

The maths below is the work we will be completing in school. You can complete it at home as it is, or use it as a source for ideas to adapt it to suit your needs at home. Make the maths as practical as possible. You can complete this on its own, this and MyMaths, or just MyMaths. Fit in whatever you can in a way that suits your family circumstances.

Maths (Year 1...Year 2 below)

Multiplication

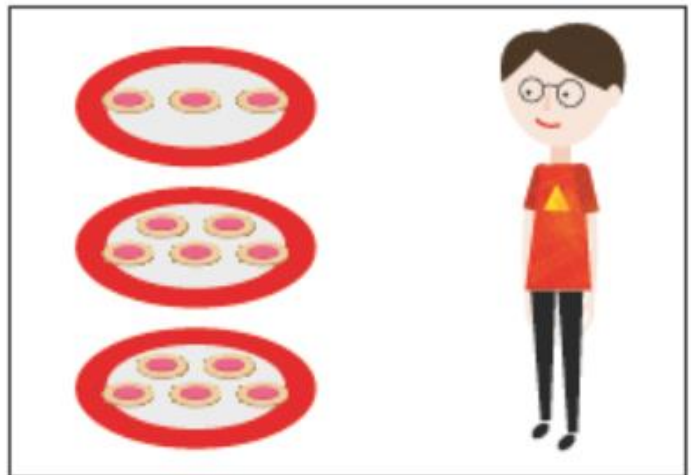
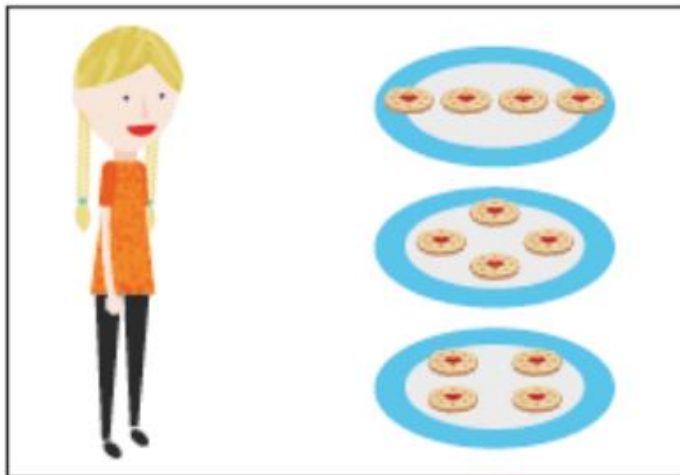
Lesson 1

To begin this lesson, show pupils the In Focus picture and ask the question: who made equal groups? Provide pupils with counters/coins to represent the problem themselves in small groups or with partners. Prompt them by suggesting the groupings on the right look the same so they must all be equal. The groupings on the left all look different, so the groups cannot possibly have the same amount. Let them discuss this idea. Finally, ask how they can figure it out. Once they decide to count them, it will become clear that the groupings on the left are all equal.

Making Equal Groups

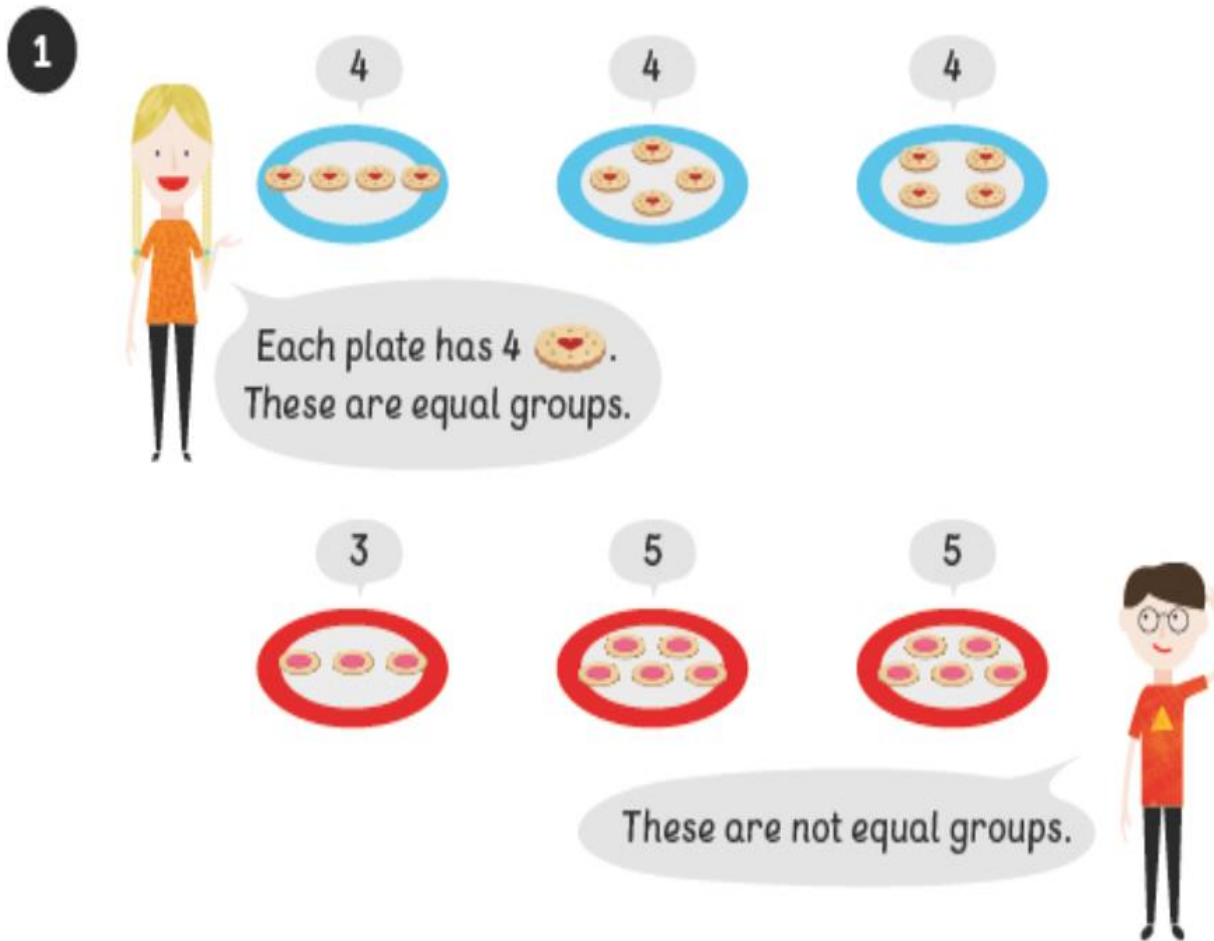
Lesson
1

In Focus



Who made equal groups?

Below is how they (the children above) worked it out (your child may have worked it out like this).



Show them the picture of the cupcakes (Let's Learn 2). Ask similar questions which will lead to counting the cupcakes. Some pupils may be able to subitise (they can see it is three because they know what three looks like - without counting) and see that the two groups are the same. This is alright.

Let's Learn 2

2 Are these equal groups?



There are 2 groups.

Each group
has 3



**Activity
Time**

Work in pairs.

What you need:



- ① Make equal groups.
Use fewer than 10 .
- ② Take turns to describe the equal groups.



There are  groups.



Each group
has  tiles.

- ③ Can you tell your partner the total number of tiles?

Complete the activity below: chn can have adult help with this.

1 Which of these show equal groups?

(a)



(b)

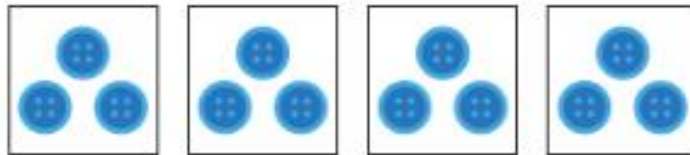


(c)



2

(a)

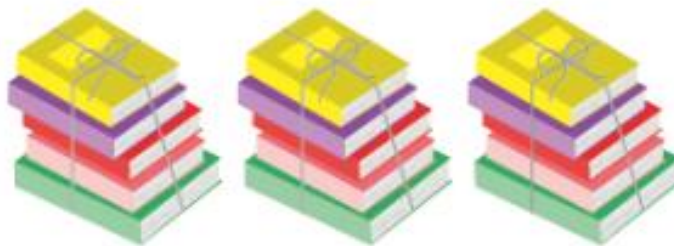


groups

Each group has



(b)



groups

Each group has



Complete the activities below or something similar.

Making Equal Groups

1 Tick (✓) if the groups are equal.



2 Write the missing numbers.

(a)



groups .

Each group has  .

(b)



groups.

Each group has  .

(c)



groups.

Each group has



.

Lesson 2

Chant 5x tables

To begin this lesson, show pupils the 'In Focus' picture and ask them how many cans there are altogether. How many different ways can they count them? Previous lessons on counting by twos, fives and tens will be helpful here. It will also be helpful to use one set of real objects in front of the entire class.

Prompt pupils by saying that it looks like the cans are already in equal groups, which means every tray has the same number of cans. Ask them if this is helpful for counting. Once the pupils are counting in fives, ask them how many different ways they can describe what they are doing, for example, searching for 4 trays of 5, 4 groups of 5 and 4 fives. Prompt them as necessary if they are finding this difficult. Follow a similar pattern using the crisps and bananas as examples. As they come up with the multiple ways of saying each grouping, record them in the same order each time, reinforcing the different ways of coming to the same conclusion.

Lesson 2

Adding Equal Groups

In Focus



 are in equal groups.

How many  are there altogether?

How can you tell?



That means every tray has the same number of .

Look at how the children in the book did it (below)

Let's Learn

1



fruit drinks 5 pack



fruit drinks 5 pack



fruit drinks 5 pack



fruit drinks 5 pack

There are 4 trays.

$$4 \text{ trays of } 5 = 20$$

$$4 \text{ groups of } 5 = 20$$

$$4 \text{ fives} = 20$$



Each tray has 5 .

5, 10, 15, 20



There are 20  altogether.

2



Each pack has 2 .

There are 3 packs.

$$3 \text{ packs of } 2 = 6$$

$$3 \text{ groups of } 2 = 6$$

$$3 \text{ twos} = 6$$



2, 4, 6



There are 6 .

3



There are 5 bunches.

5 bunches of 3 =

5 groups of =

threes =

There are  altogether.



Each bunch has 3 .

3, , , , .



Complete a practical activity

Activity Time

Work in pairs.

- ① Take 5 plates.
Put 2  on each plate.
- ② Tell your partner how many there are altogether. 
- ③ Take 3 plates.
Put 6  on each plate.
- ④ Tell your partner how many there are altogether. 

What you need:



There are
5 groups of 2.

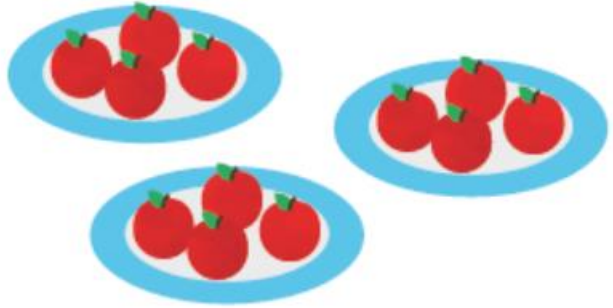


Support your child (if needed) on the tasks below:

During Guided Practice, pupils are focusing on different ways to count groups, with question 2 being most like multiplication. In addition, exploring whether the bears can be a 'group' is important here. Previously, all of the groups were on flat surfaces (e.g. trays, plates). Can the bears be considered a group? Why?

Guided Practice

- 1 There are groups.
 Each group has apples.
 fours =
 There are apples.



- 2 groups of 2 =
 twos =
 There are ribbons altogether.



Worksheet 2

Adding Equal Groups

1 Write the missing numbers.

(a)



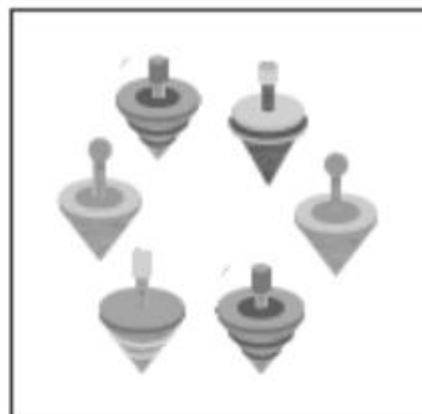
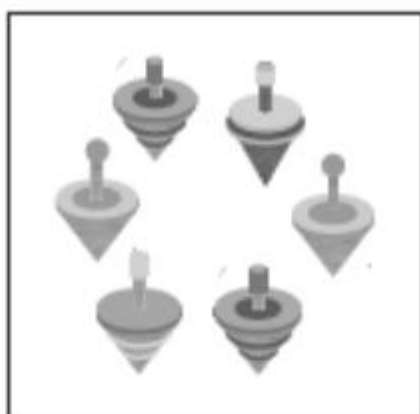
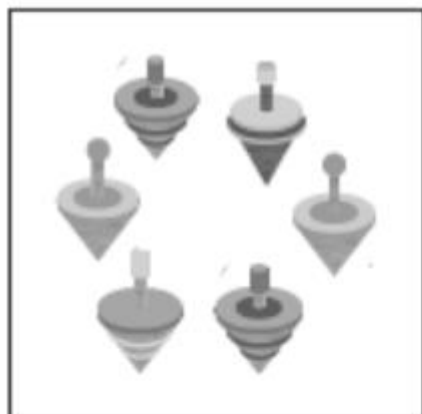
There are groups.

Each group has toy aeroplanes.

fours =

There are toy aeroplanes.

(b)



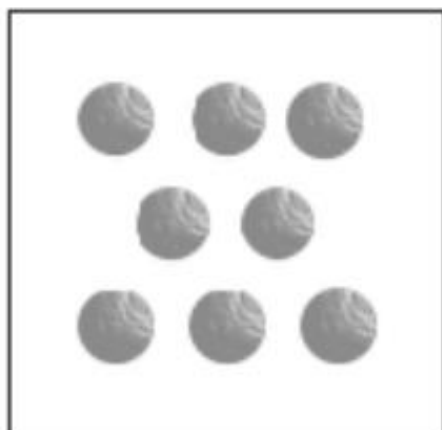
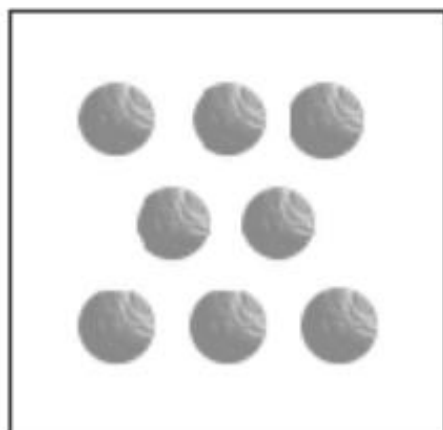
There are groups.

Each group has tops.

sixes =

There are tops.

(c)



There are groups.

Each group has marbles.

eights =

There are marbles.

- 2** Circle to show equal groups.
Write the missing numbers.



groups of 2 = 8

twos = 8

There are 8 buttons altogether.



groups of 6 =

sixes =

There are magnets altogether.

Lesson 3: complete this activity (below). Repeat lots of times with different numbers in preparation for next week's work.

Activity Time

Work in pairs.

What you need:



- ① Make equal rows of .



- ② Take turns to talk about the rows of .



4 rows



5  in one row.

- ③ Work together to figure out the total number of .



4 fives =



There will be more multiplication next week for year 1

Lesson 1: To begin this lesson, provide pupils with 2-D rectangles and triangles and give them some time to talk about the differences they notice about the shapes. List the differences they talk about, such as names, colours, sizes, sides and corners.

Show pupils the In Focus task and ask them how Elliott has grouped the shapes. Ask them to explain their reasoning. Focus the discussion on the number of sides of a 2-D shape, what sides are and how different numbers of sides form different shapes.

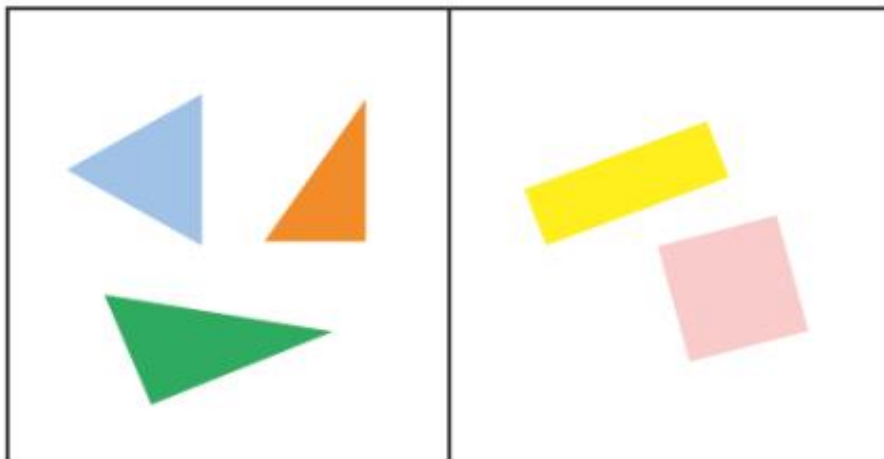
Identifying Sides

Lesson
1

In Focus



Elliott puts the 5 shapes into 2 groups.

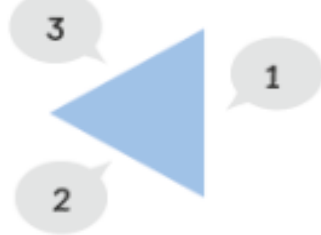


What can you say about the shapes in each group?

Let's look at the ideas they came up with in the book:

Let's Learn

1



How many sides does  have?

How many sides does  have?

All triangles have 3 sides.



2

This is a square.

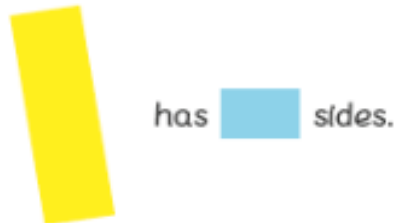


All squares have 4 sides.



3

This is a rectangle.

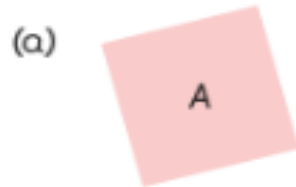


All rectangles have 4 sides.



Guided Practice

- 1** Name the shapes.
How many sides does each shape have?



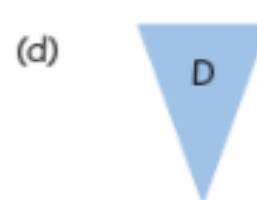

 sides




 sides




 sides




 sides




 sides




 sides

2 How many sides does each shape have?

(a)



 sides

(b)



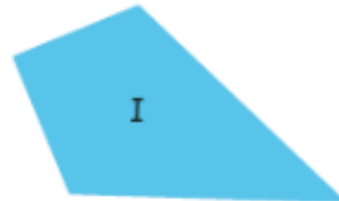
 sides

(c)



 sides

(d)



 sides

(e)



 sides

(f)



 sides

The shapes with 4 sides are also called quadrilaterals.



Identifying Sides

1 Complete the table.

	shape	name of shape	number of sides
(a)			
(b)			
(c)			
(d)			
(e)			

2 How many sides does each shape have?

(a)



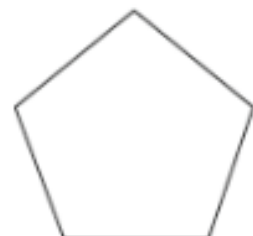
sides

(b)



sides

(c)



sides

(d)



sides

(e)



sides

Lesson 2:

Now show them the In Focus task. Ask pupils what they can say about polygons in comparison to the other 2-D shapes shown. What is the main difference? Polygons are 2-D shapes with straight sides. The 'vertex' is the point where the 2 sides meet in the 2-D shapes. The plural for vertex is vertices. Ask pupils to identify the number of vertices in a variety of 2-D shapes before moving on to Let's Learn 4. Build a chart with the class that looks at the number of vertices and number of sides. Ask them if they begin to notice a pattern. Can they come up with a rule?

**Lesson
2**

Identifying Vertices

In Focus

These are called polygons.



What can you say about the polygons?



These are not
polygons.

**Let's Learn:**

Look at what the children in the book found out on the page below:

Let's Learn

1



This is a **vertex**
of a square.

The plural for
vertex is **vertices**.



A square has 4 vertices.

2



This polygon has 4 vertices.
It has 4 sides.

3



This polygon has 3 vertices.
It has 3 sides.

4

How many vertices does each polygon have?

How many sides does each polygon have?

polygon	number of vertices	number of sides
		
		
		

What do you notice?

Give adult support on the work below if needed:

Guided Practice

- 1** Name each polygon.
Count the number of vertices and the number of sides.

polygon	name of polygon	number of vertices	number of sides
			
			
			
			

- 2** This is a quadrilateral.



It has sides.

It has vertices.

3

How many vertices and sides does each polygon have?

polygon	number of vertices	number of sides
		
		
		

Identifying Vertices

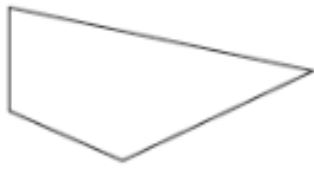
- 1** Circle the vertices on the shapes and complete the table.

	polygon	name of polygon	number of vertices	number of sides
(a)				
(b)				
(c)				
(d)				
(e)				

What do you notice?

2 How many vertices and sides does each polygon have?

(a)



vertices

sides

(b)



vertices

sides

(c)



vertices

sides

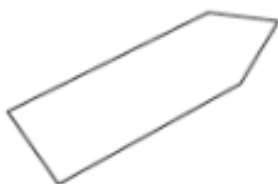
(d)



vertices

sides

(e)



vertices

sides

Make shapes using: <https://mathsbot.com/manipulatives/geoboard>

<https://www.mathsisfun.com/shape.html>