Year 1 (Year 2 below) Multiplication (following on from last week's work – complete that before this)

LESSON 1

To begin the lesson, show pupils the In Focus task and ask them how many different ways they could count the cookies. This is a great day to have real cookies in your lesson. Prompt them to see that the rows are equal and there are 6 cookies in each row. Ask them if this is similar to three groups of 6 cookies. Ask if that might be helpful for counting. Also prompt them to see that the cookies are grouped in threes as well. How many groups of threes are there? Would that be helpful for counting?

When pupils have decided that counting the cookies by threes or sixes is helpful, prompt them by asking, 'If there are 3 cookies in 1 row, how many would there be in 2 rows? And in 3 rows?' and so on.

Making Equal Rows

In Focus

How many  are on the tray?

How many toy soldiers are there?

2

An example of how to work it out is below:

Let's Learn

1

3 cookies in 1 row

6 cookies in 2 rows

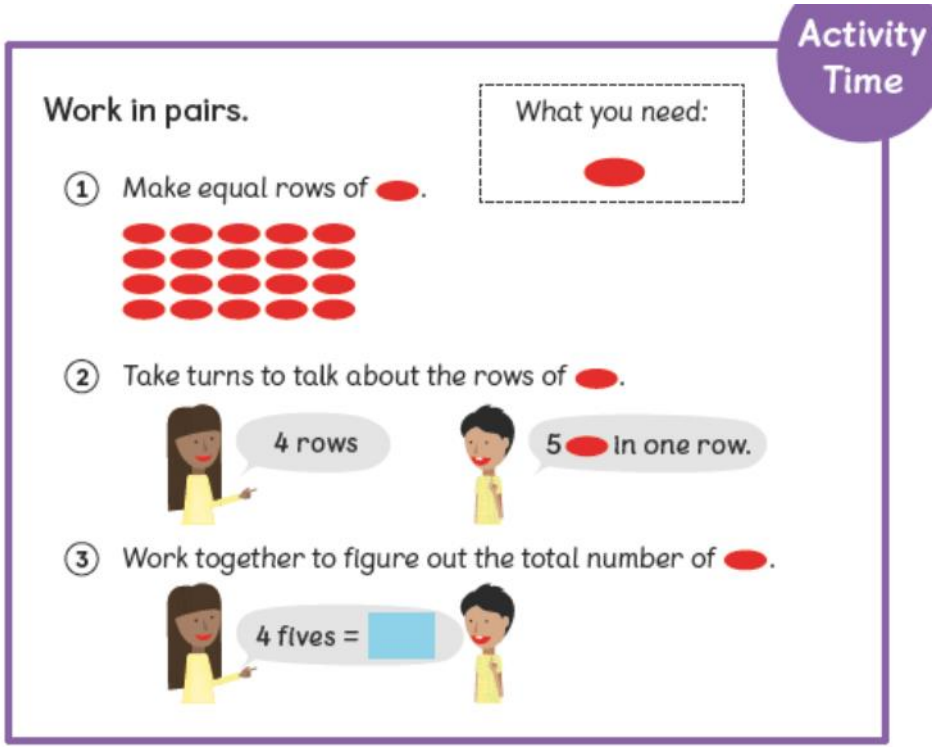
12 cookies in 4 rows

____ cookies in 6 rows

2

There are 10 toy soldiers in one row.
2 tens = 20
There are 20 toy soldiers altogether.

Complete the activities below:



Guided Practice

1

rows

2 in one row

twos =

There are altogether.

2

rows

5 in one row

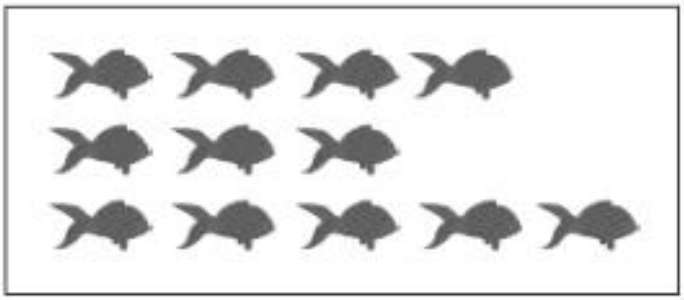
fives =

There are altogether.

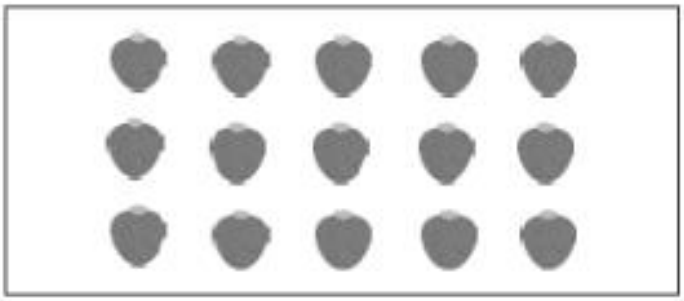
Making Equal Rows

1 Tick (✓) the picture with equal rows.

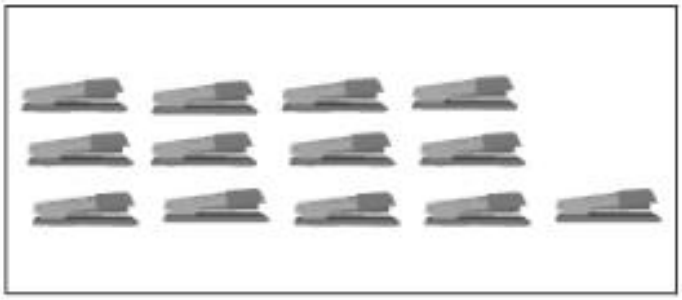
(a)



(b)

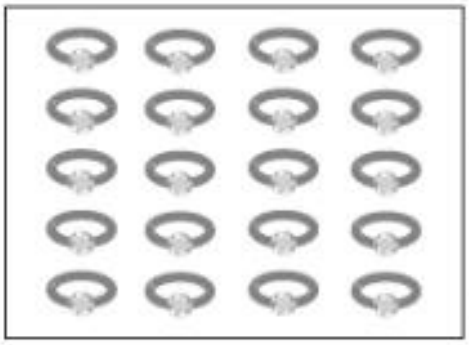


(c)



2 Write the missing numbers.

(a)



☐ rows

4 ◯ in one row

☐ fours = ☐

There are ☐ ◯ altogether.

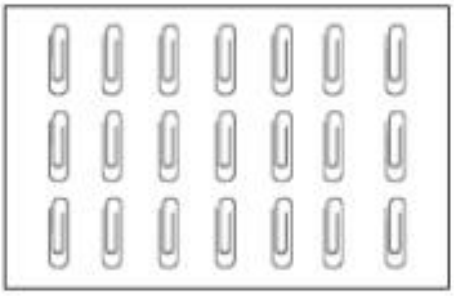
(b)

☐ rows

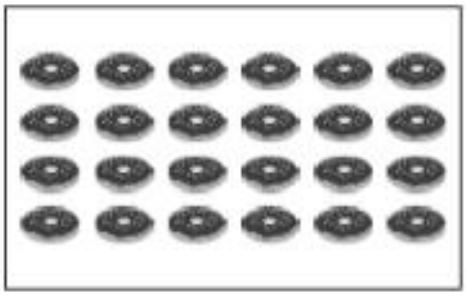
☐ | in one row

☐ sevens = ☐

There are ☐ | altogether.



(c)



☐ rows

☐ ⬭ in one row

☐ sixes = ☐

There are ☐ ⬭ altogether.

LESSON 2

Making Doubles

In Focus

What happens when we double  ?

Examples of doubles are below:

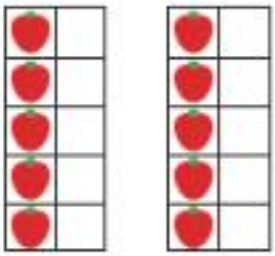
Let's Learn

1

Double 2 = 4

2 twos

2



Double 5 = 10

2 fives

3

What happens when the beanstalk doubles its height?

Complete the activities below:

Activity Time

Work in pairs.

What you need:


1. Roll the dice.
   Show your partner the correct number of ■.
2. Can your partner show you double that number?
3. Take turns to repeat 1 and 2.

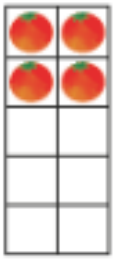
Guided Practice

1

Double 7 = ____ sevens

= ____

2



Double 4 = ____ fours

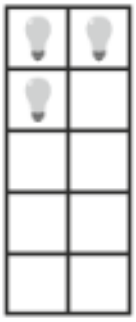
= ____

3 What is double 8?

Making Doubles

1 Write the missing numbers.

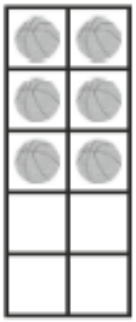
(a)



Double 3 = ☐ threes

= ☐

(b)



Double 6 = ☐ sixes

= ☐

2 Answer each of the following questions.
Draw to help you.

(a) What is double 4?

Double 4 = ☐

(b) What is double 9?

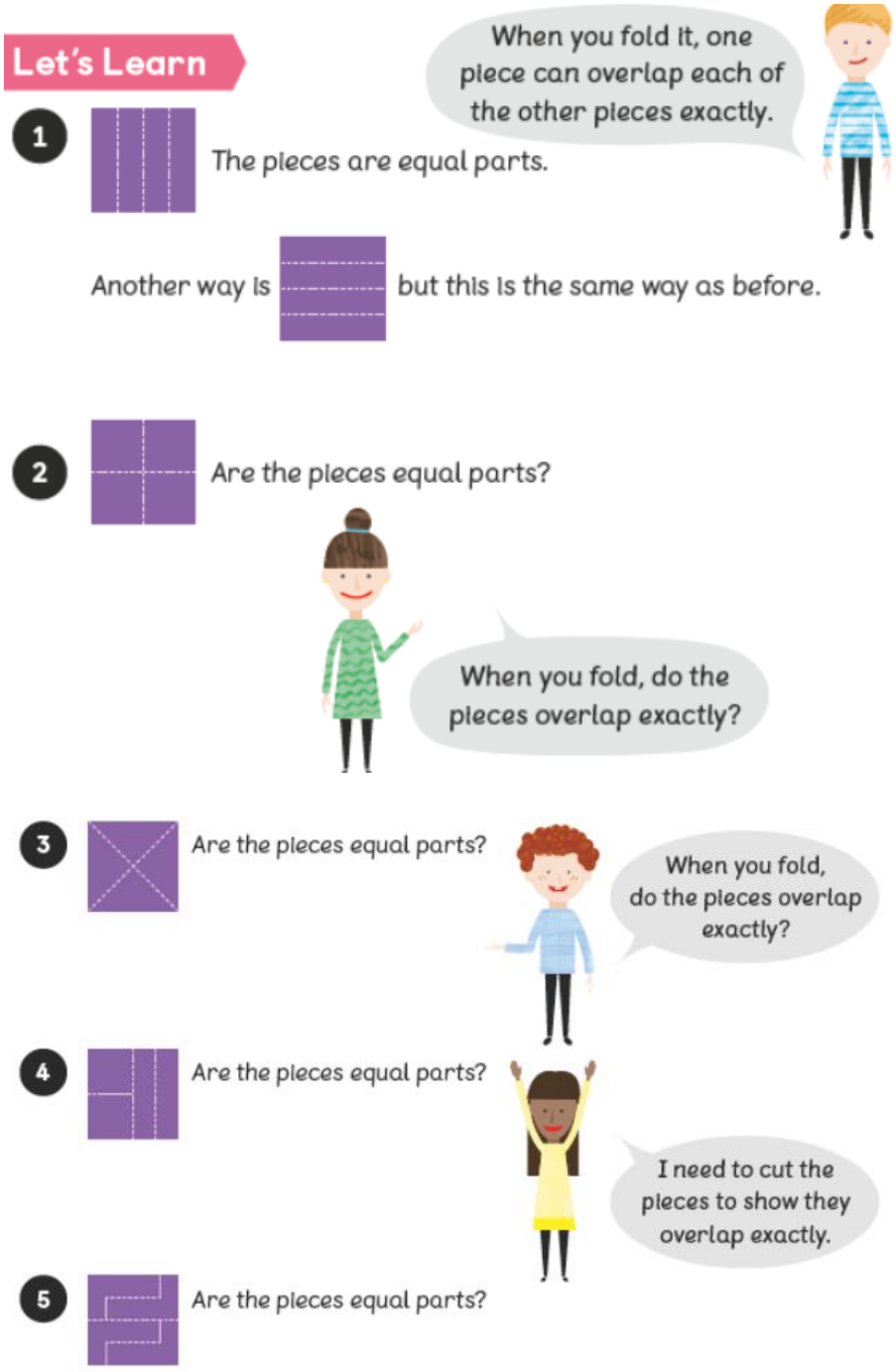
Double 9 = ☐

Year 2 -Sharing

Lesson 1

To begin this lesson, provide pupils with square sheets of paper (more than one each). Tell them this paper is a pizza/chocolate bar/cake/piece of art paper and that they need to share it equally between 4 children. How many ways can they do that? Give them a good amount of time to explore. As always, prompt pupils throughout this exercise with methods from other pupils and methods they have not yet considered; examples of prompts are included in Let's Learn. Focus on the concept that the parts must all be equal in size and this can be determined by ensuring that they overlap one another exactly.

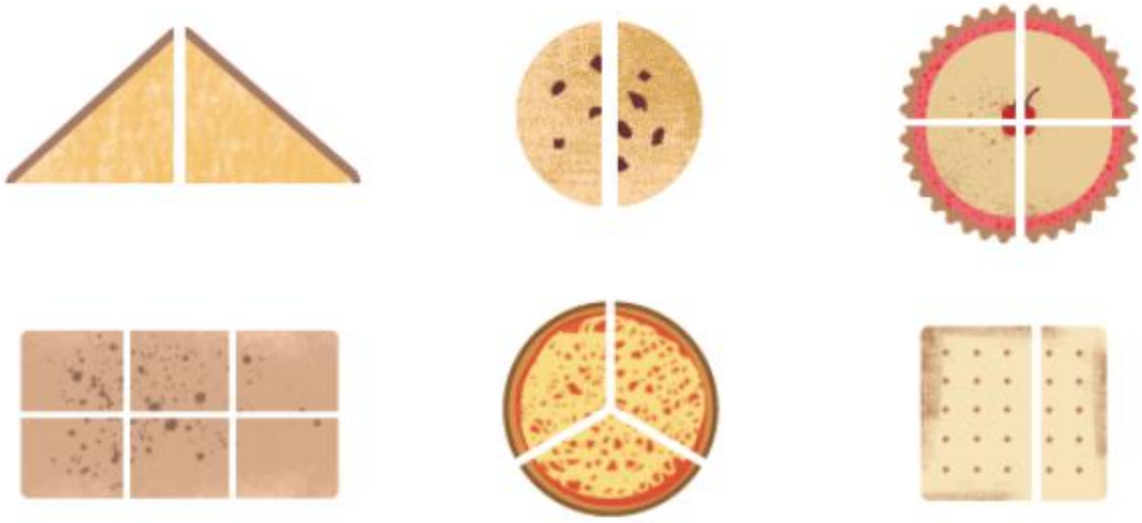
This is how it could have been done:



Ask pupils how they might compare if the diagonally folded triangles are equal in size to the squares. Prompt them to cut out the triangles and see.

Complete the next sheets. Support the children if needed.

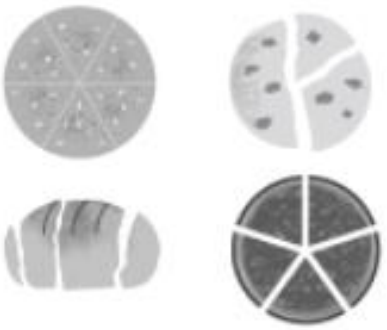
1 Which are cut into equal parts?



Making Equal Parts

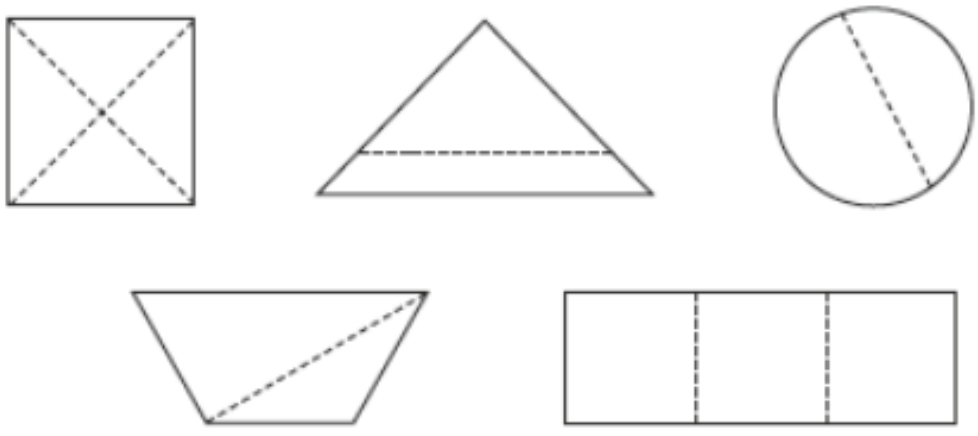
1 Circle the objects that are cut into equal parts.

(a)



(b)

2 Cross out the shapes that do not have equal parts.



3 Add a line to cut the rectangle below into 3 equal parts.

4 Add a line to cut the rectangle below into 4 equal parts.

5 Add 2 lines to cut the rectangle below into 4 equal parts.

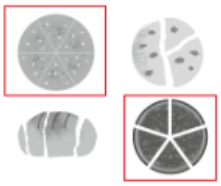
6 Add 3 lines to cut the rectangle below into 8 equal parts.

Answers

Making Equal Parts

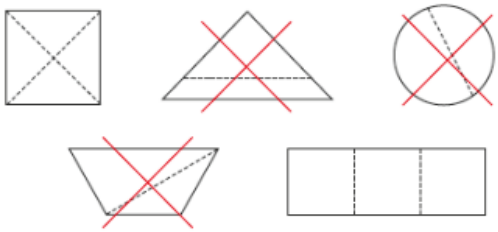
1 Circle the objects that are cut into equal parts.

(a)



(b)

2 Cross out the shapes that do not have equal parts.

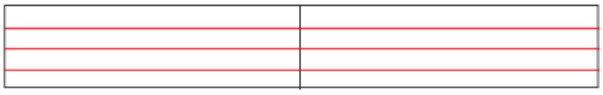


3 Add a line to cut the rectangle below into 3 equal parts.

4 Add a line to cut the rectangle below into 4 equal parts.

5 Add 2 lines to cut the rectangle below into 4 equal parts.

6 Add 3 lines to cut the rectangle below into 8 equal parts.



LESSON 2:

To begin this lesson, provide pupils with some pieces of square paper. Tell them that the papers are cakes, chocolate bars, etc. Ask them how they are able to share this equally between two people. Allow them some time to do this. Prompt them by asking them how they can be sure the pieces are exactly the same (e.g. Can they cut them out? Do they overlap exactly?). Ask them what each piece is called when we have 2 equal pieces. Write the fraction 1⁄2 as you read out the following: 'Each piece is 1 part (write 1) out of (draw the line) 2 equal parts (write 2).' Read 1⁄2 as 'one half'. Emphasise that when a whole is divided into 2 equal parts, there are two 1⁄2 in the whole.

How can Ravi and Hannah share the cake equally?

This is how it could have been worked out. Did you do it this way or another?

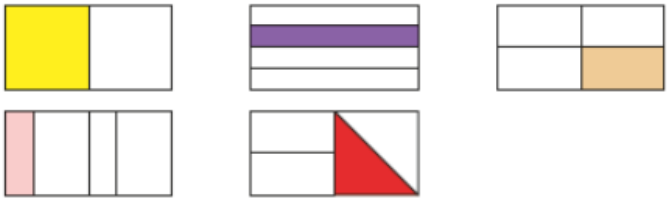
1

Each piece is half of the whole cake.
Each piece is 1 part out of 2 equal parts.
We write it as $\frac{1}{2}$.

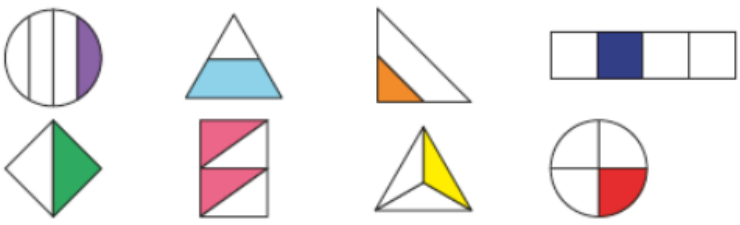
Discuss the questions below:

1 Which pictures show $\frac{1}{2}$ of the shape shaded?

2 Which pictures show $\frac{1}{4}$ of the shape shaded?

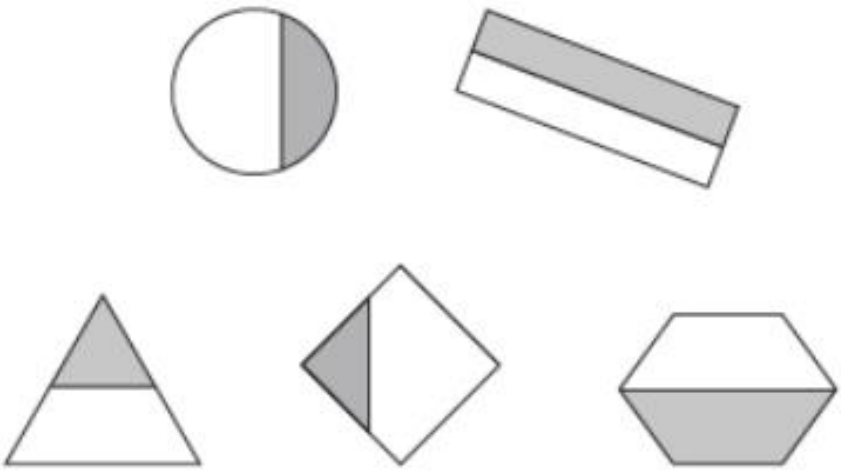


3 Which pictures show $\frac{1}{2}$ or $\frac{1}{4}$ of the shape shaded?

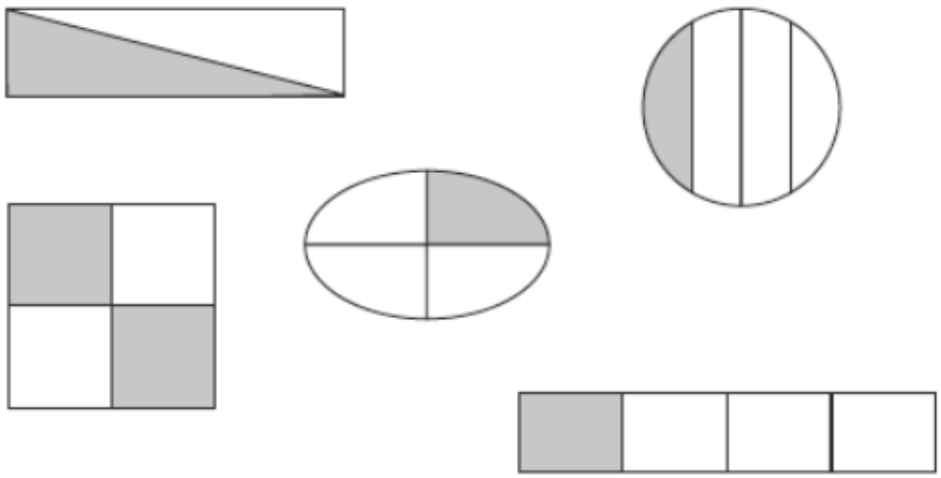


Answer the questions below:

1 Circle the pictures that show half of the shape shaded.

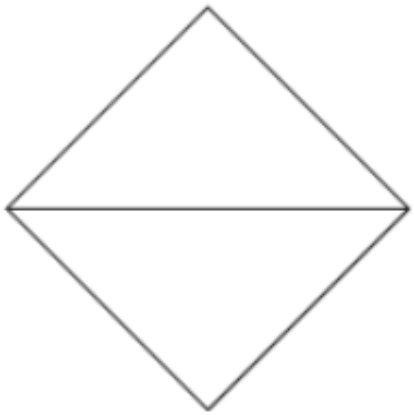


2 Circle the pictures that show $\frac{1}{4}$ of the shape shaded.



3 Colour the shapes below to show $\frac{1}{2}$.

(a)

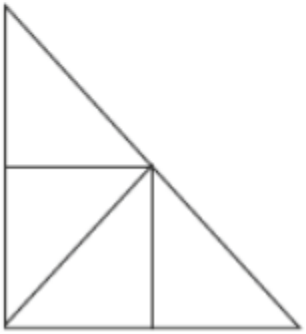


(b)

4 Colour the shapes below to show $\frac{1}{4}$.

(a)

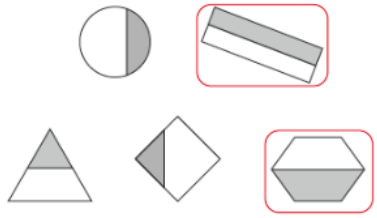
(b)



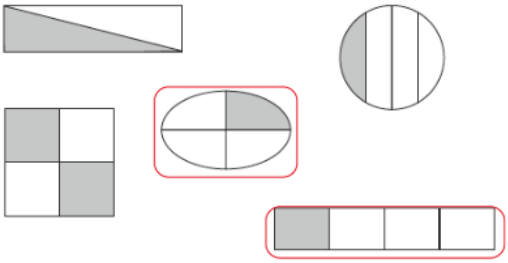
Answers

Showing Half and Quarter

1 Circle the pictures that show half of the shape shaded.



2 Circle the pictures that show $\frac{1}{4}$ of the shape shaded.



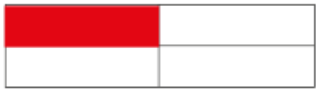
3 Colour the shapes below to show $\frac{1}{2}$.

(a)

(b)

4 Colour the shapes below to show $\frac{1}{4}$.

(a)

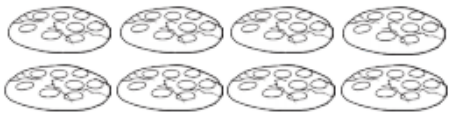
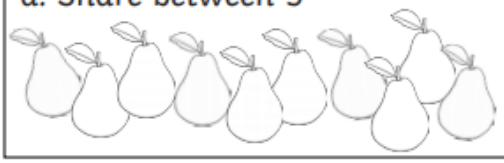


(b)

LESSON 3:

Division by Sharing

Use a pencil to share these tasty goodies equally between different numbers of people.

e.g. Share between 3 	How many does each person get? (1) 2 3 4	What does the calculation look like? 3 ÷ 3 = (1)
a. Share between 2 	2 3 4 5	8 ÷ 2 =
b. Share between 4 	2 3 4 5	12 ÷ 4 =
c. Share between 3 	2 3 4 5	12 ÷ 3 =
d. Share between 5 	2 3 4 5	10 ÷5 =
e. Share between 2 	2 3 4 5	10 ÷ 2 =
f. Share between 4 	2 3 4 5	16 ÷ 4 =

LESSON 4:

Telling the Time

Write down the time each clock is showing on the line underneath.