Multiplication and Division Home Information Sheet

Second Level (c)

I can use my knowledge of rounding to routinely estimate the answer to a problem then, after calculating, decide if my answer is reasonable, sharing my solution with others. NMU 2-01a

Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. NMU 2-03a

Having explored the patterns and relationships in multiplication and division, I can investigate and identify the multiples and factors of numbers. MTH 2-05a

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

Using all times tables 0 - 10

- Understand the inverse relationships of addition/subtraction and multiplication/division
- Know and understand the effect of multiplying and dividing by 0, 10, 100, 1000
- Appreciate that there are several ways to solve the same problem and that the nature of the problem may determine the strategy chosen
- Use existing knowledge of multiplication tables to derive new facts, e.g. 7 x 6 = (5 x 6) + (2 x 6)**;** 9 x 4 = (10 x 4) - 4
- Recall multiplication and related division facts quickly and accurately
- Select and apply the appropriate operation or process in calculations, justifying their choice
- Use a range of mental and written strategies for addition, subtraction, multiplication and division
- Use their understanding of inverse relationships to find related facts to simplify calculations, e.g. to find 40 ÷ 5 think, "How many 5s make 40?
- Use commutative, associative and distributive properties to simplify mental calculations, e.g. 4 x 36 = (4 x 30) + (4 x 6)
- Calculate exact answers using a range of mental or written methods
- Compare actual answers to estimates and judge whether the answer is reasonable
- Set their own criteria for sorting sets of numbers, explaining and justifying their choices
- Know the meaning of the terms multiple and factor

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

Which is largest? Ask your child to work out and discover which of the following four calculations has the largest answer. They should use an adjustment method, predict first and then use an appropriate method to perform each calculation. 17 × 8, 19 × 6, 21 × 4, 22 × 9.

Multiply at home Ask your child to work out the following: What is your favourite number, multiplied by your age, multiplied by the number of people in your house? He/she can then write his/her own multiplication puzzle multiplying together other things, e.g. the number of letters in his/her name or their shoe size.

What remains? Ask your child to find which numbers between 60 and 90 have a remainder of 3 when divided by 6, 7 or 8. (Answers: 63, 66, 67, 69, 73, 75, 80, 81, 83, 87).

Two to ten Ask your child to choose a 2-digit number between 50 and 100, e.g. 73 and divide it by all the numbers from 2 to 10, using whichever method he/she prefers.

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

Website 1 - http://www.multiplication.com/games/all-games A wonderful selection of multiplication games with varying degrees of challenge.

Website 2 - http://www.bbc.co.uk/bitesize/ks3/maths/number/multiplication/quiz/q39034731/ BBC Bitesize provides some more challenging multiplication and division questions.

Website 3 - http://www.mangahigh.com/en-gb/games Wonderful website for all sorts of Numeracy concepts (a free account needs to be created to access some games).