Ongoing Activities (3)

Activities from previous (3) 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.

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 and ÷) into activities involving money, time and shape as well as sequencing. . **ALL SEND ACTIVITIES ARE IN THIS DOCUMENT AND GET PROGRESSIVELY MORE CHALLENGING. Please choose ability-appropriate activities and do not think you have cover everything. Things you need to practise will become evident.**

This involves putting the maths in context and using prior knowledge to solve a problem. It's a good idea to have some spare paper handy to write your own questions when you finish. Go through each question and answer and get the child to **explain** how they worked it out Ask them to 'teach' you how to solve a question and have a go at a few yourself (make some errors to see if they spot them and can explain where you went wrong!)

If you have any extra resources (shapes, money, counters, beads, straws, etc) you could use them to help show how you **prove** the answer is correct.

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

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

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

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

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

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

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

- **Number squares and number lines**

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

- **Draw pictures**

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

- **Practise rapid recall**

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

- **Encourage real life situations**

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

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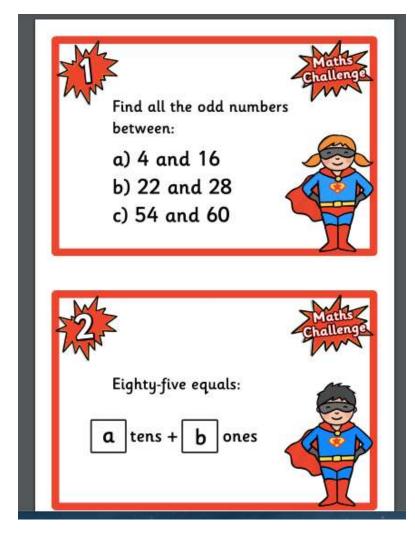
- **Invent story questions**

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

_____

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

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

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

1 Maths Challenge

Find all the odd numbers between:

a) 4 and 16
b) 22 and 28
c) 54 and 60

2 Maths Challenge

Eighty-five equals:

| a | tens + | b | ones
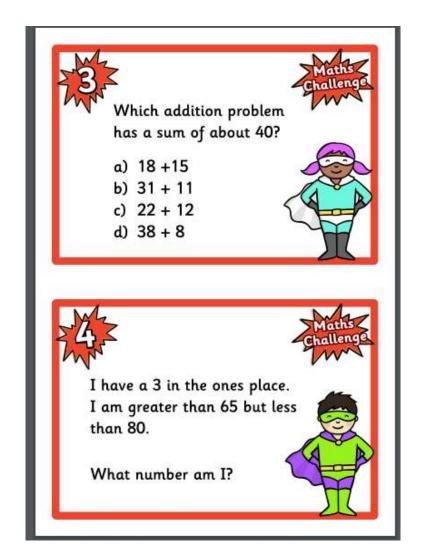
These challenge questions may be scaled to suit.

Once your child is feeling confident, write some of your own challenges based upon these.

It may be useful to write these onto paper.

With number 2, you could ignore the 'a' and 'b' and leave the boxes blank.

3 Maths Challenge

Which addition problem has a sum of about 40?

a) 18 +15
b) 31 + 11
c) 22 + 12
d) 38 + 8

4 Maths Challenge

I have a 3 in the ones place. I am greater than 65 but less than 80.

What number am I?

5 — Maths Challenge

What time comes next?

a) ____ b) ____

6 — Maths Challenge

11 + 4 ? 12 + 3

a) >   b) <   c) =

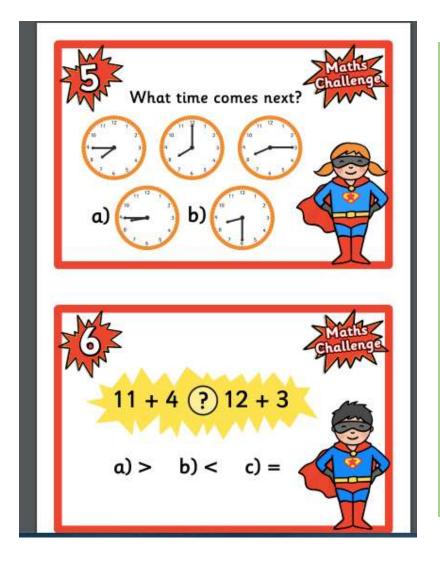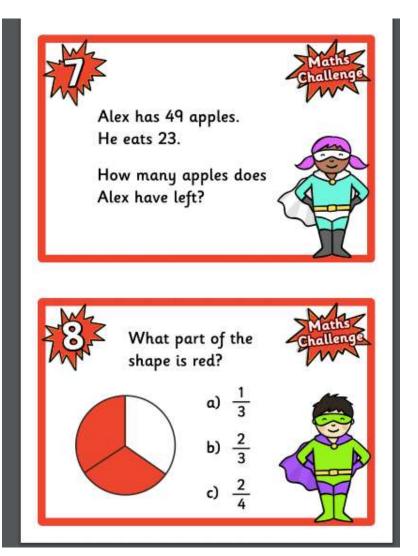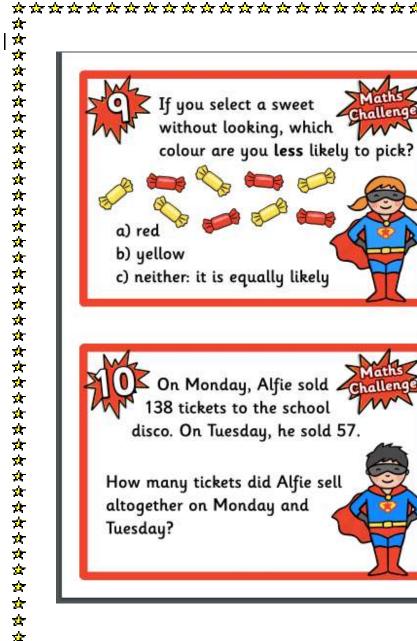With any 'time' challenge, it will be beneficial to use an analogue clock to see what is happening.

There are lots of excellent BBC Bitesize and Twinkl resources/videos to help with telling the time, < and >, working out the difference and fractions.

There are also lots of YouTube videos. Please make sure, if you watch YouTube tutorials, they are UK-based ones as US ones may have different vocabulary and methods.

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7 — Maths Challenge

Alex has 49 apples.
He eats 23.

How many apples does Alex have left?

8 — Maths Challenge

What part of the shape is red?

a) $\frac{1}{3}$

b) $\frac{2}{3}$

c) $\frac{2}{4}$

9 If you select a sweet without looking, which colour are you **less** likely to pick?

a) red
b) yellow
c) neither: it is equally likely

Maths Challenge

10 On Monday, Alfie sold 138 tickets to the school disco. On Tuesday, he sold 57.
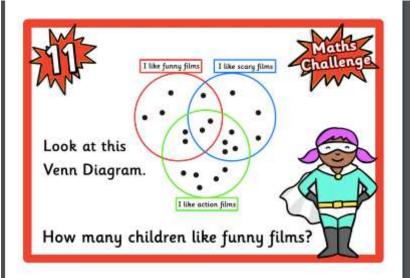
How many tickets did Alfie sell altogether on Monday and Tuesday?

Maths Challenge
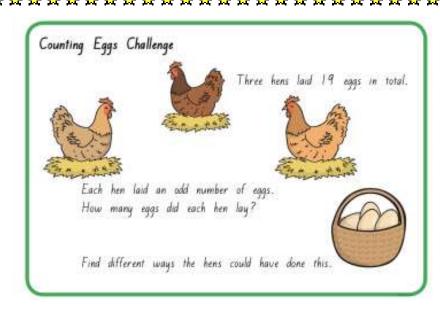
Again, repeat these challenges with different numbers/amounts.

The language of probability (as in number 9) might be unfamiliar so may need you to explain and demonstrate how you worked it out.

Drawing pictures to go with these real-life word problems will help your child make sense of the calculations involved.

11 I like funny films | I like scary films

I like action films

Look at this Venn Diagram.

How many children like funny films?

Maths Challenge

12 There are 20 bananas.
5 friends share them out equally.

How many bananas does each child get?

Maths Challenge

Counting Eggs Challenge

Three hens laid 19 eggs in total.

Each hen laid an odd number of eggs. How many eggs did each hen lay?

Find different ways the hens could have done this.
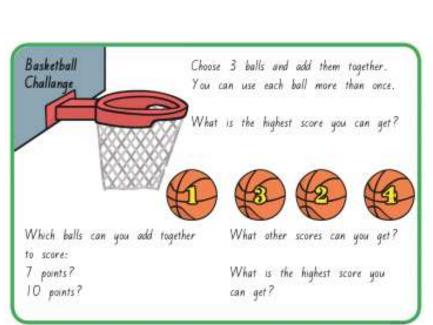
Sum Counters Challenge

Use these number counters to make these totals:

9
10
11
12
13
14
15
16

Counters: 3, 7, 6, 4

What other totals can you make from these numbers?

Basketball Challenge

Choose 3 balls and add them together. You can use each ball more than once.

What is the highest score you can get?

Balls: 1, 3, 2, 4

Which balls can you add together to score:
7 points?
10 points?

What other scores can you get?

What is the highest score you can get?

Six-Pin Bowling Challenge

Which pins do you need to knock down to score:

7 points?
5 points?
3 points?

Pins: 1, 6, 2, 3, 4, 5

What scores do you get if you knock down the following pins:
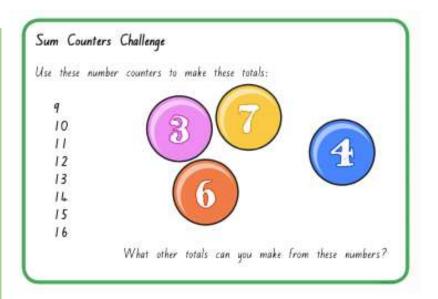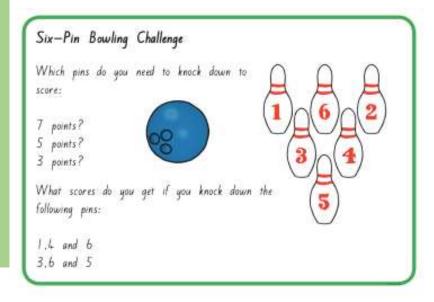
1, 4 and 6
3, 6 and 5

These challenges encourage reasoning and discussion.

They are tricky and children will need to work systematically in order to make sure all options are covered, methodically.

They make take quite a while but any discussions around these questions are very valuable and require children to think 'outside the box' sometimes.

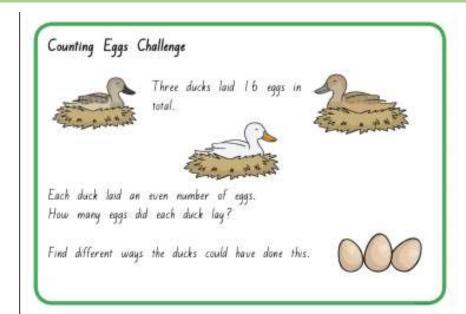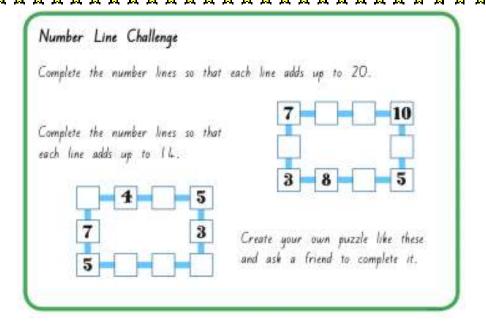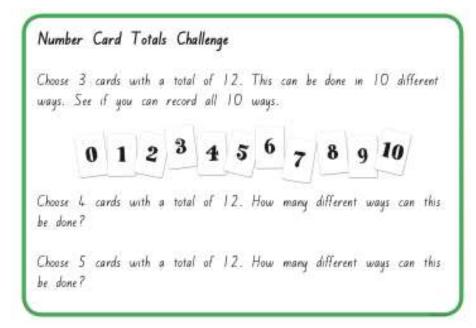These activities involve lots of systematic working and careful reasoning. Using resources to help show/prove understanding will help.

They can be scaled to suit, and numbers can be changed.

Over the next few pages we have more formal, written questions which cover a range of objectives.

Number Line Challenge

Complete the number lines so that each line adds up to 20.

Complete the number lines so that each line adds up to 14.

Create your own puzzle like these and ask a friend to complete it.

Counting Eggs Challenge

Three ducks laid 16 eggs in total.

Each duck laid an even number of eggs. How many eggs did each duck lay?

Find different ways the ducks could have done this.

Number Card Totals Challenge

Choose 3 cards with a total of 12. This can be done in 10 different ways. See if you can record all 10 ways.

0 1 2 3 4 5 6 7 8 9 10

Choose 4 cards with a total of 12. How many different ways can this be done?

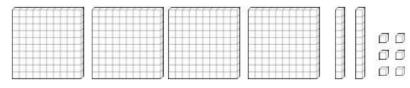Choose 5 cards with a total of 12. How many different ways can this be done?

Formal written calculations. The following pages cover a range of calculating objectives (in **bold** type) and, ideally, will need to be written out or copied onto paper.

Number and Place Value

Count forwards and backwards in 4, 8, 50 and 100.

1. Continue the sequences:

   a. 4, 8, 12, 16, _____, _____, _____

   b. 24, 32, 40, _____, _____, _____

   c. 900, 800, 700, _____, _____, _____

   d. 150, 200, 250, _____, _____, _____

Find 10 or 100 more or less than a given number.

2. What number is 10 more than 73?

   _____

3. What number is 100 less than 340?

   _____

Recognise the place value of each digit in a three-digit number.

4. Underline the tens digit in the following numbers:

   562   584   703   821

Compare and order numbers up to 1000.

5. Write a number so that each sentence makes sense:

   a. 345 < _____

   b. 294 > _____

   c. 833 = _____

6. Order the following numbers from largest to smallest:

   77   86   78   84   74

Largest _____ Smallest

7. Order these numbers from smallest to largest:

   289   298   258   247   293

Smallest _____ Largest

Identify, represent and estimate numbers using different representations.

8. What number is shown:

   _____

Read and write numbers up to 1000 in numerals and in words.
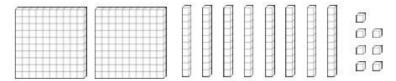
9. Write 357 in words.

   _____

10. Write two hundred and seventy-four in numerals.

    _____

Solve number problems and practical problems.

11. What needs to be added to the following number to make 234?

    204 + _____

12. Cross out the Dienes that are not needed to represent the number 162.

Addition and Subtraction

Add and subtract numbers mentally.

13. Calculate the following:

    a. 286 + 4 = _____

    b. 256 - 30 = _____

    c. 172 + 300 = _____

Add and subtract numbers with up to three digits using formal written methods.

14. Calculate the following:

a.

	6	7	8
+	3	2	3

b.

	6	8	3
−	2	5	1

c.

	3	6	4
−	1	2	9

Estimate the answer to a calculation and use the inverse operation to check.

15. Use the inverse to check the following calculations. Circle 'Correct' or 'Incorrect':

a. 328 + 126 = 456 _____ Correct/Incorrect

b. 267 − 138 = 129 _____ Correct/Incorrect

Solve problems including missing numbers.

16. Fill in the missing numbers to make these calculations correct:

a.

4	7	2	+	3	6		=		3	6

b. There are 460 people on a plane. 125 of the passengers are British, 104 are American and the rest are French. How many French people are on board the plane?

_____

Multiplication and Division

Recall and use multiplication and division facts for the 3, 4 and 8 times tables.

17. Use your knowledge of the 3, 4 and 8 times tables to complete these calculations:

a. _____ × 4 = 32

b. 3 × _____ = 27

c. 8 × 6 = _____

d. 33 ÷ _____ = 3

e. _____ ÷ 12 = 4

f. 40 ÷ _____ = 8

Learning how to use the 'inverse' to check a calculation is really useful.
Knowing how to do the opposite calculation will help you.

So 345 − 145 = 200 I can double-check by using the inverse/opposite calculation. It's as if you're working backwards. So, 200 + 145 = 345

The link between x and ÷ is explained in the BBC video. If the link doesn't work please do a search for the title of the video.

The relationship between multiplication and division | Maths - A World Without Maths

https://www.youtube.com/watch?v=xj-Ip4HkJPo&feature=youtu.be

Some fun challenges where the calculation needs to be solved and the written answer is hidden in the grid.

This helps children to make the clear link between the digits and words.

It also practices the 3 and 4 times tables (and the 8's on the next page)

Word Search
4 Times Table

Answer the calculations below and find the answers in the word search:

4 x 3 =   4 x 8 =
4 x 4 =   4 x 10 =
4 x 11 =   4 x 2 =

f	t	h	i	r	t	y	t	w	o
t	o	h	f	o	r	t	y	w	o
w	t	r	s	i	x	e	e	t	e
e	w	r	t	e	s	e	s	h	i
l	s	e	l	y	n	l	h	i	g
v	k	i	e	t	f	e	e	r	h
e	a	e	y	e	a	o	t	t	t
f	o	r	t	e	o	o	u	y	e
o	n	n	e	e	t	h	g	r	e
s	i	x	t	e	e	n	b	n	n

Word Search
3 Times Table

Answer the calculations below and find the answers in the word search:

3 x 3 =   3 x 6 =
3 x 4 =   3 x 2 =
3 x 10 =   3 x 7 =

e	t	h	i	r	t	y	n	e	l
t	n	h	x	t	t	e	r	t	o
w	i	u	e	d	b	i	w	n	e
e	n	r	w	e	s	e	e	o	s
l	e	e	l	p	n	e	h	u	i
v	k	e	e	t	t	i	e	r	x
e	a	e	y	h	a	u	t	n	e
m	q	o	g	e	o	o	k	i	e
o	n	i	e	e	t	h	g	n	e
e	e	d	j	p	z	o	b	n	n

Word Search
8 Times Table

Answer the calculations below and find the answers in the word search:

5 x 8 =   4 x 8 =
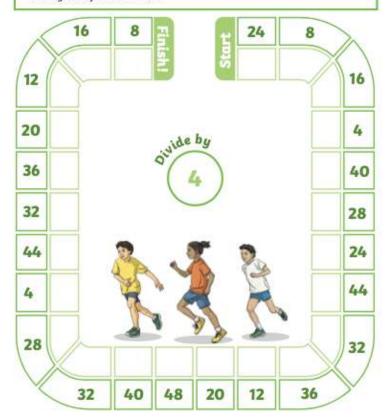8 x 7 =   8 x 10 =
8 x 3 =   8 x 2 =

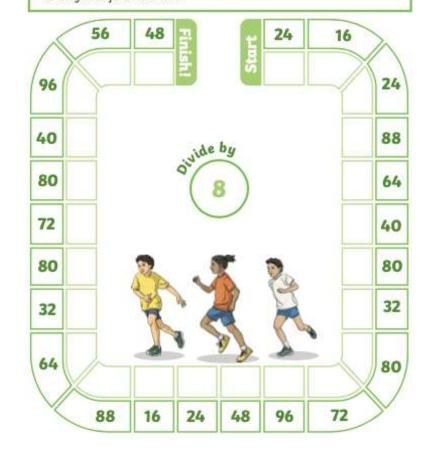| t	o	e	v	e	n	e	y	i	e
h	w	h	t	w	e	i	v	e	f
i	t	e	e	d	b	g	n	o	i
r	y	e	n	e	s	h	r	h	f
t	t	e	e	t	y	t	e	i	t
y	r	i	r	t	y	y	e	r	y
t	i	y	t	r	o	f	t	t	s
w	h	e	w	u	o	u	o	y	i
o	t	o	o	e	t	e	o	u	x
e	s	i	x	t	e	e	n	n	r

Division by 3 Race

Take the number in the circle below and divide the numbers outside of the track by it. Write your answers as you go and see how long it takes you to finish the race!

18 3 Finish! Start 21 6

33   12

30   9

36   Divide by   24
              3

27   15

24   27

15   36

12   30

9 6 21 3 18 33

Division by 4 Race

Take the number in the circle below and divide the numbers outside of the track by it. Write your answers as you go and see how long it takes you to finish the race!

	16	8	Finish!	Start	24	8	
12							16
20							4
36			Divide by **4**				40
32							28
44							24
4							44
28							32
	32	40	48	20	12	36	

Division by 8 Race

Take the number in the circle below and divide the numbers outside of the track by it. Write your answers as you go and see how long it takes you to finish the race!

	56	48	Finish!	Start	24	16	
96							24
40							88
80			Divide by **8**				64
72							40
80							80
32							32
64							80
	88	16	24	48	96	72	

Table at the Double

Find the 2x table by doubling each number. Find the 4x table by doubling the 2x table. Find the 8 times table by doubling the 4x table. Can you complete the whole sheet?

Number	x2	x4	x8
2	4	8	16
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
15			
20			
50			
100			

Using the 'doubling' method is so useful when learning your 2's, 4's and 8's.
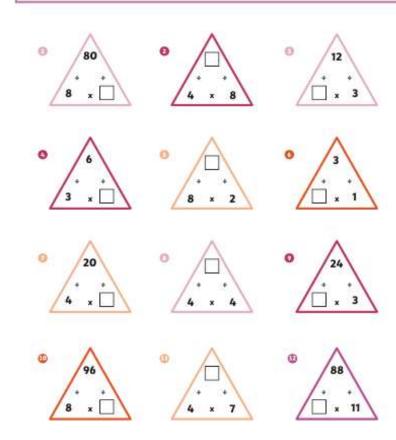
Doubling is often easier for the child, and quicker.

If they KNOW double 6 is 12 because its 6 x2, and that is the same as doubling, then they can work out 6 x 4 by doing double, double (because 4 is double 2)

Multiplication Triangles Sheet 1
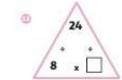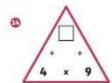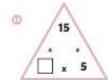
Fill in the blanks in these multiplication triangles.

Multiplication Triangles Sheet 2
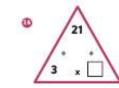
Fill in the blanks in these multiplication triangles.

13. 24 / 8 x ☐
14. ☐ / 4 x 9
15. 15 / ☐ x 5
16. 21 / 3 x ☐
17. ☐ / 8 x 9
18. 40 / ☐ x 5
19. 20 / 4 x ☐
20. ☐ / 4 x 6
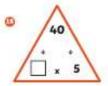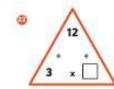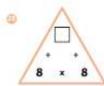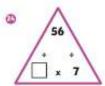21. 36 / ☐ x 12
22. 12 / 3 x ☐
23. ☐ / 8 x 8
24. 56 / ☐ x 7

Mental Multiplication

Try using these mental calculation strategies to see how many of these calculations you can perform mentally.

x4
Double the number and then double it again.

e.g. 13 x 4 = 52
(13 x 2 = 26,
26 x 2 = 52)

x5
Times the number by 10 and then halve it.

e.g. 14 x 5 = 70
(14 x 10 = 140,
140 ÷ 2 = 70)

x8
Double the number, double it again and then double it a third time.

e.g. 13 x 8 = 104
(13 x 2 = 26, 26 x 2 = 52,
52 x 2 = 104)

x9
Multiply the number by 10 and then subtract the number.

e.g. 15 x 9 = 135
(15 x 10 = 150,
150 - 15 = 135)

x11
Multiply the number by 10 and then add the number.

e.g. 7 x 11 = 77
(7 x 10 = 70,
7 + 7 = 77)

x15
Multiply the number by 10 and then add half of the total.

e.g. 12 x 15 = 180
(12 x 10 = 120,
120 ÷ 2 = 60, 60 + 120 = 180)

1. 14 x 4 =
2. 13 x 5 =
3. 6 x 8 =
4. 8 x 9 =
5. 9 x 11 =
6. 6 x 15 =
7. 15 x 4 =
8. 9 x 5 =
9. 12 x 8 =
10. 13 x 9 =
11. 10 x 11 =
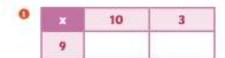
12. 12 x 15 =
13. 15 x 4 =
14. 20 x 5 =
15. 5 x 8 =
16. 12 x 9 =
17. 13 x 11 =
18. 8 x 15 =
19. 4 x 8 =
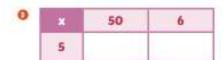20. 9 x 15 =
21. 11 x 15 =
22. 14 x 8 =

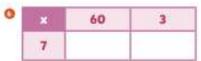## Multiplying 2-digit Numbers by 1-digit Numbers Using the Grid Method

1

x	10	3
9		

2

x	70	1
5		

3

x	50	6
5		

4

x	20	3
3		

5

x	80	9
9		

6

x	60	3
7		

7

x	70	5
7		

8

x	10	3
5		

9

x	20	8
9		

10

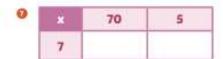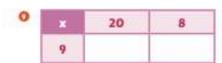| x	50	3
8		
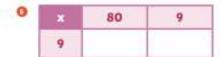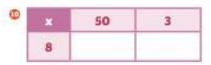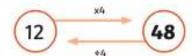
I'm Thinking of a Number

Use the inverse operation to work backwards and find the original number.

Example:
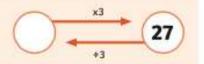
Samiya is thinking of a number. She multiplies it by 4 and her new number is 48. What number was she first thinking of?

12 — x4 → 48 — ÷4

Questions:
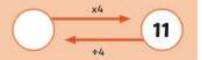
1. Nat is thinking of a number. He multiplies it by 3 and his new number is 27. What number was he first thinking of?

○ — x3 → 27 — ÷3
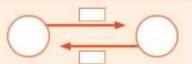
2. Shahid is thinking of a number. He divides it by 4 and his new number is 11. What number was he first thinking of?

○ — x4 → 11 — ÷4
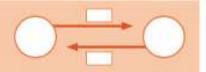
3. Esme is thinking of a number. She divides it by 8 and her new number is 5. What number was she first thinking of?

○ — □ → ○ — □

4. Taylor is thinking of a number. He multiplies it by 3 and his new number is 24. What number was he first thinking of?

○ — □ → ○ — □

5. Levi is thinking of a number. He multiplies it by 8 and his answer is 32. What number was he first thinking of?

6. Vivi is thinking of a number. She multiplies it by 3 and her new number is 12. What number was she first thinking of?

Deriving Related Multiplication Facts From Known Multiplication Tables
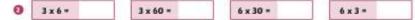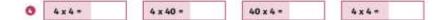
Complete the times tables question on the small lorries then use the answers to complete the associated facts on the big lorries!

① 3 x 4 =	3 x 40 =	4 x 30 =	4 x 3 =
② 3 x 6 =	3 x 60 =	6 x 30 =	6 x 3 =
③ 3 x 7 =	3 x 70 =	7 x 30 =	7 x 3 =
④ 4 x 4 =	4 x 40 =	40 x 4 =	4 x 4 =
⑤ 4 x 7 =	40 x 7 =	7 x 40 =	7 x 4 =
⑥ 3 x 8 =	3 x 80 =	8 x 30 =	
⑦ 4 x 9 =	4 x 90 =		
⑧ 8 x 5 =			
⑨ 8 x 9 =			
⑩ 8 x 6 =			

Multiplication Missing Numbers
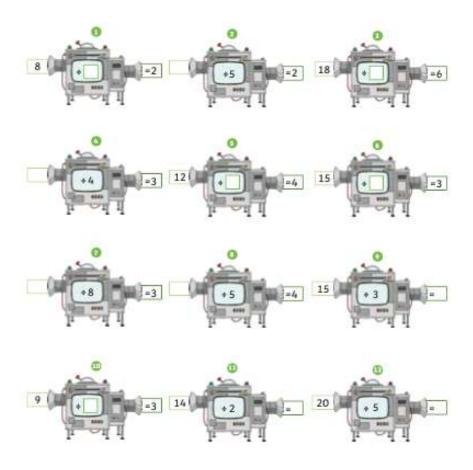
① 7 × 5 =

② 4 x ☐ = 16

③ 7 x ☐ = 56

④ 3 x ☐ = 18

⑤ 5 x ☐ = 40

⑥ 1 x ☐ = 8

⑦ 7 x ☐ = 28

⑧ 8 x ☐ = 32

⑨ 7 x 4 =

⑩ 2 x ☐ = 22

⑪ 3 x ☐ = 6

⑫ 8 x ☐ = 72

Division Missing Numbers

1. 8 | ÷ ☐ | = 2

2. ☐ | ÷ 5 | = 2

3. 18 | ÷ ☐ | = 6

4. ☐ | ÷ 4 | = 3

5. 12 | ÷ ☐ | = 4

6. 15 | ÷ ☐ | = 3

7. ☐ | ÷ 8 | = 3

8. ☐ | ÷ 5 | = 4

9. 15 | ÷ 3 | =

10. 9 | ÷ ☐ | = 3

11. 14 | ÷ 2 | =

12. 20 | ÷ 5 | =

Scaling Problems

1. There are three biscuits in a packet. How many are there in seven packets?
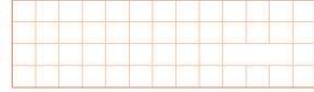
2. There are six stickers in a pack, how many packs do you need to buy to have 30 stickers?

3. I have eight 5p coins in my money box. How much money do I have?

4. Joe builds a tower which is five bricks tall. Gina builds one four times as high. How many bricks does Gina use?

Scaling Problems

5 There are six eggs in a box - how man boxes are needed to make 48 eggs?

6 Danyal has a 5p coin, a 2p coin and a 1p coin. Dylan has three times as much. How much does Dylan have?

7 Lisa has four cubes. Ned has double the number of cubes Lisa has. Mina has double the number of cubes that Ned has. How many cubes does everyone have?
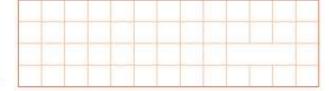
8 A lizard is four centimetres long. A snake is nine times as long. How long is the snake?

Colour the Division Equation

Can you colour all the lines of three number squares that make a division equation? The line can be in any order but squares must be beside eachother in a column or in a row. Squares can be part of more than one equation.

The example is 15 ÷ 3 = 5 is shown below.

1

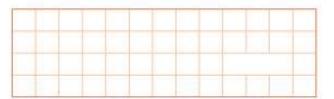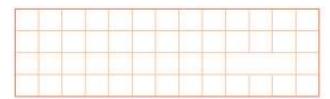| 15	6	8	60	5	12	1	12
5	1	5	7	16	4	23	12
3	21	4	9	7	3	1	1
8	3	20	10	2	17	16	1
4	1	1	5	3	16	2	8
32	18	9	2	2	4	7	2
25	3	15	3	4	4	4	16
18	6	1	6	9	13	9	14

2

88	10	31	1	41	21	6	27
8	25	23	4	4	7	9	9
11	1	11	9	21	3	9	3
3	15	5	2	10	12	14	24
33	3	55	3	4	4	16	8
4	44	11	2	40	8	5	15
7	8	13	2	5	2	10	20
28	4	7	8	8	4	2	2

3

24	12	2	1	3	7	14	35
21	17	4	9	8	10	2	5
19	20	8	4	32	2	7	7
6	10	2	20	11	5	5	25
5	5	4	5	15	3	1	3
4	2	3	6	2	36	5	2
4	18	9	10	13	12	2	6
16	16	3	27	9	14	12	15

4

14	18	20	2	10	2	15	6
7	17	4	9	8	4	32	23
2	10	5	22	80	14	8	16
11	9	3	9	28	7	4	10
7	90	15	13	8	35	19	24
25							
21	12	4	5	12	20	20	10
48	6	8	12	4	4	16	3

Section 1

Write these multiplication statements as division statements.

$4 \times 4 = 16$

$7 \times 8 = 56$

Section 2

Calculate:

$180 - \boxed{} = 120$

$160 - \boxed{} = 90$

Section 3

Double these numbers.

30 $\boxed{}$

80 $\boxed{}$

70 $\boxed{}$

Section 4

Steve has £2.50.

He spends 79p. How much does he have left?

Section 5

It is 15:15.

It takes Ania 23 minutes to walk home from school.

What time will she get home?

Section 6

On the Ghost Train ride, 12 children can go on the ride at the same time. If there are 36 children, how many times will the ride have to run to make sure they all have a turn?

Section 7

Find half of these numbers:

300 $\boxed{}$

150 $\boxed{}$

70 $\boxed{}$

Section 8

A pair of boots cost £30.

There is a third off in the sale.

How much money is taken off the price?

Section 1

Use these numbers to write two multiplication statements and two division statements.

72   8   9

Section 2

Calculate:

1170 – ☐ = 40

☐ – 70 = 110

Section 3

Double these numbers.

45   ☐

650   ☐

280   ☐

Section 4

Jen has £4.56.

She spends £1.70

How much does she have left?

Section 5

It is 16:20.

It takes Samir 17 minutes to walk home. What time will he get there?

Section 6

Eggs are packed into boxes of six. If there are 54 eggs, how many boxes are needed?

Section 7

Find half of these numbers:

1090   ☐

3000   ☐

700   ☐

Section 8

A coat costs £180.

It is reduced by $\frac{2}{3}$ of the price in the sale.

How much does the coat cost now?

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!

START

3 x 2

12 ÷ 3

Go back to start

5 x 3

27 ÷ 3

3 x 4

Miss a go

6 ÷ 3

3 x 9

24 ÷ 3

8 x 3

11 x 3

Help a friend

18 ÷ 3

15 ÷ 3

Go forward 1 space

Go back 2 spaces

18 ÷ 3

3 x 1

6 x 3

9 ÷ 3

30 ÷ 10

Finish

Move back to 21 ÷ 3

12 x 3

Move back to 30 ÷ 3

30 ÷ 3

Move forward 4 spaces

3 x 7

3 x 3

21 ÷ 3

33 ÷ 3

3 ÷ 1

10 x 3

Go forward 3 spaces

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 X 4

40 ÷ 4

Go back to start

4 X 5

16 ÷ 4

11 X 4

Miss a go

8 ÷ 4

4 X 12

20 ÷ 4

9 X 4

Go back 2 spaces

48 ÷ 12

4 X 2

32 ÷ 4

44 ÷ 4

Go forward 3 spaces

10 X 4

36 ÷ 4

1 X 4

Move back to 44 ÷ 4

12 ÷ 4

3 X 4

Help a friend

24 ÷ 4

4 ÷ 1

Go forward 1 space

6 X 4

48 ÷ 4

7 X 4

Move back to 12 ÷ 4

40 ÷ 10

Move forward 4 spaces

2 X 4

Finish

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

Help a friend

35 ÷ 5

5 ÷ 1

Go forward 1 space

8 x 5

40 ÷ 5

15 ÷ 5

5 x 1

Finish

11 x 5

60 ÷ 12

Move forward 4 spaces

Move back to 45 ÷ 5

12 x 5

Move back to 35 ÷ 5

55 ÷ 5

9 x 5

7 x 5

50 ÷ 5

6 x 5

Go forward 3 spaces

10 ÷ 2

45 ÷ 5

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:
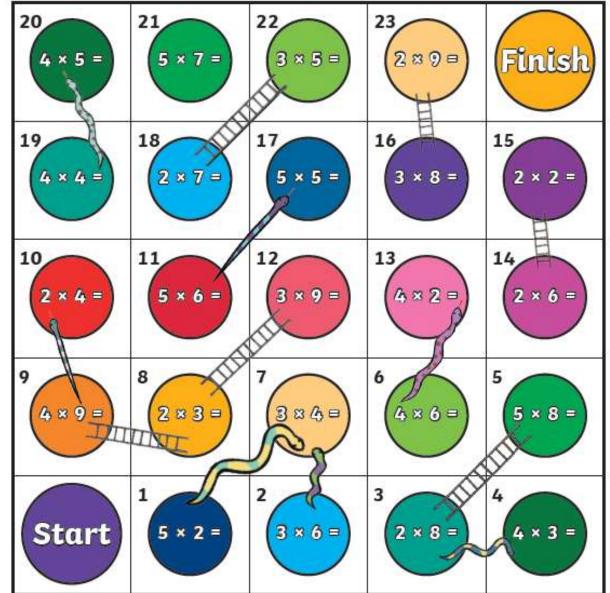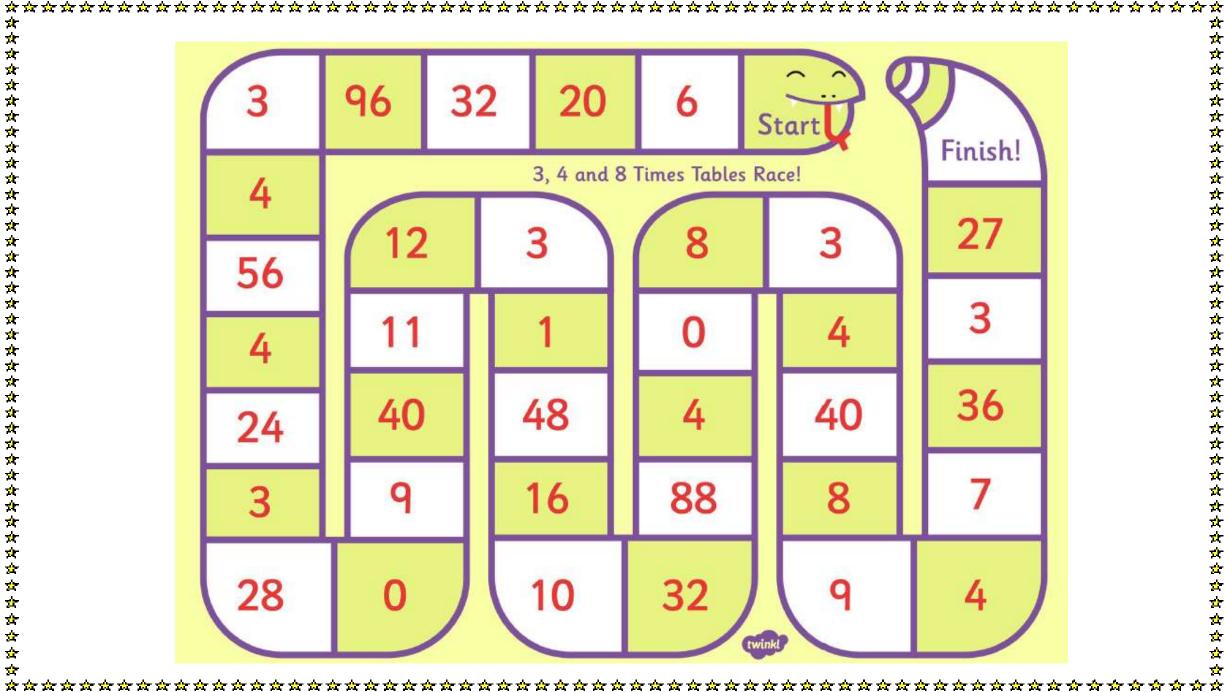   - landing on a snake's head - the player's counter slides down;
   - landing at the bottom of a ladder - the player's counter climbs up.

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

3, 4 and 8 Times Tables Race!

Start

Finish!

3 | 96 | 32 | 20 | 6

4
56
4
24
3
28

12 | 3
11 | 1
40 | 48
9 | 16

0
48
16

8 | 3
0 | 4
4 | 40
88 | 8

27
3
36
7

10 | 32 | 9 | 4

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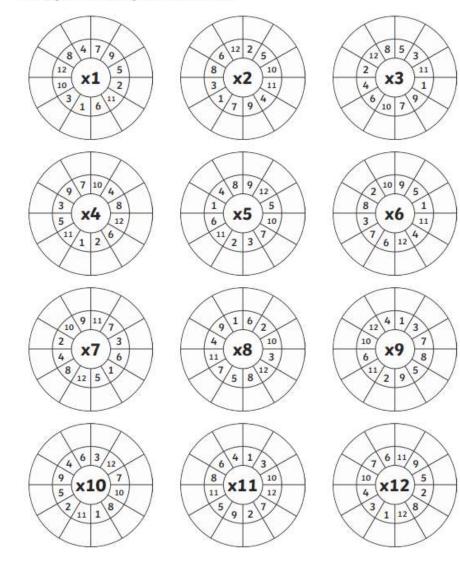
Multiplication Square

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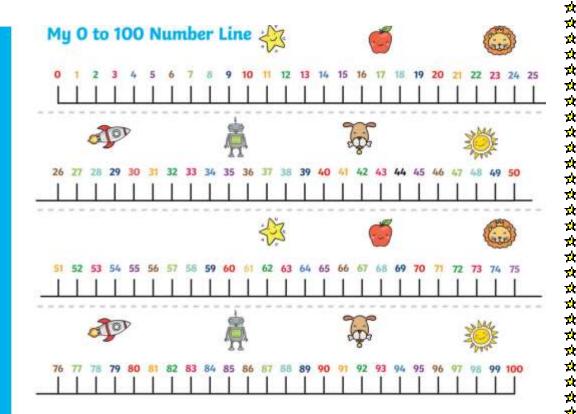
1x table	2x table	3x table	4x table	5x table	6x table
1 × 1 = 1	1 × 2 = 2	1 × 3 = 3	1 × 4 = 4	1 × 5 = 5	1 × 6 = 6
2 × 1 = 2	2 × 2 = 4	2 × 3 = 6	2 × 4 = 8	2 × 5 = 10	2 × 6 = 12
3 × 1 = 3	3 × 2 = 6	3 × 3 = 9	3 × 4 = 12	3 × 5 = 15	3 × 6 = 18
4 × 1 = 4	4 × 2 = 8	4 × 3 = 12	4 × 4 = 16	4 × 5 = 20	4 × 6 = 24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

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

100 Square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

My 0 to 100 Number Line

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75

76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

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