Multiplication Home Information Sheet
First Level (a)

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. 2 x 5 = 5 x 2. 2 x 5 = 10. 10 ÷ 5 = 2.
- 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 and 10 multiplication tables

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

Two bears Ask children to draw a picture of two bears (or give them pre-drawn outlines). They draw five different types of objects on each bear and then record or write the multiplication sentences as appropriate. For example, 'Each bear has two gloves. Two groups of two makes four.'

Sort it Assist children in folding a sheet of paper into 4 (or 8) sections. Ask them to collect 20 small items, such as coins, sweets, grapes and share them equally onto the folded paper. Children can repeat this several times for other numbers, e.g. 16 and 24. Ask them to talk to you about anything they have noticed.

How many? Ask children to collect between 10 and 30 small items at home to sort

into equal groups. For each size of group, children note the total number of items (e.g. 22), the group size (e.g. 3, 4, 5 or 6), the number of groups that can be made and the number left over, e.g. '22 is 7 groups of 3 with 1 left over'.

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

Fishy 2s - http://www.ictgames.com/fishy2s.html

Camel Times Tables -
http://www.bbc.co.uk/bitesize/ks1/maths/multiplication/play/popup.shtml