



Multiplication Home Information Sheet



First Level (c)

I have used multiplication when solving problems, making best use of the mental strategies and written skills I have developed. MNU 1-03a

I can compare, describe and show number relationships, using appropriate vocabulary and the symbols for equals, not equal to, less than and greater than.

MNU 1-15a

When a picture or symbol is used to replace a number in a number statement, I can find its value using my knowledge of number facts and explain my thinking to others.

MTH 1-15b

Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied. MTH 1-13a

I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate. MNU 1-01a

Over the next few weeks we are going to be learning to:

- Recognise and be able to use mathematical notation: x , $=$
- Know and understand that the $=$ sign signifies balance in a number sentence
- Appreciate that calculations can be represented horizontally and vertically
- Develop an understanding of the relationships between numbers and that they are the inverse of each other e.g. $3 \times 6 = 6 \times 3$. $3 \times 6 = 18$. $18 \div 6 = 3$.
- Understand and be able to use vocabulary associated with multiplication, e.g. groups, times, equals
- Understand that a picture or symbol can be used to represent the missing number in an equation
- Explore patterns with the 2, 3, 4, 5 and 10 multiplication tables
- Identify rules being used to devise simple number patterns and use them to continue the sequence
- Select and use the most appropriate method (mental or written) to calculate an exact answer.

Here are some ideas of how you can help me at home!

Join the dots Children make a simple join-the-dots puzzle using answers to a chosen times-table in order. They draw a simple outline of a shape or picture in pencil without taking the pencil off the paper. Then, using pen, they write numbers in order. Finally, the shape is rubbed out to leave a puzzle for a friend or family member.

Phoney phone Ask children to look at the arrangement of numbers on a phone (or a

remote control). Ask them to copy the arrangement of the display, but instead of writing the digits 1 to 9, they multiply each digit by 3, e.g. the display would show 3, 6, 9, 12, etc. Ask the children to discuss any patterns they see, e.g. that multiples of 9 form a line on the display.

Who wants to be a millionaire? Each child makes up several 'Who wants to be a millionaire?' questions using the facts from the 3, 4 and 5 times-tables. They make up four answers for each question, A, B, C and D, only one of which is correct. The questions can be used as a quiz for friends and family.

Here are some websites that you may find useful to use with me!

Flurry of Flavours - <http://www.multiplication.com/games/play/flurry-flavors>

Hit the Button -

<http://www.wmnet.org.uk/resources/gordon/Hit%20the%20button%20v9.swf>

