice and work out the multiplication or division you land on. The winner is the first to finish!

START

5 x 2

25 ÷ 5

Go back to start

5 x 5

50 ÷ 10

3 x 5

Miss a go

35 ÷ 5

10 x 5

20 ÷ 5

5 x 4

Go back 2 spaces

8 x 5

Help a friend

35 ÷ 5

5 ÷ 1

Go forward 1 space

11 x 5

60 ÷ 12

40 ÷ 5

15 ÷ 5

5 x 1

Finish

Move forward 4 spaces

9 x 5

Move back to 45 ÷ 5

12 x 5

Move back to 35 ÷ 5

55 ÷ 5

45 ÷ 5

7 x 5

50 ÷ 5

6 x 5

Go forward 3 spaces

10 ÷ 2

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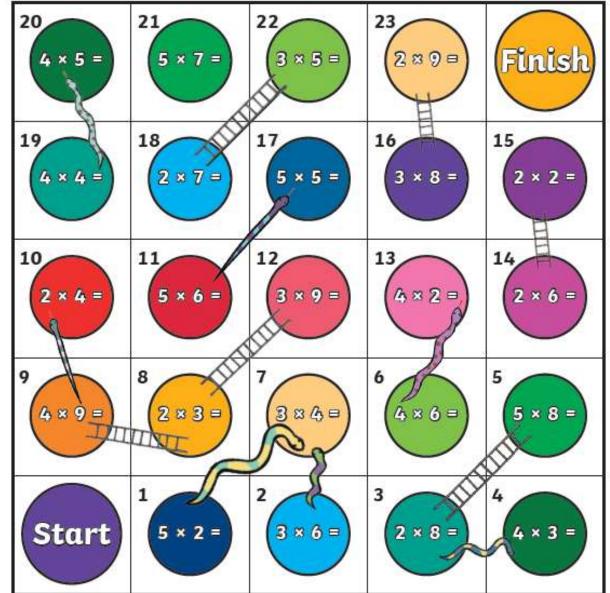## 2, 3, 4 and 5 Times Tables

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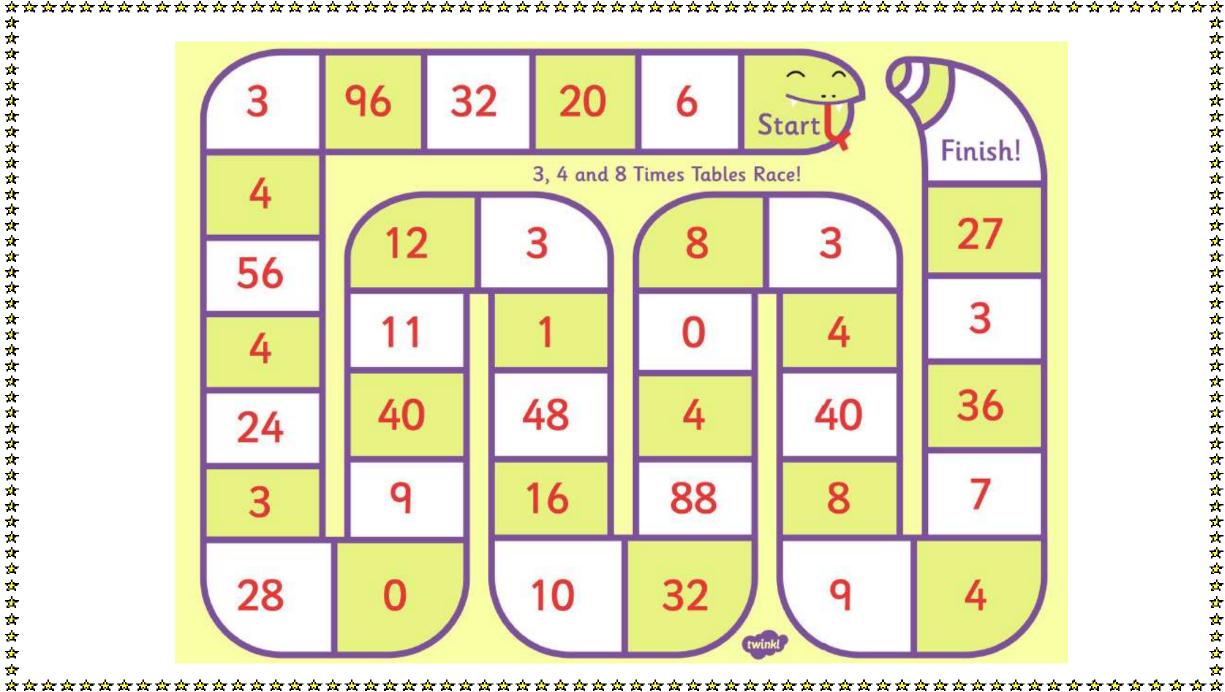- A dice
- A counter per player

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 $4 × 3 =$

4x3=	7x__=21	2x3=	5x8=	9X4=	5x__=15
8x1=	3x1=	4x8=	3x__=33	2x__=8	10x__=30
4x7=	8x4=	8x12=	9x3=	4x10=	8x__=56
8x__=80	4x_=16	5x4=	4x__=4	2x__=16	10x__=40
3x3=	3x0=	8x__=72	4x12=	4x0=	3x__=12
		8x11=	3x8=	2x__=8	8x2=
			6x__=18	7x8=	

3, 4 and 8 Times Tables Race!

Start → 6 | 20 | 32 | 96 | 3

4
56
4
24
3
28

0 | 12 | 11 | 40 | 9

3 | 1 | 48 | 16 | 10

32 | 4 | 0 | 8

88 | 4 | 40 | 3

9 | 8 | 40 | 4

Finish!
27
3
36
7
4
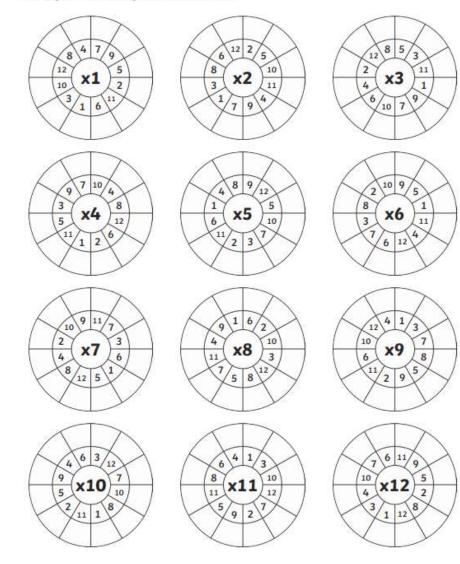
Multiplication Square

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.

1x table

1 × 1 = 1
2 × 1 = 2
3 × 1 = 3
4 × 1 = 4
5 × 1 = 5
6 × 1 = 6
7 × 1 = 7
8 × 1 = 8
9 × 1 = 9
10 × 1 = 10
11 × 1 = 11
12 × 1 = 12

2x table

1 × 2 = 2
2 × 2 = 4
3 × 2 = 6
4 × 2 = 8
5 × 2 = 10
6 × 2 = 12
7 × 2 = 14
8 × 2 = 16
9 × 2 = 18
10 × 2 = 20
11 × 2 = 22
12 × 2 = 24

3x table

1 × 3 = 3
2 × 3 = 6
3 × 3 = 9
4 × 3 = 12
5 × 3 = 15
6 × 3 = 18
7 × 3 = 21
8 × 3 = 24
9 × 3 = 27
10 × 3 = 30
11 × 3 = 33
12 × 3 = 36

4x table

1 × 4 = 4
2 × 4 = 8
3 × 4 = 12
4 × 4 = 16
5 × 4 = 20
6 × 4 = 24
7 × 4 = 28
8 × 4 = 32
9 × 4 = 36
10 × 4 = 40
11 × 4 = 44
12 × 4 = 48

5x table

1 × 5 = 5
2 × 5 = 10
3 × 5 = 15
4 × 5 = 20
5 × 5 = 25
6 × 5 = 30
7 × 5 = 35
8 × 5 = 40
9 × 5 = 45
10 × 5 = 50
11 × 5 = 55
12 × 5 = 60

6x table

1 × 6 = 6
2 × 6 = 12
3 × 6 = 18
4 × 6 = 24
5 × 6 = 30
6 × 6 = 36
7 × 6 = 42
8 × 6 = 48
9 × 6 = 54
10 × 6 = 60
11 × 6 = 66
12 × 6 = 72

7x table

1 × 7 = 7
2 × 7 = 14
3 × 7 = 21
4 × 7 = 28
5 × 7 = 35
6 × 7 = 42
7 × 7 = 49
8 × 7 = 56
9 × 7 = 63
10 × 7 = 70
11 × 7 = 77
12 × 7 = 84

8x table

1 × 8 = 8
2 × 8 = 16
3 × 8 = 24
4 × 8 = 32
5 × 8 = 40
6 × 8 = 48
7 × 8 = 56
8 × 8 = 64
9 × 8 = 72
10 × 8 = 80
11 × 8 = 88
12 × 8 = 96

9x table

1 × 9 = 9
2 × 9 = 18
3 × 9 = 27
4 × 9 = 36
5 × 9 = 45
6 × 9 = 54
7 × 9 = 63
8 × 9 = 72
9 × 9 = 81
10 × 9 = 90
11 × 9 = 99
12 × 9 = 108

10x table

1 × 10 = 10
2 × 10 = 20
3 × 10 = 30
4 × 10 = 40
5 × 10 = 50
6 × 10 = 60
7 × 10 = 70
8 × 10 = 80
9 × 10 = 90
10 × 10 = 100
11 × 10 = 110
12 × 10 = 120

11x table

1 × 11 = 11
2 × 11 = 22
3 × 11 = 33
4 × 11 = 44
5 × 11 = 55
6 × 11 = 66
7 × 11 = 77
8 × 11 = 88
9 × 11 = 99
10 × 11 = 110
11 × 11 = 121
12 × 11 = 132

12x table

1 × 12 = 12
2 × 12 = 24
3 × 12 = 36
4 × 12 = 48
5 × 12 = 60
6 × 12 = 72
7 × 12 = 84
8 × 12 = 96
9 × 12 = 108
10 × 12 = 120
11 × 12 = 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.