

## Tasks for this week for Year 1 - Penguins/Puffins

### Theme On The Move - Week commencing 22.6.20



Happy Birthday Freddie and Leilani-Rose!

Our value this month is trust: we have included a resource you may like to use and a YouTube link:

<https://youtu.be/GghBiYbFqMY>

Please join us for our class zoom meetings:

Class	Day	Time	Meeting No.	Password	Focus
Penguins	Monday	2.00	759 3062 6885	Penguins	<p><b>Mystery box</b></p> <p>We will be playing a game, Your teachers will give you clues and you will need to guess what is in the mystery box. Have a pencil and paper ready to draw your answers. <i>Also there will be a chance to share any exciting news you might have from your week.</i></p>
Puffins	Tuesday	11.00	883 304 3521	puffins	<p><b>Mystery box</b></p> <p>We will be playing a game, Frankie will give you clues and you will need to guess what is in the mystery box. Have a pencil and paper ready to draw your answers.</p> <p>Bring your favourite Picture and explain why it is special to you.</p>

Subject	Activity	Location	Save or	Done
---------	----------	----------	---------	------

area			send in?	Yes /No
Maths	<p><b>Warm up activities-</b> Some links to games that will practice key number skills.  <a href="#">Caterpillar Ordering - An Ordering and Sequencing Game</a>  <a href="#">Blast Off - Mental Maths for 5 to 8 Year Olds</a>  Morning Maths Starters Twinkl Summer PPT 11 variety of questions per day through the week.</p> <p><b>Focus this week: Multiplication</b>  I would complete these before the Purple Mash activities.</p> <p><b>Session 1</b>  Work through PPT slides 1-12  Counting in 2's, pairs and looking at repeated addition.  <b>Task to complete</b>  Complete the counting in pairs sheet. There are 3 so you can either choose which one will suit you.</p> <p><b>Session 2</b>  Work through PPT slides 13-16  Counting in 5's  <b>Task to complete</b>  Complete Multiplication of 5's sheet. There are 3 choices of sheet so as above choose the most suitable for challenge.</p> <p><b>Session 3</b>  Work through the remainder of the slides on PPT. Counting in the 10's  <b>Tasks to complete</b>  Choose the most suitable sheet from the three given to use and apply skills of counting in your 10's.</p> <p><b>Purple Mash links</b> – set as 2do access via home login:  -Repeated addition  <b>Challenge:</b> Times table races if you feel confident with your times tables see if you can win the race answering the questions from the 2,5 and 10 times tables.  -Multiplication</p>	<p>Website</p> <p>Emailed</p> <p>Emailed</p>	<p>Save</p> <p>Orally work through the days slide before starting maths tasks</p> <p>Complete the sheet, choose appropriate sheet for your child's ability.</p>	
Literacy	<p>Letter formation and handwriting try the handwriting <i>Phrases provided in a remote pack.</i></p>	<p>Home pack Emailed</p>	<p>Workbook</p>	<p>w</p>

	<p>Phonics website  <a href="https://www.phonicsplay.co.uk/#">https://www.phonicsplay.co.uk/#</a>          Sounds of the week to practise:          Please practise all phase 3 sounds this week using the games below.  <a href="#">Dragons Den</a> Practise the phase 3,4 and some 5 sounds  <a href="#">Decodable comics</a> Choose from the Phase 3,4 and 5 comics and practise reading and spotting the special sounds.</p> <p><b>Sound focus for the week.</b>          Words with the <b>-dge sound</b>          Complete sheet by choosing the appropriate missing words.</p> <p>Focus for the week: <b>Alliteration/Transport fact sheet</b>          Work through the PPT to discover what alliteration is.  <b>Session 1</b>          Complete the sheet creating your own alliteration to describe the pictures.  <b>Session 2</b>          Can you create some alliteration to describe the vehicles on the sheet provided.          Then listen and enjoy the story  <a href="#">Terrific Trains by Tony Mitton and Ant Parker</a>  <b>Session 3</b>  <a href="#">Tremendous Tractors by Tony Mitton &amp; Ant Parker - Read aloud book for Kids</a>          These books use Alliteration in their title.          Can you now choose a vehicle to create a fact sheet about. Use alliteration in your title like Tony Mitton and Ant Parker.          I have completed an example to help you.          Please choose a vehicle that travels either in the water or on the ground. Not one in the air as we will explore these next week.  <b>Serial Mash</b> - Set as a 2do  <b>Poppa Joe's Red Racer CH3</b>          CH3 My old toys          CH3 Quiz</p>	<p>Website</p> <p>Emailed</p> <p>Emailed/ Website</p>	<p>This can be done on the sheet or the children could choose to write some of them in their work book.</p> <p>Send a picture of the completed fact sheet when completed.</p>	
Computing	<p><b>Purple Mash: 2create</b>          Set as a 2Do          A train ride under the sea          Can you create a train and get it to travel</p>	Website	Save in My Work folder in <b>Penguins/ Puffins</b> on	

	<p>through the backgrounds given. Tell me what you see in each one. When you reach under the sea can you tell me about someone you meet there and something exciting you will do?</p> <p><b>2design and Make</b> Choose your own vehicle, decorate and then print the net. Construct and enjoy!</p>		Purple Mash	
<p>Theme <b>History of Transport</b></p>	<p><b>History of Trains</b> Work through the PPT and learn about George Stephenson and the first Trains comparing them to modern day trains.</p> <p>Imagine you are going on a train journey. What would you see? Draw a picture of your journey on the sheet provided and write under what you see. Remember to use adjectives to describe.</p>	<p>Emailed</p> <p>Prompt sheets sequence of journey and word mat provided to support on if required.</p>	<p>Complete on the sheet provided and send a picture once completed.</p>	
<p>Science <b>Scientists and Inventors</b></p>	<p><b>Sensory gardens</b> Work through the PPT and collect your plants. Write down your findings on the sheet provided.</p> <p>Can you create your own sensory garden? What materials would you use? Think about the Spiral garden and how it used fossil like patterns for touch. What could you use? Could you include musical chimes? Instruments within the garden? Which flowers and plants would you choose and why?</p> <p>Draw or make your own model of a sensory garden.</p>	<p>Emailed Practical</p>	<p>Send a picture once completed.</p>	
<p>Art/Design and Technology</p>	<p><b>Build a train.</b> Linking to the learning about George Stephenson's first Train 'The Rocket' Can you design and make your very own train? Would it be an old fashioned train or one from the present day?</p> <p>You can decide what to use to make your model.</p>	<p>Email &amp; Practical</p>	<p>Send a picture once completed.</p>	
<p>RE</p>	<p><b>Islam - Ramadan and Eid Al Fitr</b> <a href="#">Ramadan and Eid - 1st level Religious</a></p>	<p>Emailed /Practical</p>		

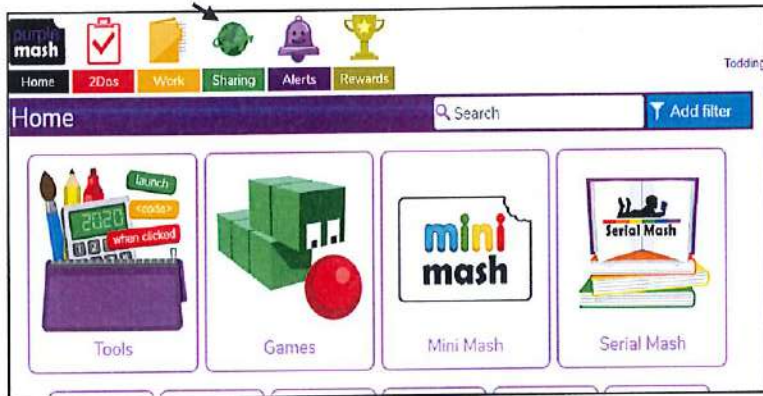
	<p><a href="#">and moral education</a></p> <p>Watch the video clip to learn a little about the Month of Ramadan which this year fell on April 23rd until May 23rd.</p> <p>Next Watch the clips of how <a href="#">Eid al-Fitr - CBeebies</a> See how preparations are made and how it is celebrated.</p> <p>Write down 4 interesting facts you learnt whilst watching the video clips.</p> <p>Can you create your own Eid Moon and Star mobile decoration?</p>	<p>Write into your work book.</p> <p>Instructions emailed</p>	<p>Send Picture once completed.</p>	
PE/ active lives	<p><b>Summer 2 PE</b> - Activities and exercises suggested on the sheet provided.</p> <p><a href="#">Milkshake - Koo Koo Kanga Roo   GoNoodle</a></p> <p><a href="#">Boom Chicka Boom - Moose Tube   GoNoodle</a></p> <p>Cosmic Yoga  <a href="https://www.youtube.com/user/CosmicKi">https://www.youtube.com/user/CosmicKi</a>  <a href="#">CBeebies - Andy's Wild Workouts</a>  10 minute shake up  <a href="#">Disney Shake Up Games   10 Minute Shake Up   Change4Life</a>  PE with Joe Wicks You tube  <a href="#">The Body Coach TV</a></p>	<p>Emailed/ Practical</p> <p>Websites</p>	n/a	
Outside if you can	<p>Challenge</p> <p>Using the sheet non-screen activities. Can the children choose an outside activity to complete from this sheet?</p>	<p>Practical</p>	n/a	

# Year 1 Purple Mash display board.

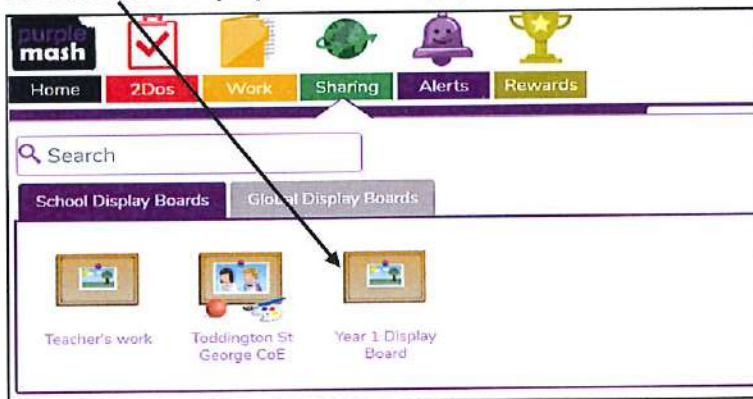
We want you all to enjoy looking at some of each other's exciting work on Purple Mash and therefore have created a Year 1 display board.

If you wish to have a look at some fantastic work your friends have done that have been posted already on our board, follow the instructions below.


Click on the Sharing tab



Choose Year 1 display board and enjoy!



## Sharing work in Purple Mash: Parent guide

Your child will be creating lots of fantastic work within Purple Mash and there are a variety of ways that this work can be shared so their teacher and classmates can view it too. Shared work is viewed via the Sharing icon on Purple Mash home screen (Globe). 

The easiest way to do this is to click on the 'share' option in their activity, accessed by clicking on the top left 'hamburger' icon. They can then select their preferred method of sharing their work:

'Hamburger' button



If your child wants to share their work to a class or group display board, click on this icon and then select this tab.

If there is more than one display board, they will be able to select the one they want to share to. Their teacher will view and approve their work before it is made visible to others.

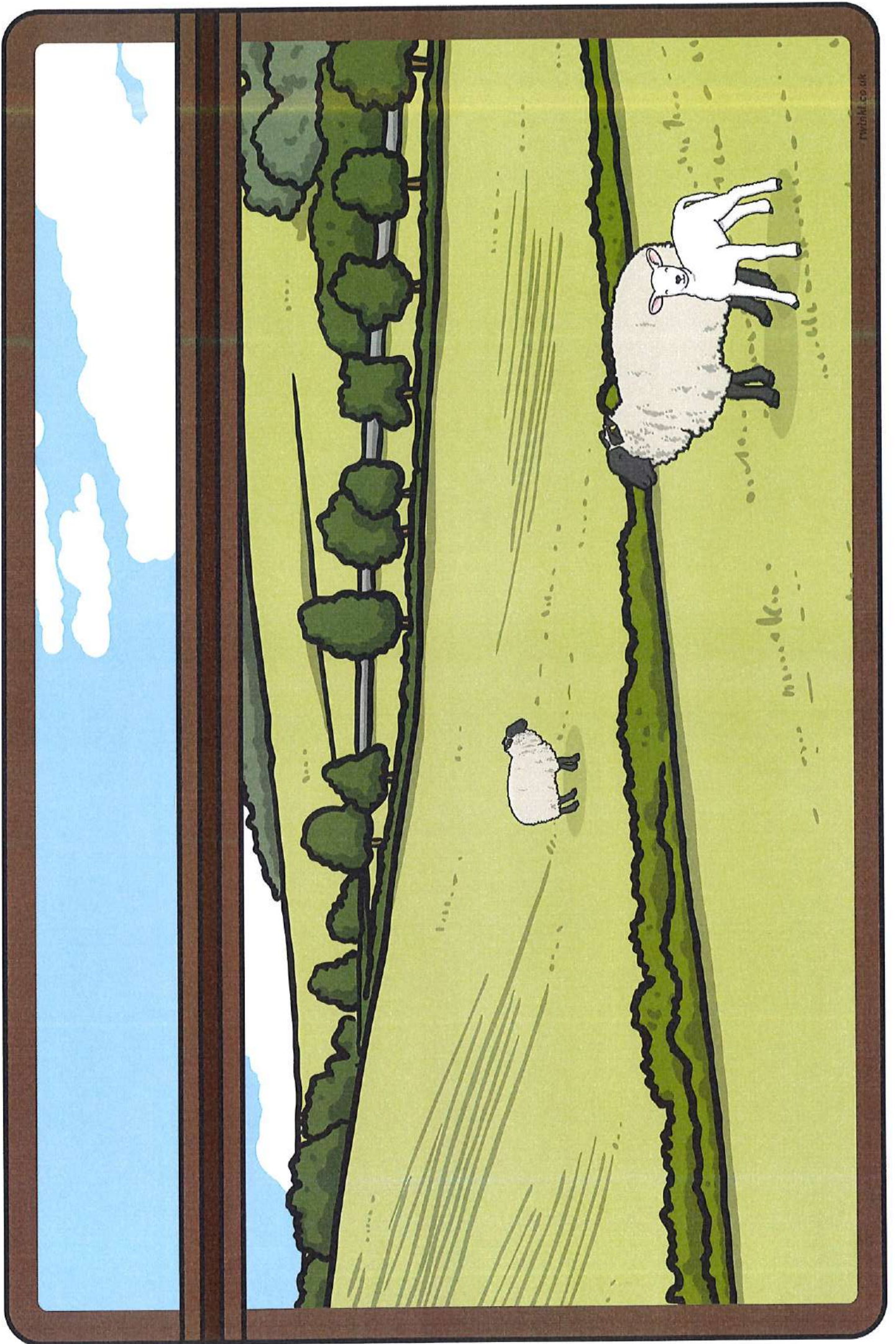
(Display Boards and their settings are controlled by the class teacher)

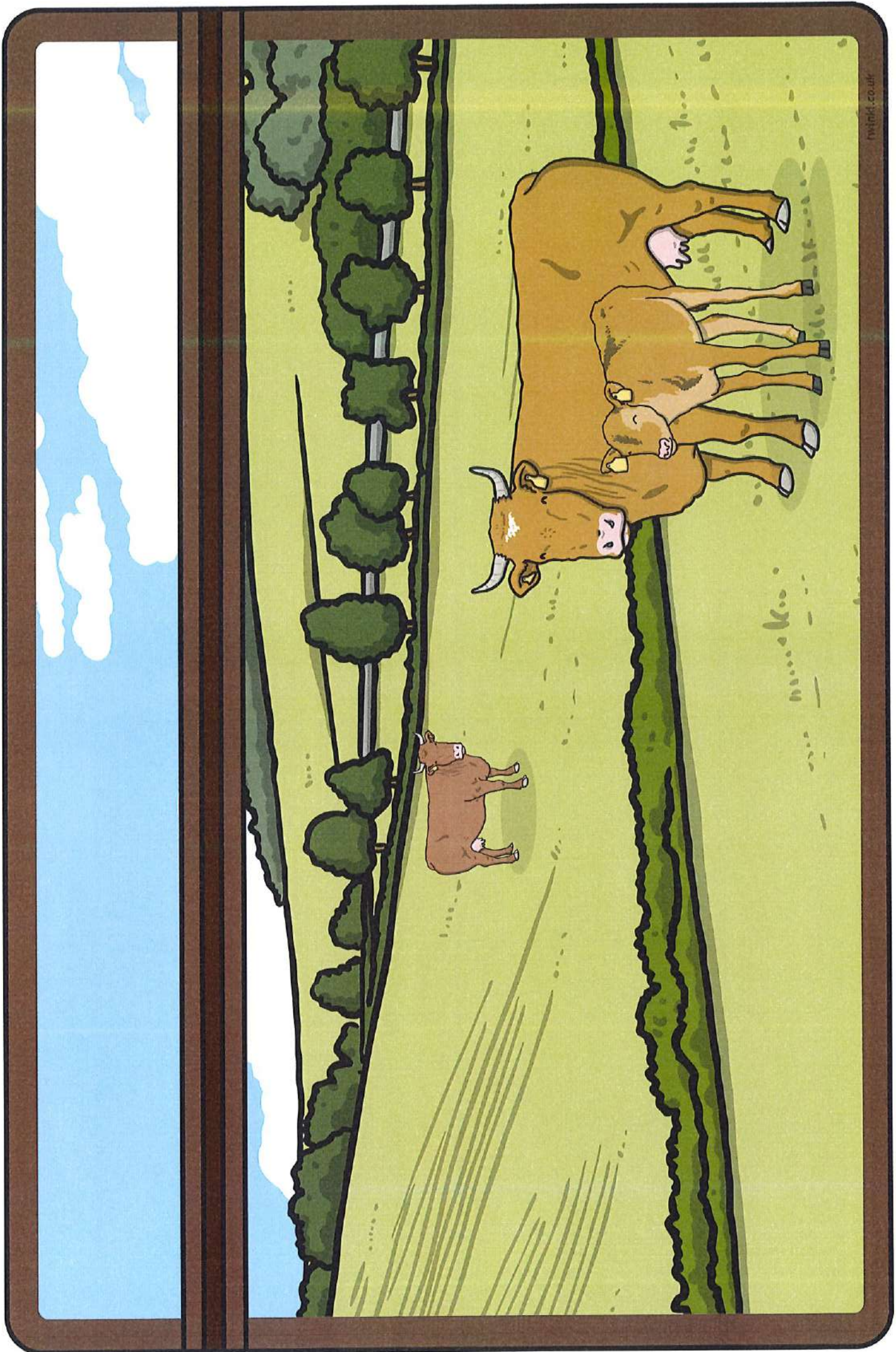


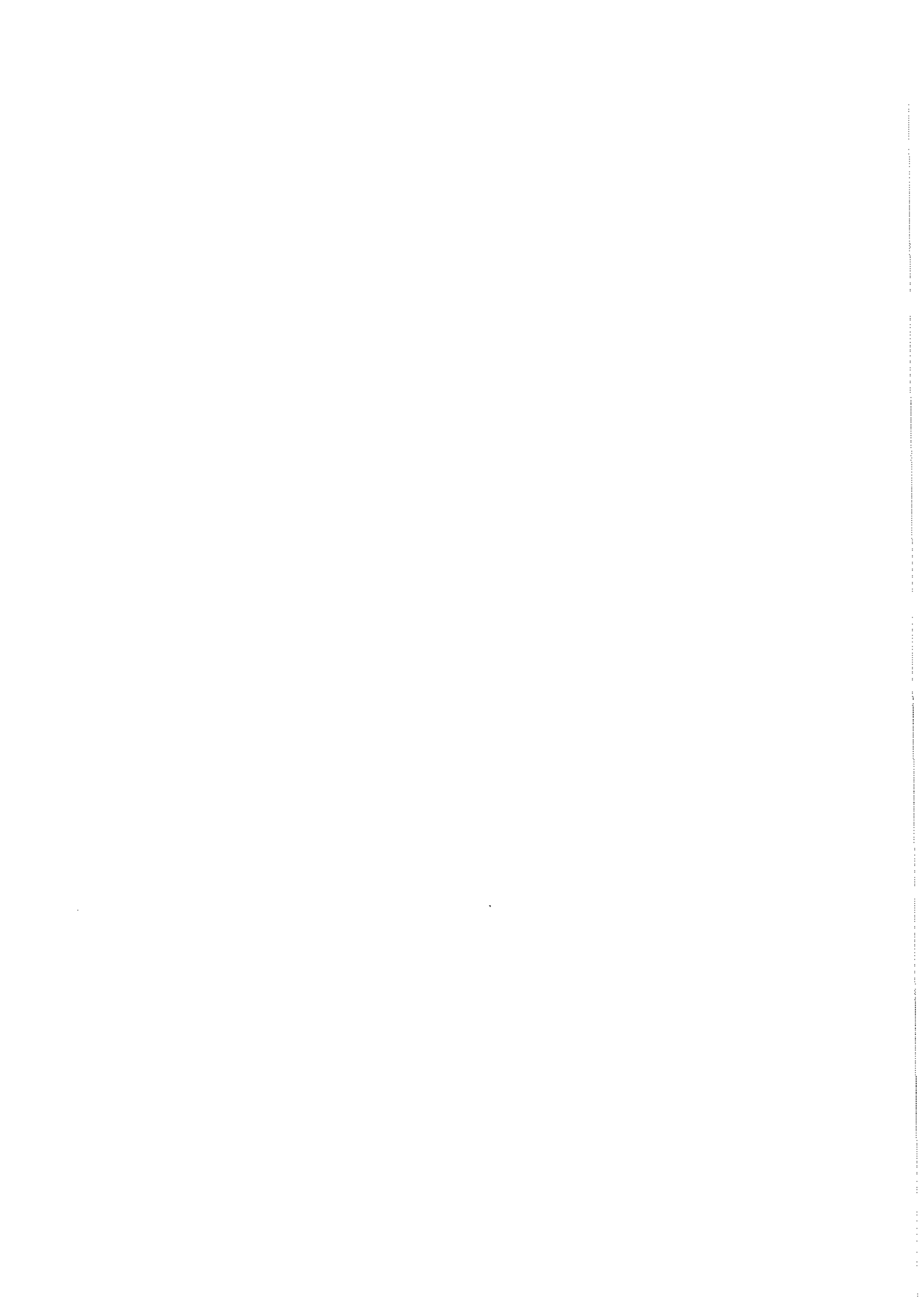


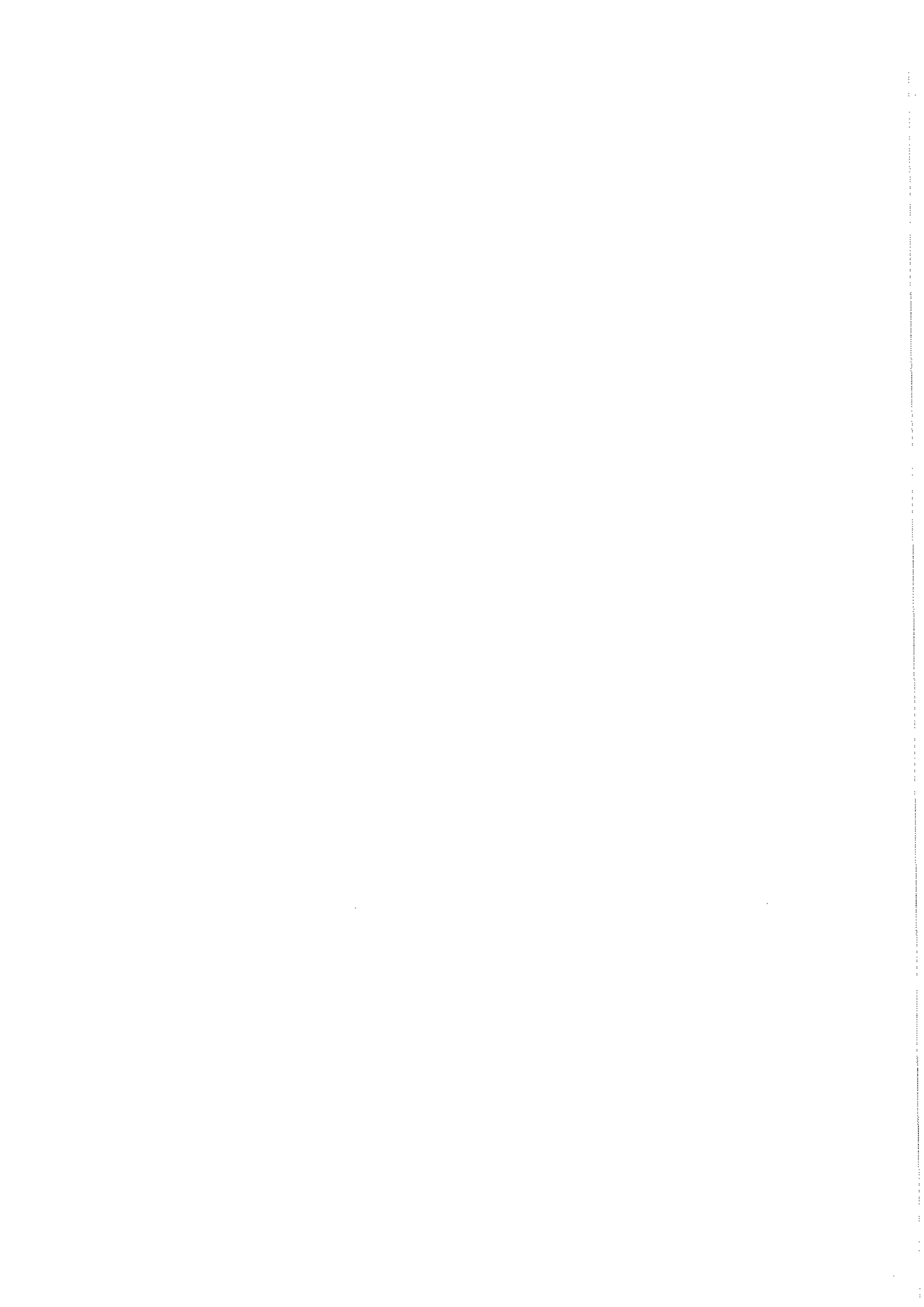


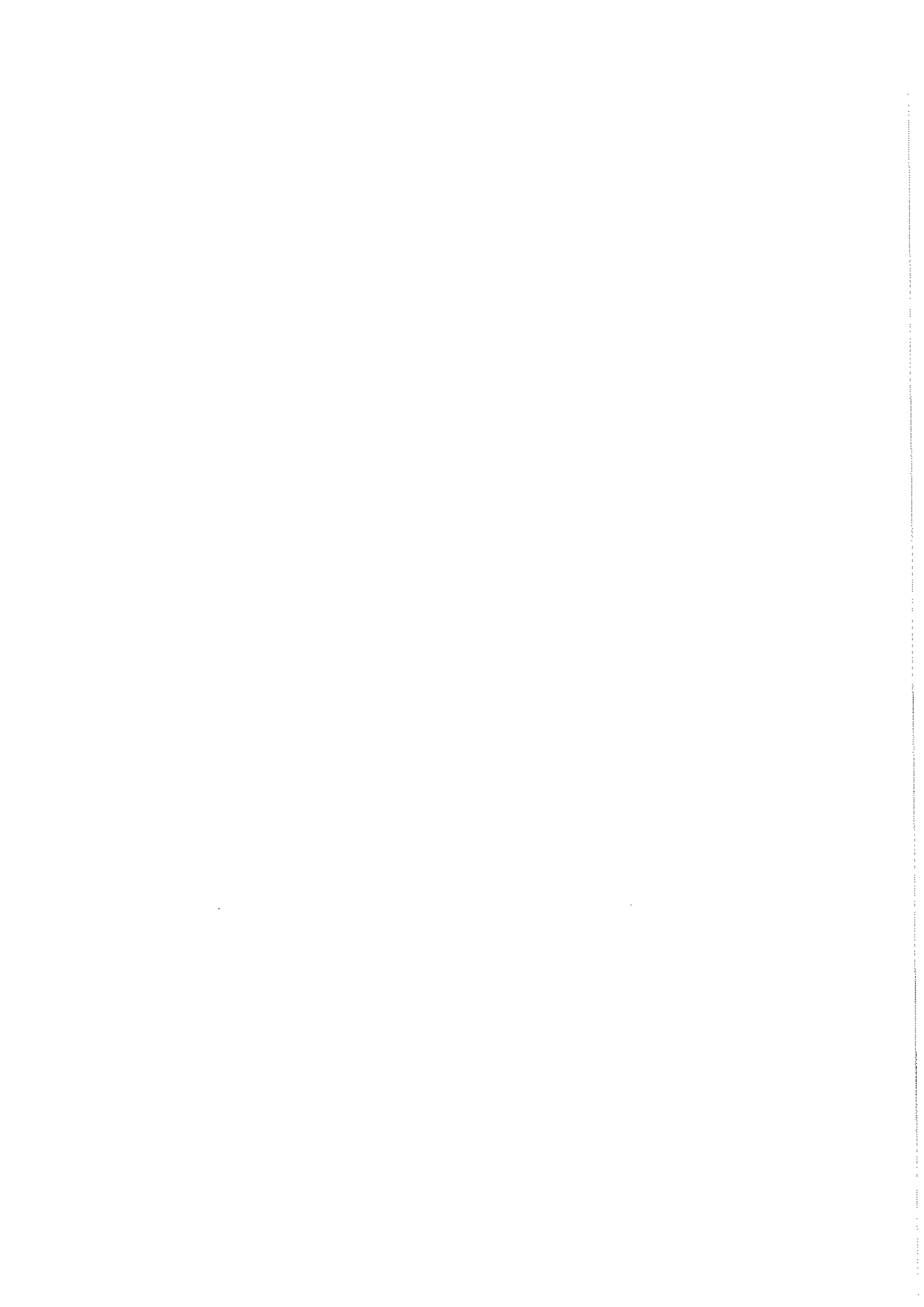


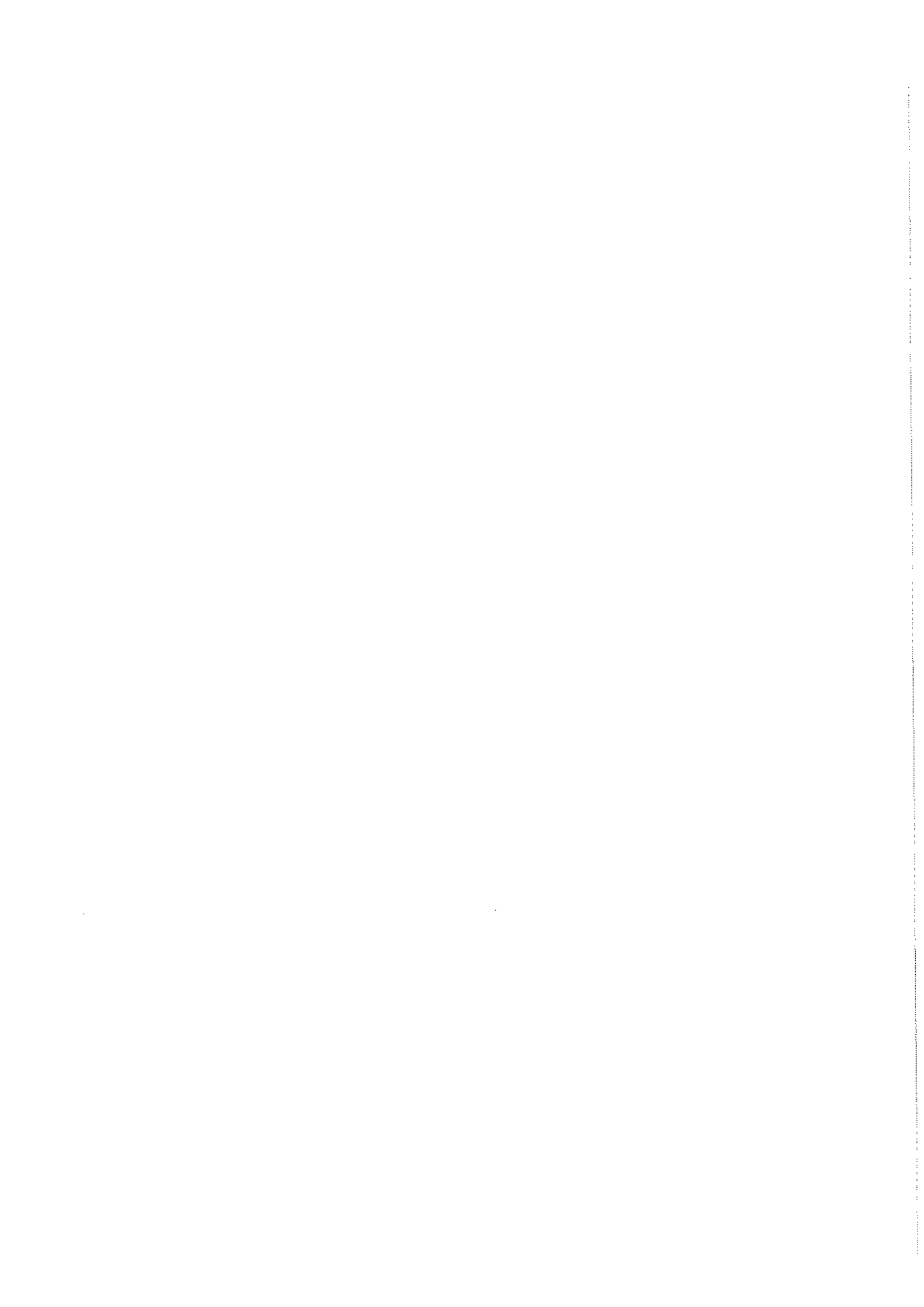


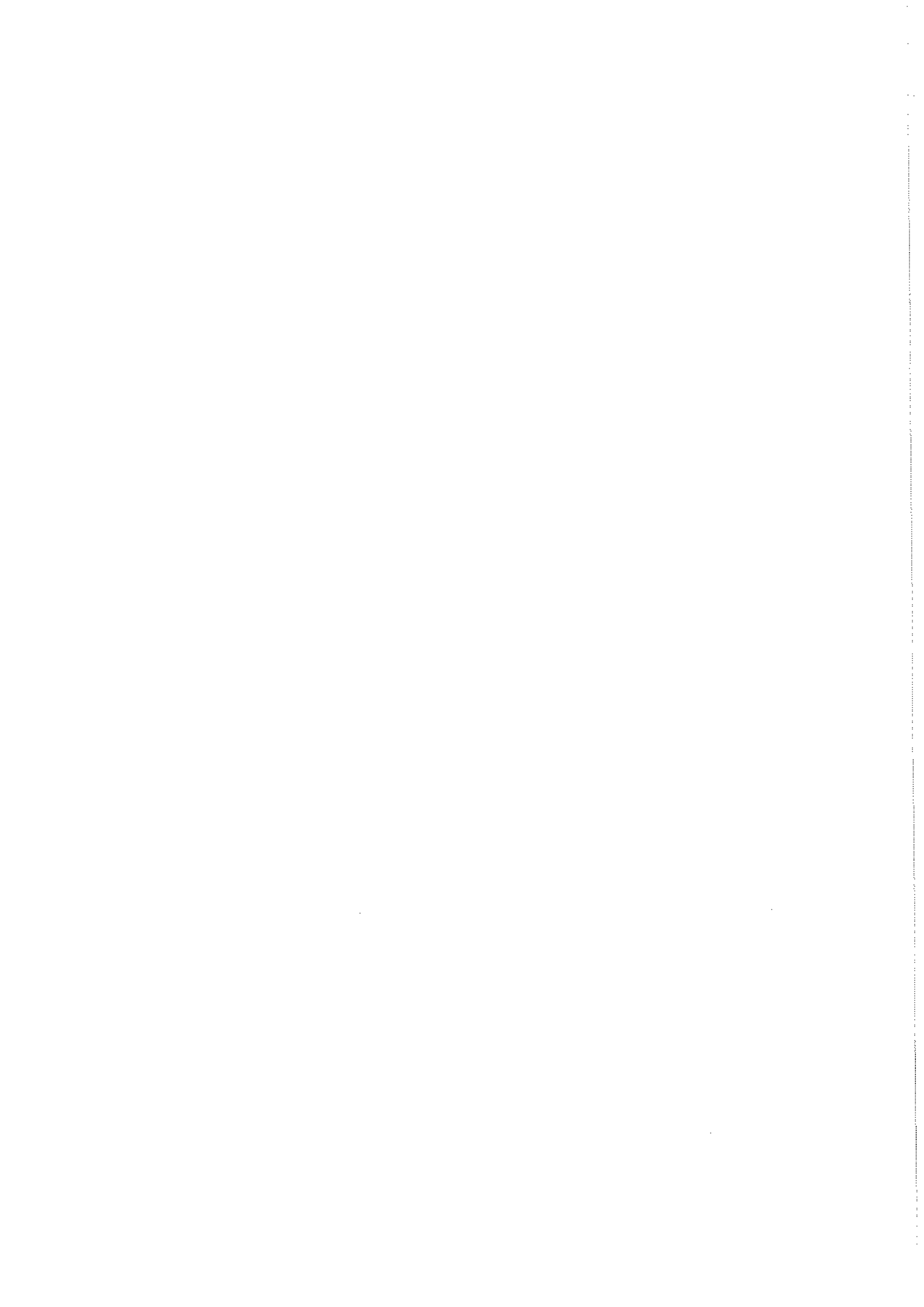


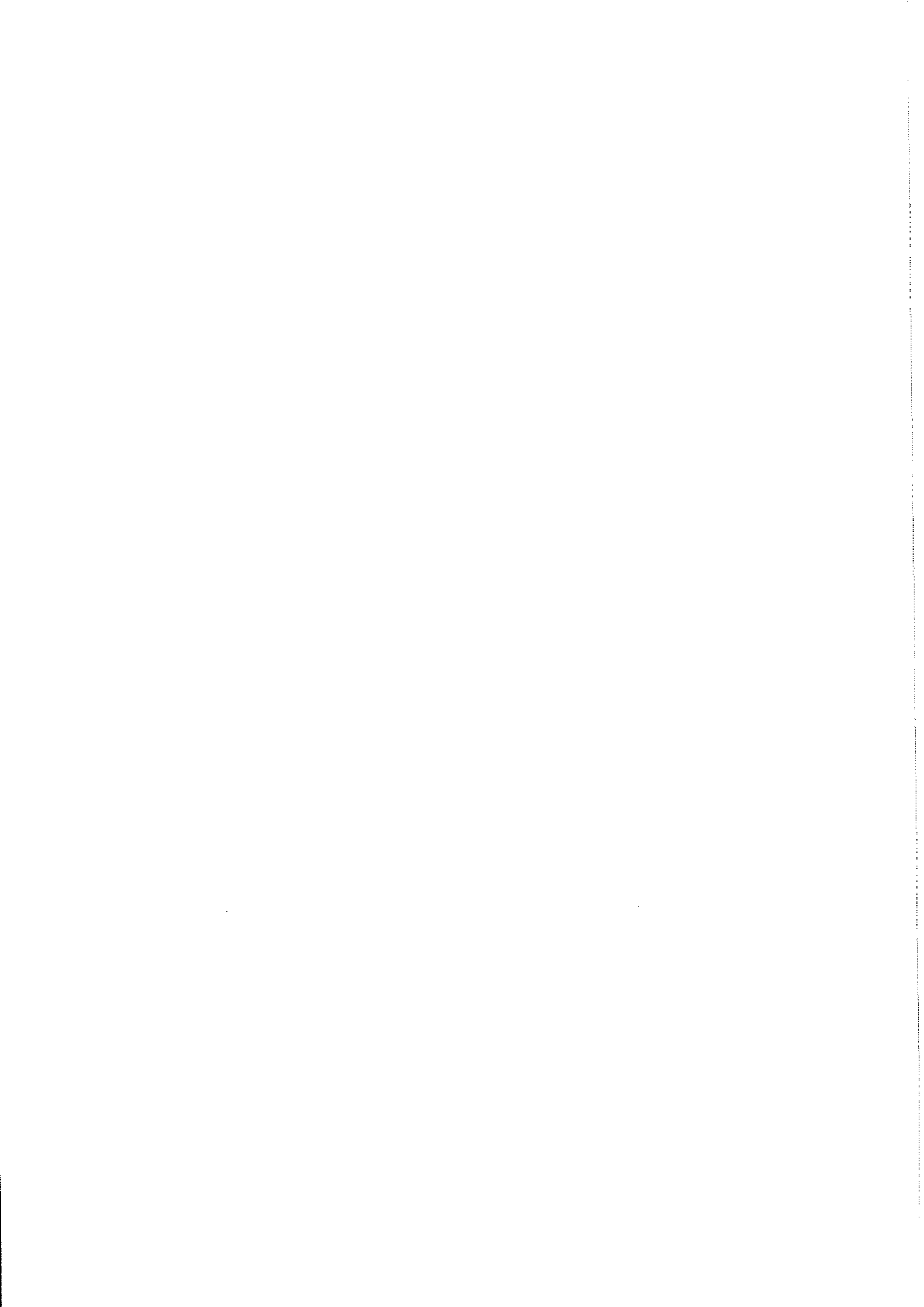






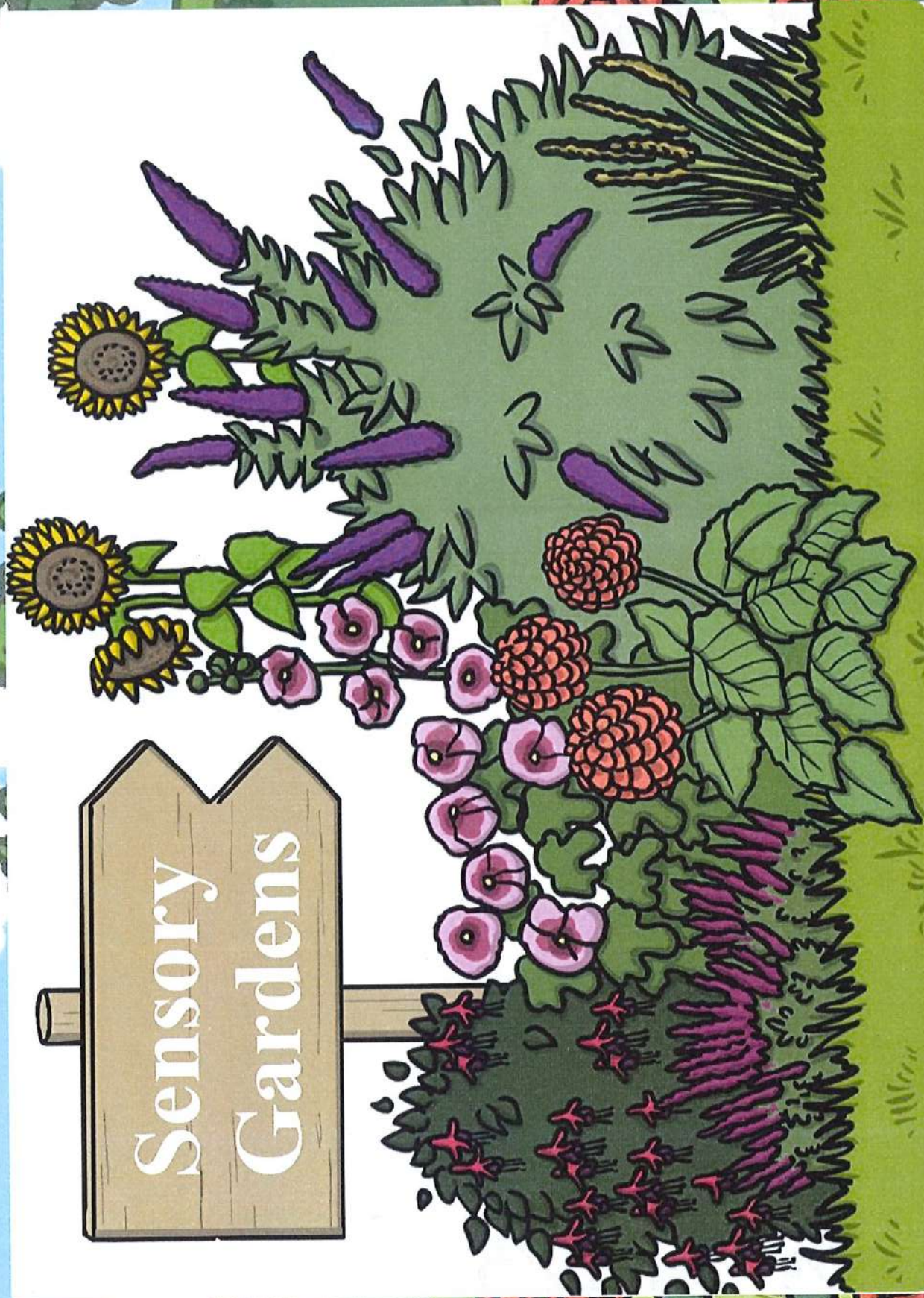








# Sensory Gardens





# Aim

- I can name different plants.
- I can talk about which were my favourite and why?

# Success Criteria

- I can find out the names of different plants.
- I can use my senses to make comments about the plants chosen.
- I can choose my favourite plant from a group of plants

# Our Senses

People have 5 senses.

1

2

3

4

5

# Sensory Gardens

Some schools and communities have special gardens called sensory gardens.

These gardens have plants and other features to appeal to all of our senses.

Some plants in sensory gardens have strong smells. Other plants feel interesting when you touch them.

Some people do not have all 5 senses.



People who are deaf are unable to hear, and people who are blind are unable to see. In a sensory garden, everyone can enjoy the plants. If they can't see them, they will be able to smell the plants, or feel their leaves or petals.

# Plant Scientists



Sensory gardens can be invented and designed by plant scientists called horticulturists.

The Eden Project in Cornwall was designed by an inventor called Tim Smit.

At the Eden Project there is a special sensory garden designed by horticulturists. The garden is called the Spiral Garden.

Horticulturists working at the Eden Project chose plants carefully to create the garden. They look after the plants every day to make sure the garden grows well.

# The Spiral Garden



In the garden there is a willow maze to find your way through, a rainbow of flowers to look at, soft and spongy paths to feel and scented plants to smell. There is even a special path made of fossils!



Photo courtesy of Rob Young from United Kingdom. (Eden Project Outdoor Gardens) [CC BY 2.0 (<http://creativecommons.org/licenses/by/2.0/>), via Wikimedia Commons]

# The Spiral Garden



Photo courtesy of Gnomonic (@flickr.com) - granted under creative commons licence - attribution

# The Spiral Garden



Photo courtesy of Samuel Mann (@flickr.com) - granted under creative commons licence - attribution



# The Spiral Garden



Photo courtesy of Mike Towber (@flickr.com) - granted under creative commons licence - attribution



# The Spiral Garden



Photo courtesy of Phil Selleas (@flickr.com) - granted under creative commons licence - attribution

# The Train Ride



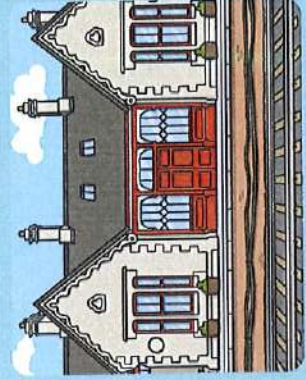
town



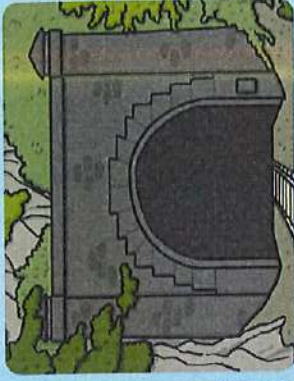
farm



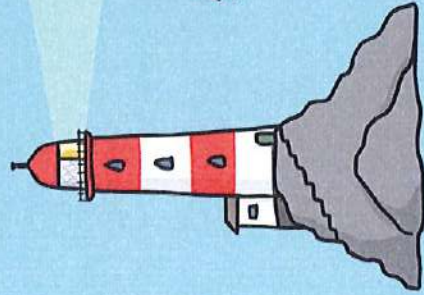
hills



station



tunnel



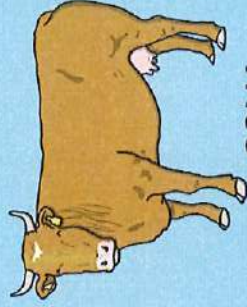
lighthouse



horse



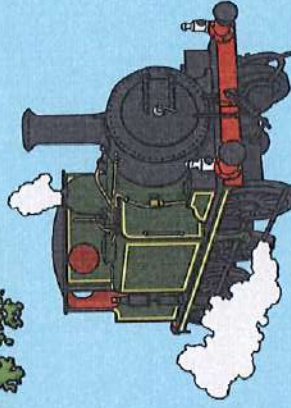
tree



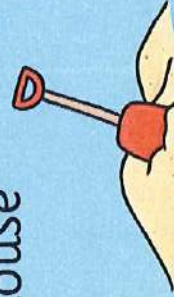
cow



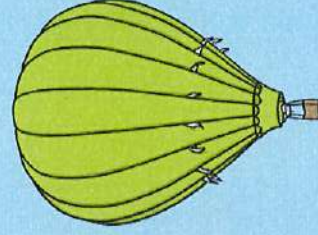
goose



steam train



sand



hot air balloon





# History

Travel and Transport

# George Stephenson and Trains



# Aim

- I can find out about George Stephenson's life and inventions.
- I can understand how trains changed people's lives in the 19<sup>th</sup> century.

# Success Criteria

- I can recall some key facts about how and when Stephenson invented the steam train.
- I can talk or write about how Stephenson would have felt about the development of the railways.
- I can explain some reasons why trains changed people's lives.
- I can talk or write about how it might have felt to travel in a steam train for the first time in 1830.

# Who Was the 'Father of the Railways'?



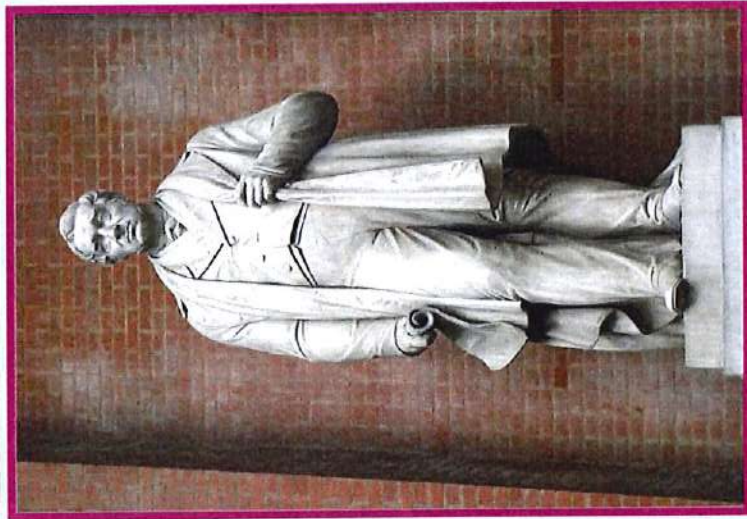
1700

1781

George Stephenson was born



1800



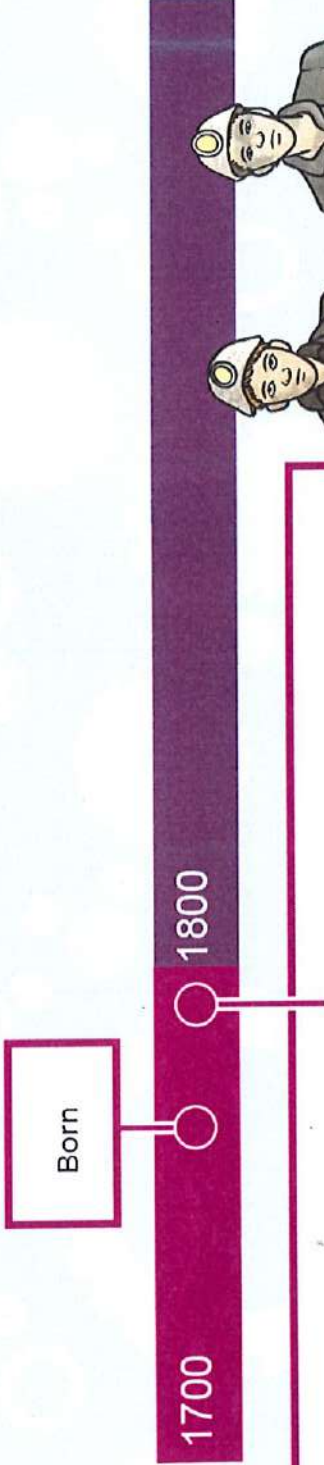
George Stephenson was born in 1781 and was an **engineer**. He built **steam locomotives** for the railways. Because of this, some people call him the 'Father of the Railways'.

Photo courtesy of Saapibooee46 (@shdr.com) - granted under creative commons license - attribution



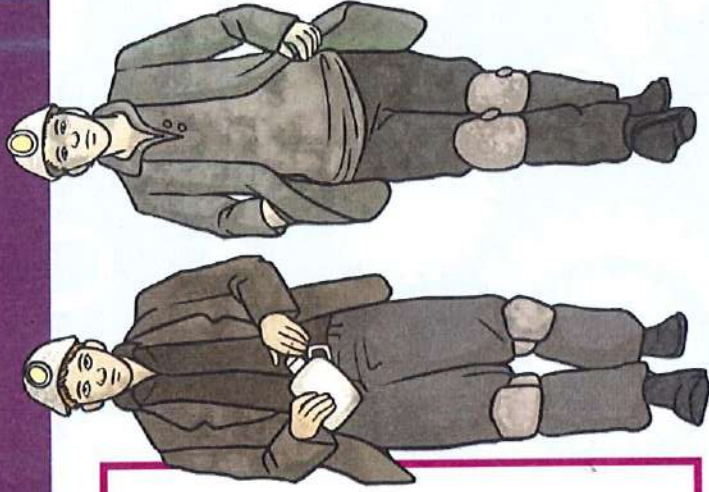
# George Stephenson

Who was the 'Father of the Railways'?



**1795**

George Stephenson was born on 9<sup>th</sup> June, 1781 in Wylam, near Newcastle-upon-Tyne. At this time, Britain was starting to change from a land of farms and small villages to a land of factories and big cities. We call this change the **Industrial Revolution**. Near where he lived there were lots of coal mines. His father worked at a coal mine. He looked after the steam engines, that were used to pump water out of the mine.

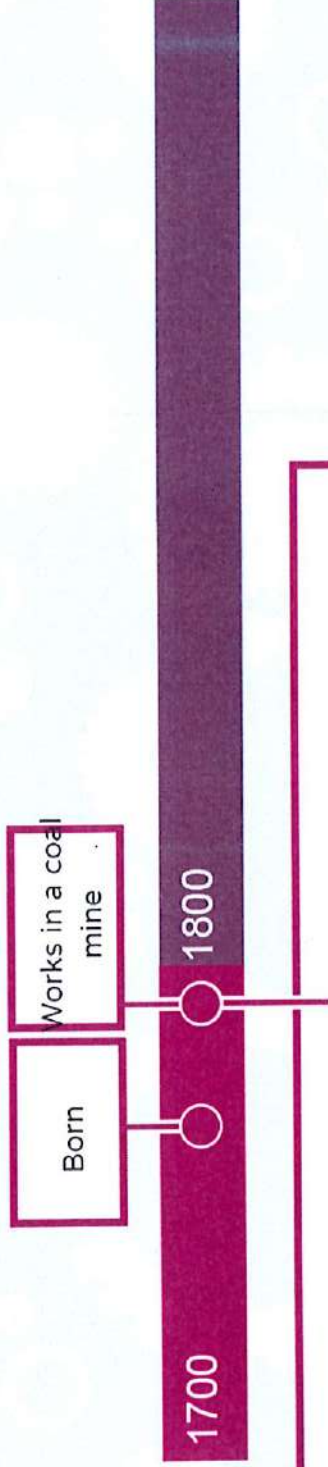






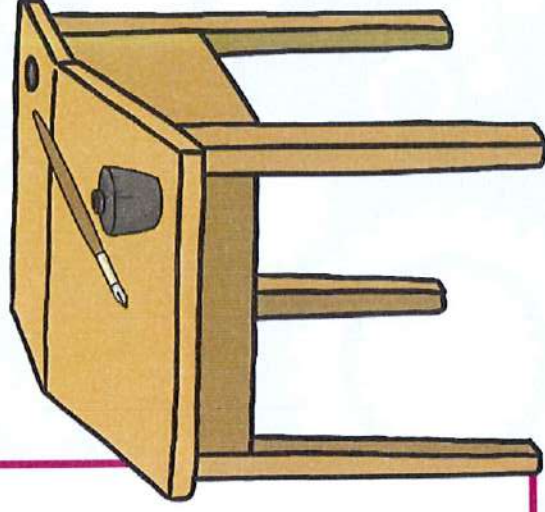
# George Stephenson

Who was the 'Father of the Railways'?



**1795**

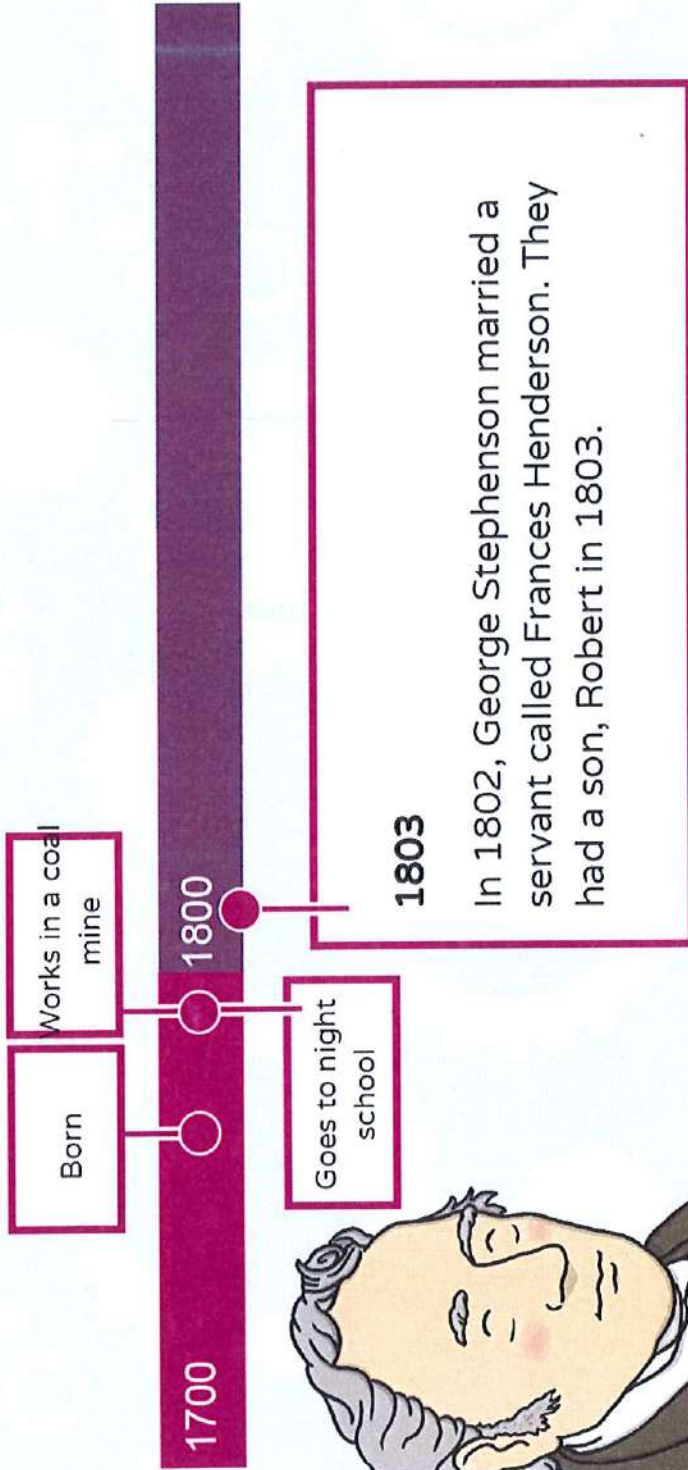
The Stephensons were not rich. George lived in a small cottage. He was interested in machines and helped his dad. This is how he found out about steam engines. George didn't go to school. From the age of 14, he worked at a coal mine and often took the machines to pieces, to see how they worked. He wanted to learn how to read and write so he went to school 3 nights a week after work.





# George Stephenson

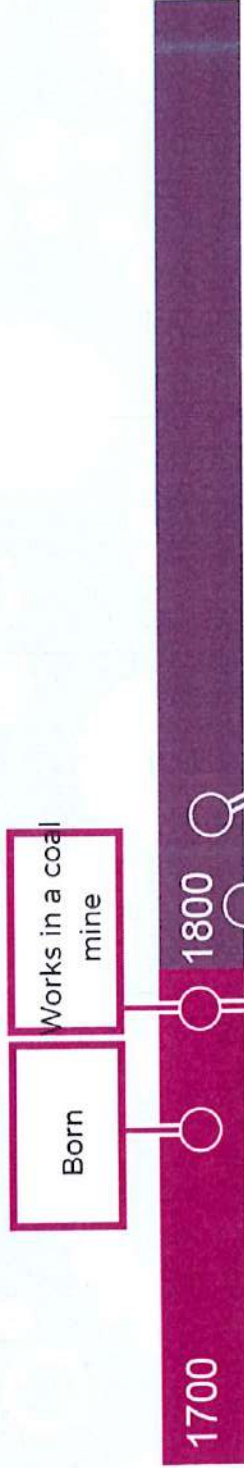
Who was the 'Father of the Railways'?





# George Stephenson

## Who was the 'Father of the Railways'?



1700

Born

Works in a coal mine

1800

Goes to night school

Robert born



George drove the train, the engine was called 'Locomotion no.1'. The train carried 450 passengers at a speed of 15 miles an hour.

1825

George continued to be interested in the steam engines. Steam powered road engines were slow and could not go up hills. George worked out that steam engines needed to run on rails if they were to work better.

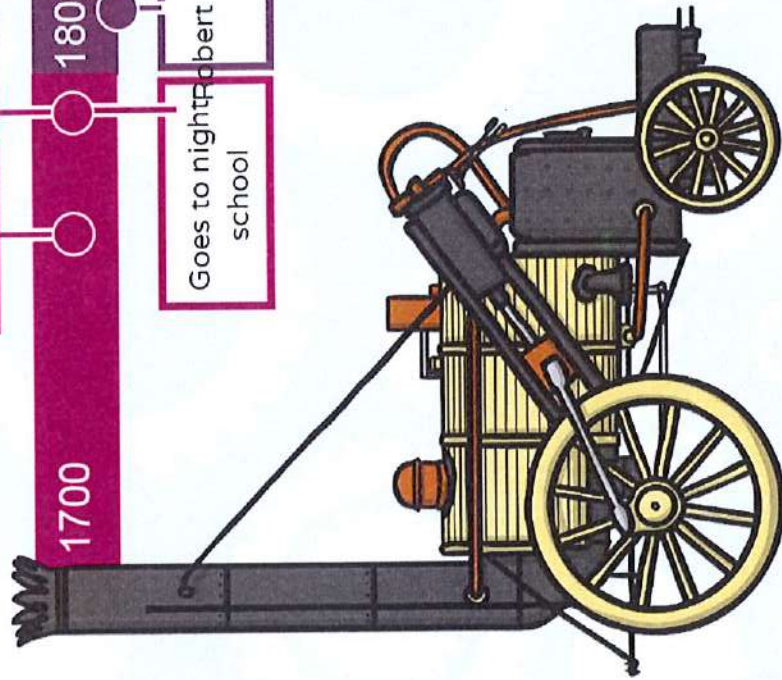
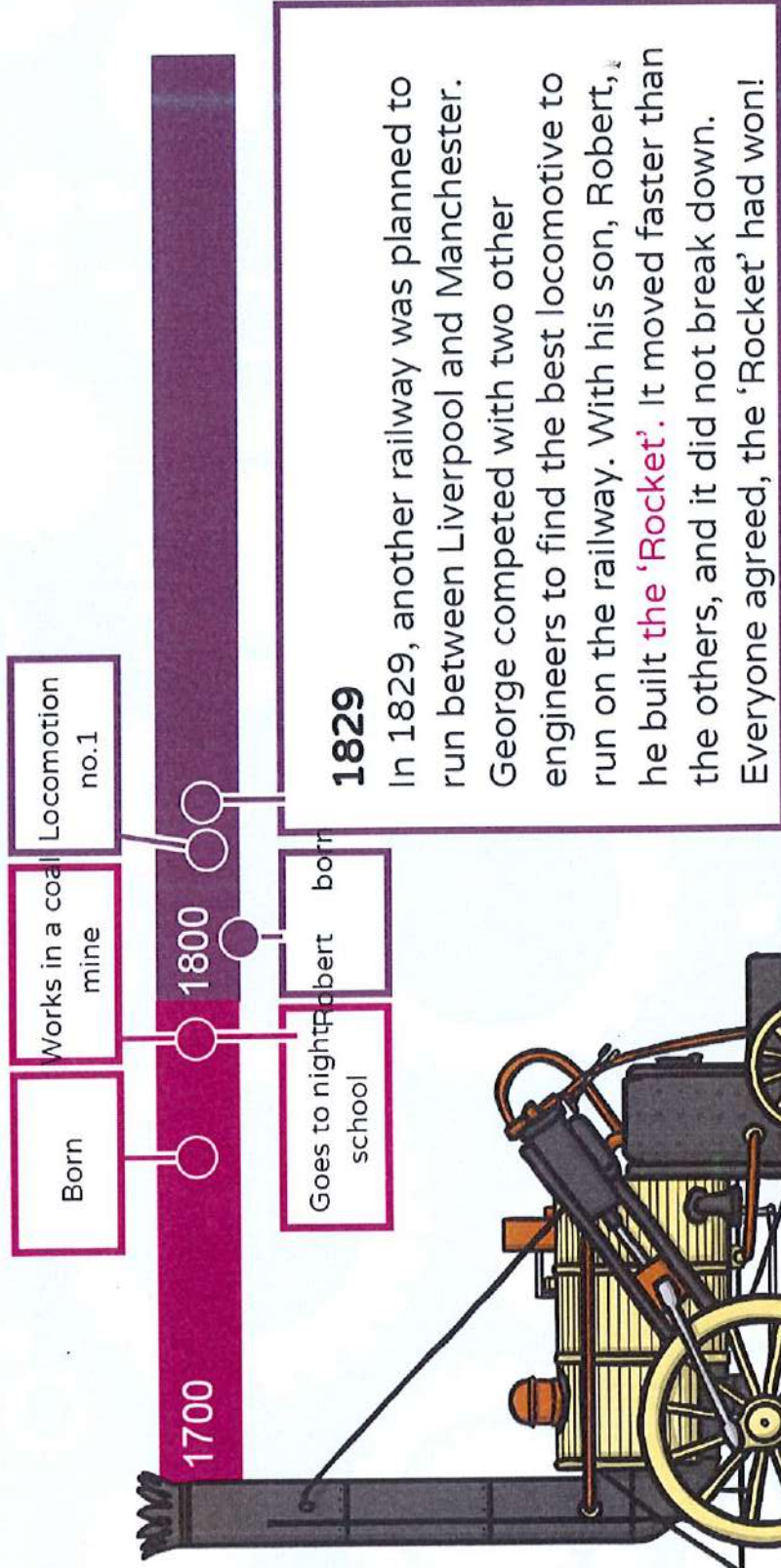
In 1814, George made his first railway locomotive. In 1825 a new railway was opened between Stockton and Darlington. George and his men built the track and the locomotive. It was the first steam train to carry passengers in the world!

Photo courtesy of Saaphavong46 (@Saaphavong46) - granted under creative commons license - attribution



# George Stephenson

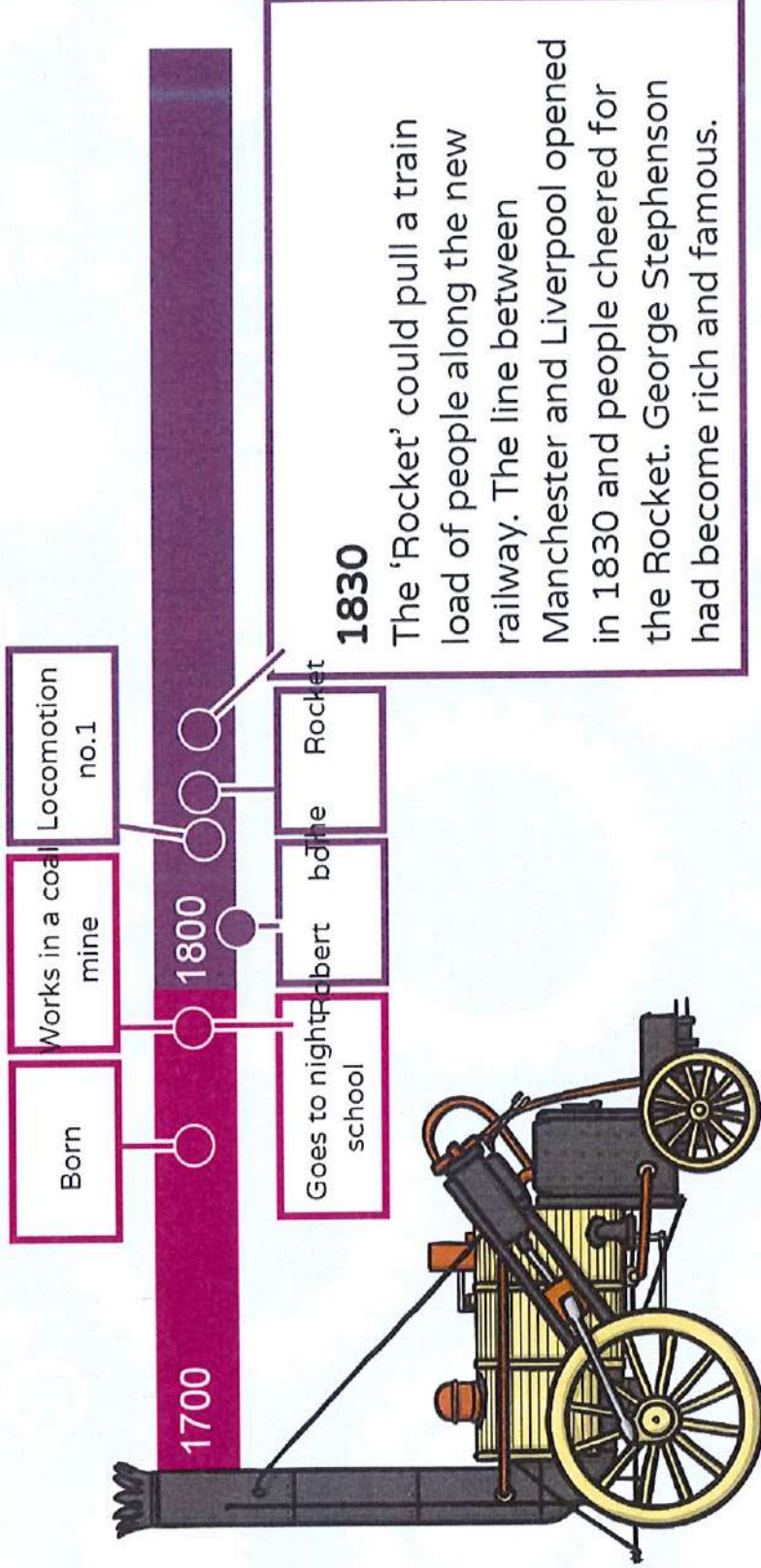
Who was the 'Father of the Railways'?





# George Stephenson

Who was the 'Father of the Railways'?

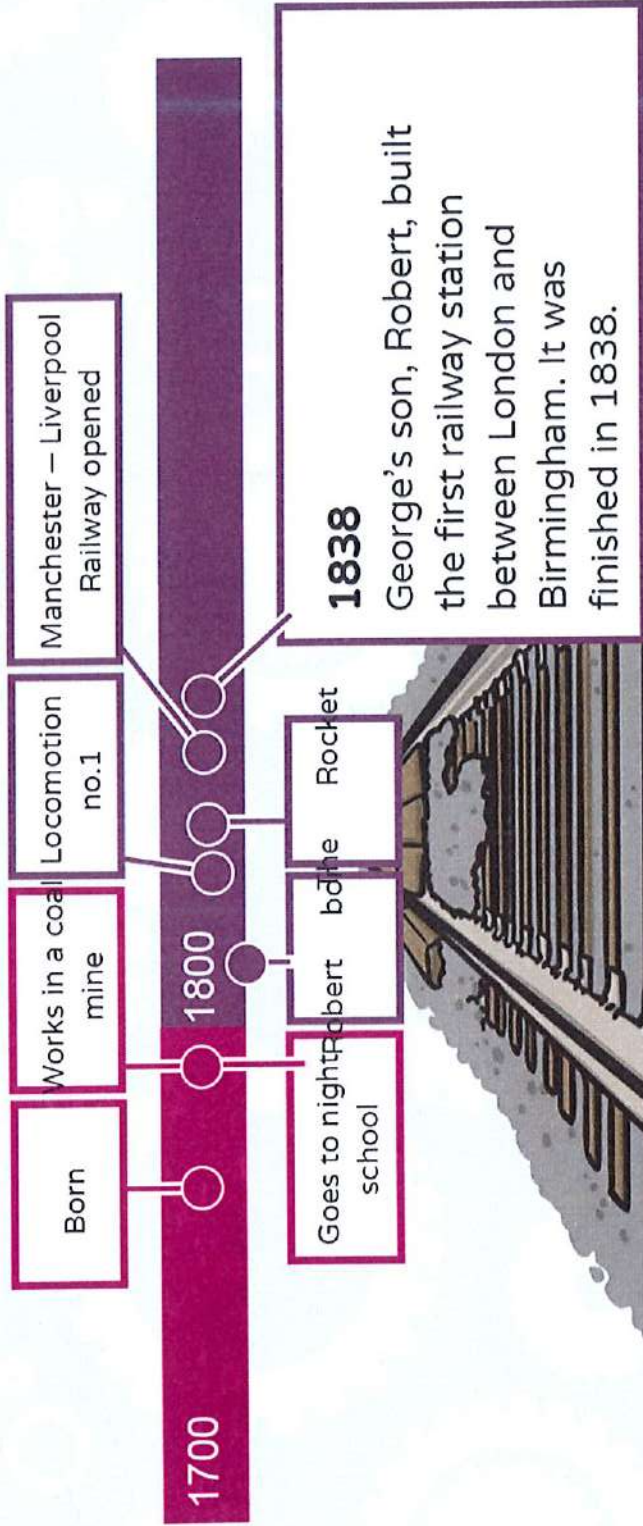


The Rocket could pull people along the railway at 36 miles an hour. **No one had ever travelled so fast before!**



# George Stephenson

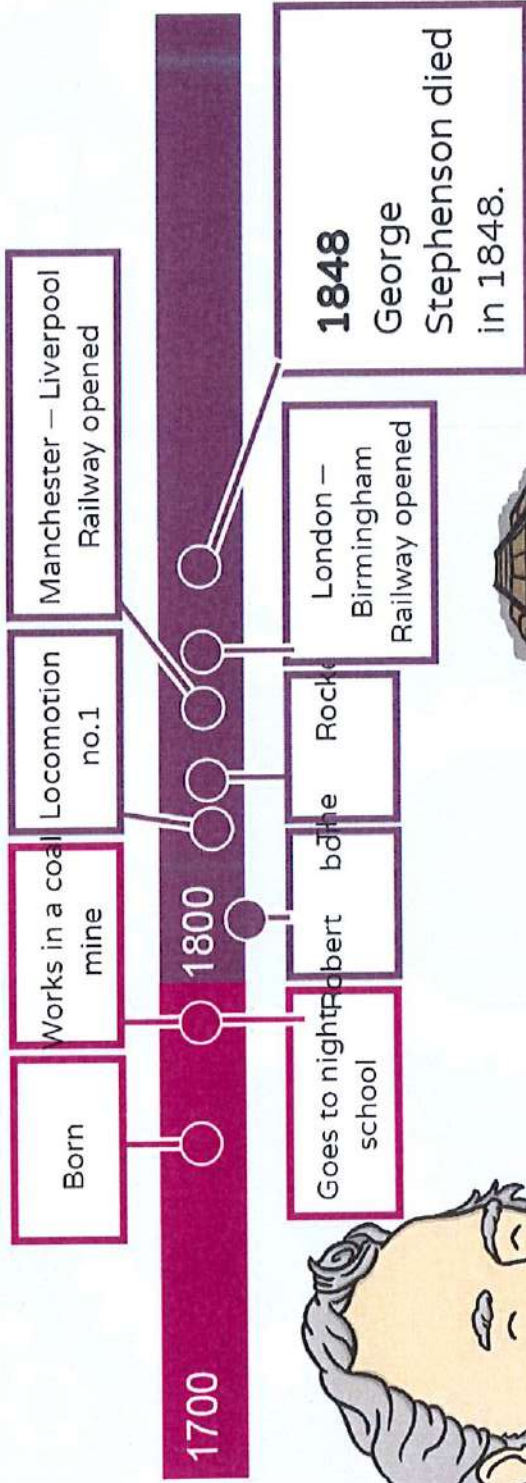
Who was the 'Father of the Railways'?





# George Stephenson

Who was the 'Father of the Railways'?





# Trains

What difference did trains make?

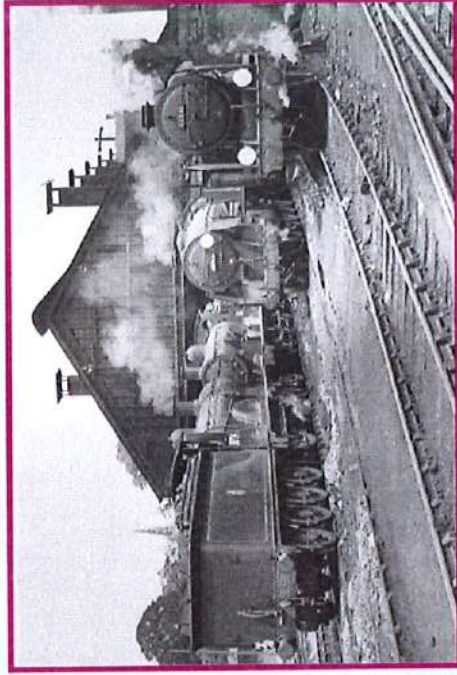
Steam trains firstly carried goods, such as coal, but then people began using trains to travel between places. Remember, people never had travelled at such speeds before!

1. How do you think trains changed people's lives?
2. What differences are there between these types of transport?



Coal wagons pulled by horses (pre-1825)

Photo courtesy of Verónica Borrás and Fred and Hermine (@fildor.com) -- granted under creative commons license - attribution



Steam engines pulling coal wagons (post 1825)





# How Did People Feel About the Development of Trains?

Which of these people's thoughts are for or against the development of the railways across the country?

The trains will carry my farming goods to the market much more quickly so I can sell more.

The trains will bring all the riff-raff into London and cause all sorts of problems!

The railway will cut right through my land!

The trains mean that I can visit my family much more easily and quickly than I could before.

# My First Steam Train Ride



Imagine you are living in 1830.  
The railway line from  
Manchester to Liverpool is  
about to open and you will be  
riding on its first steam train!

- Let's take a look at some  
steam trains [here](#).

## Questions:

1. How would you be feeling?
2. What will you see on your  
journey?

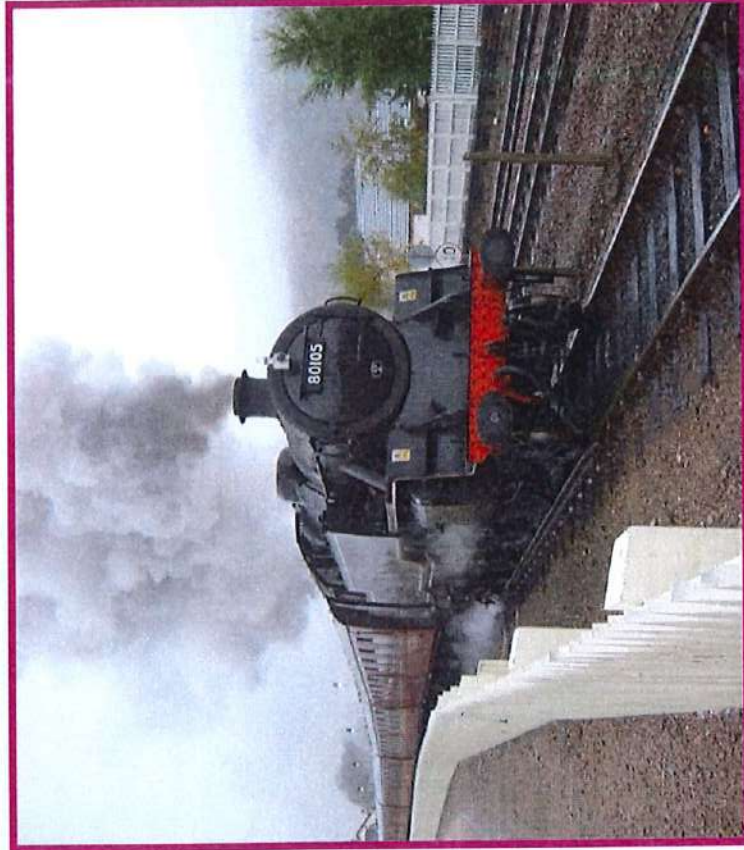
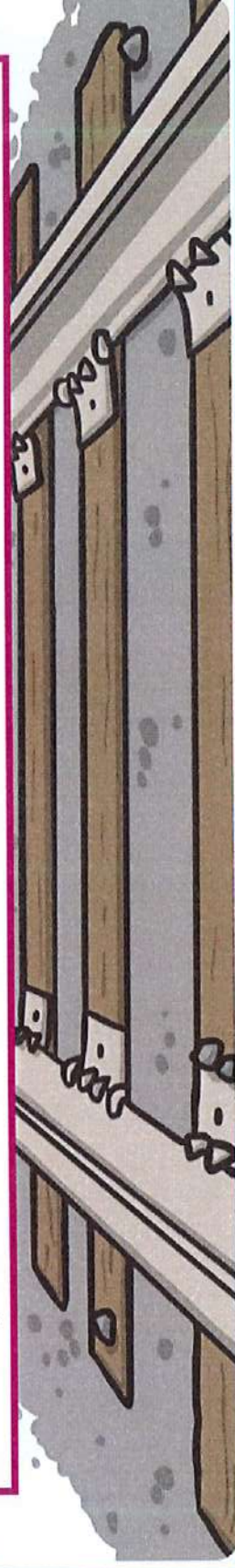


Photo courtesy of [comarr35@btclix.com](mailto:comarr35@btclix.com) - - granted under creative commons license - attribution

# How Did the Railways Change the Way People Live?



- Rail travel was 50% cheaper than coach travel.
- It was also a lot quicker and opened up Britain in a way that coach travel could not do. Seaside fishing villages became popular destinations for day trips as visits to the coast became more common.
- Even the poor could afford rail travel as three different classes of travel existed; third class meant travelling in open-topped carriages but the price was affordable.
- Towns and cities had cheaper food as farmers could get their produce to market quicker and more cheaply. Inland towns could now get fresh fish!
- Many thousands of miles of rail were built and they transformed Britain.



# Modern Trains



Modern trains use electricity from overhead lines to power them.

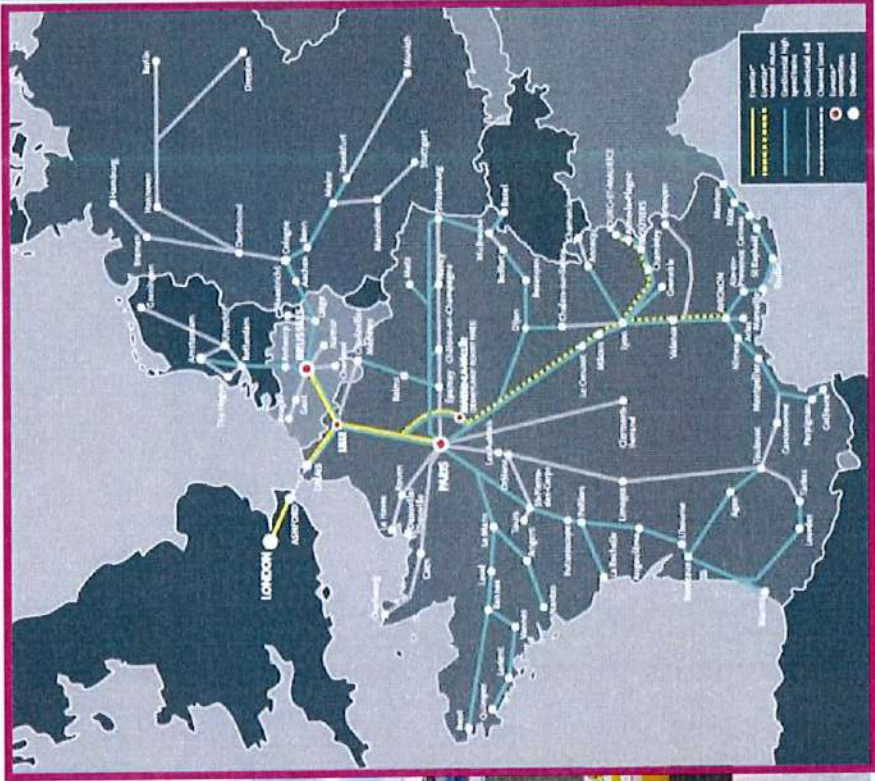


Photo courtesy of Martin Worsfold (Gulliver.co.uk) - Travel & Under Creative Commons License - Attribution

# Modern Trains



In 1994, the Eurostar opened. It is a high-speed train service that connects the United Kingdom and France. The trains run through the Channel tunnel.





# Modern Trains

This is a 'bullet' train in Japan. What will future trains look like?



Photo courtesy of Yungui Loh (@dickr.com) • • granted under creative commons license • • <https://www.flickr.com/photos/yunguiloh/>

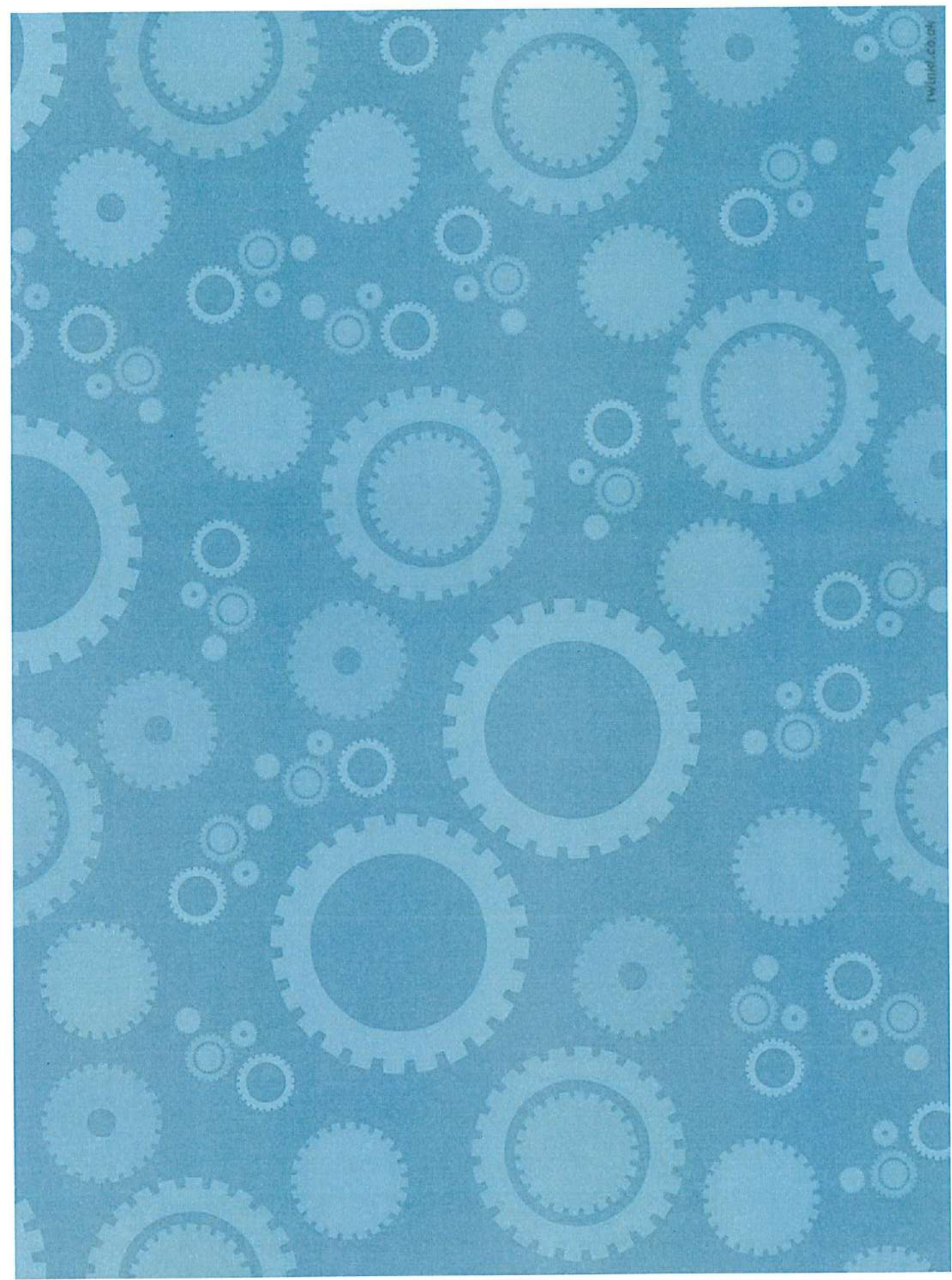


## Aim

- I can find out about George Stephenson's life and inventions.
- I can understand how trains changed people's lives in the 19<sup>th</sup> century.

## Success Criteria

- I can recall some key facts about how and when Stephenson invented the steam train.
- I can talk or write about how Stephenson would have felt about the development of the railways.
- I can explain some reasons why trains changed people's lives.
- I can talk or write about how it might have felt to travel in a steam train for the first time in 1830.





# Alliteration



# Aim

To learn what alliteration is.

# Success Criteria

- We will understand what alliteration is.
- We will be able to recognise alliteration in a text.
- We will be able to make some of our own examples of alliteration.

# What is Alliteration?

Alliteration is the repetition of the same sound or letter at the beginning of each or most of the words in a sentence.

Aside from tongue twisters, alliteration is also used in poetry to create different effects, either for a description or to create more drama or danger.

Alliteration is often used in song lyrics, and within store or brand names.

# Examples of Alliteration

In these cartoon characters' names there is alliteration:



**Mickey Mouse**



**Minnie Mouse**



**Donald Duck**

Photo courtesy of Loren Javier (@flickr.com) - granted under creative commons licence - attribution

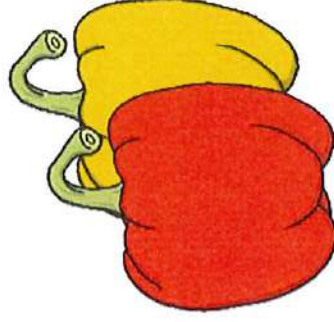
# Examples of Alliteration

In these tongue twisters you can see alliteration:

She sells seashells  
down by the seashore.



Peter Piper  
picked a peck of  
pickled peppers.



They are both alliterative phrases. In the first one, all the words start with the 's' sound, while in the latter, the letter 'p' is first in each word.

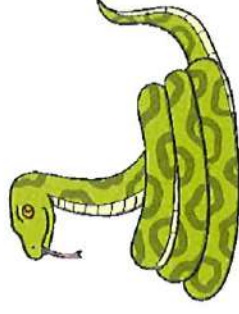
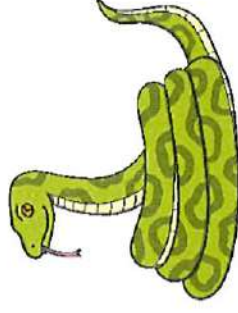
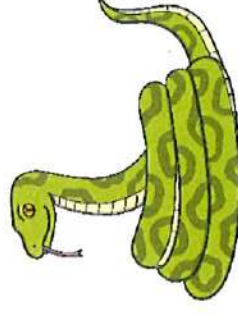
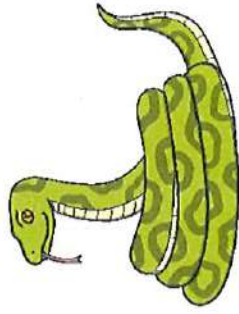
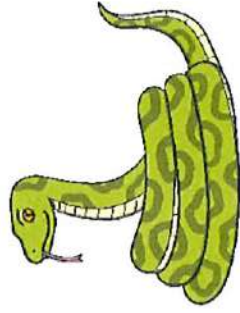
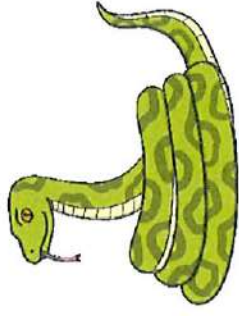
# Examples of Alliteration

Here are some more examples of alliteration using a letter:



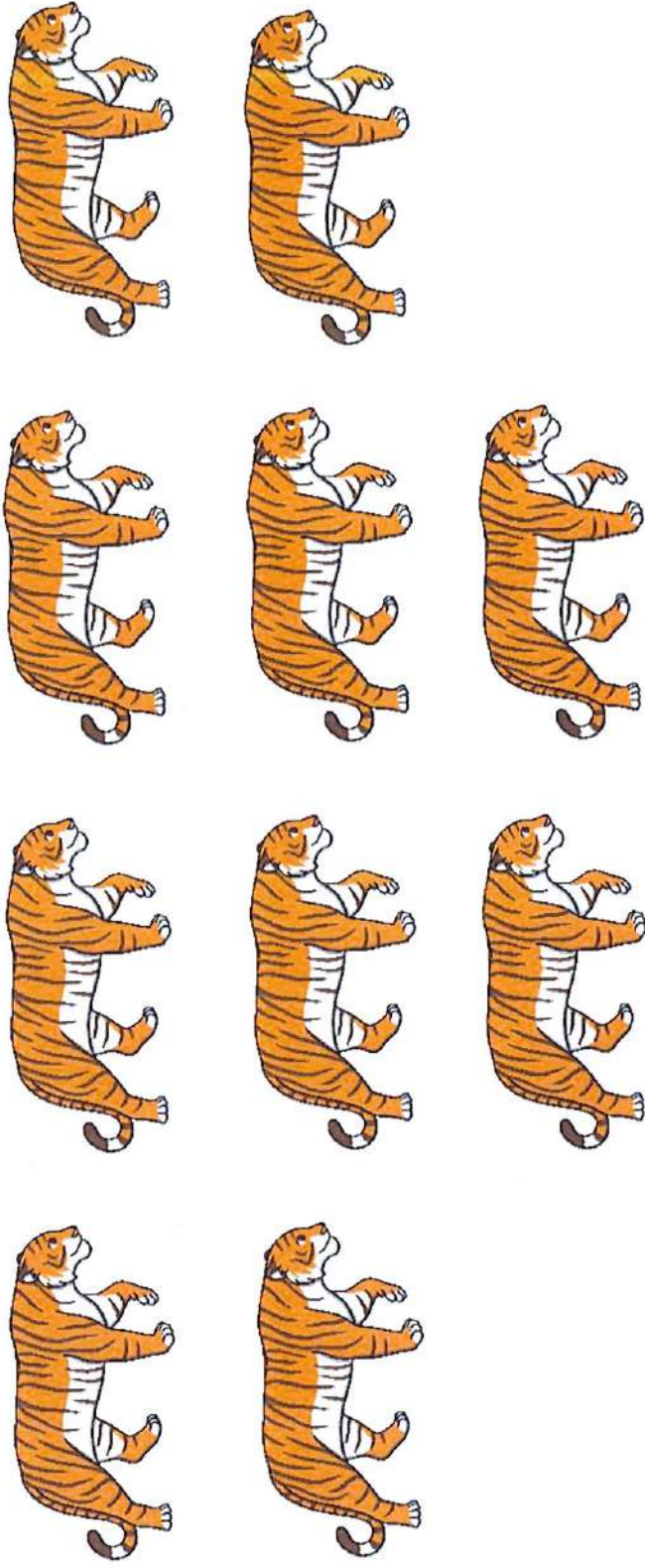
Squawking seagulls swoop on

# Examples of Alliteration



Sam sees six slimy, smooth, slithering

# Examples of Alliteration



Ten terrible tigers tore Tony's



# Beautiful Boats

By Mrs Kew



Boats are brilliant as they can come in all shapes and sizes.

They can move using oars or can be powered by an engine.

Boats are used for many things such as fishing, transportation of cargo, sports, the military and even for rescue services.

They can take people from place to place travelling on the water.

You can go slow and steady or zoom around really fast.



**LO: I can use alliteration to describe vehicles**

Can you create your own alliteration to describe the vehicles below? One has been done for you.



Terrific tractor



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

LO: I can understand and use alliteration



---

---

---

---

---

---



nk of some of your own?

---

---

---

---

---

---

---

---

---

---

---

---

# Sentences

## 1. Fill in the missing words.

I love eating \_\_\_\_\_ because it is sweet.

You shouldn't \_\_\_\_\_ a person by the way they look.

Goldilocks loves \_\_\_\_\_.

We stayed in a \_\_\_\_\_ in the woods.

To keep food cool, put it in the \_\_\_\_\_.

Tom walked along the \_\_\_\_\_ of the mountain.

I got a birthday \_\_\_\_\_ with my card.

You are standing too close to the \_\_\_\_\_ of the platform.

My cat disappeared under the \_\_\_\_\_ in my garden.

The train went over the \_\_\_\_\_.

badge

bridge

edge

fridge

fudge

hedge

judge

lodge

porridge

ridge

## 2. Now choose 2 of the words above and write each word in a new sentence. Don't forget capital letters and full stops!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

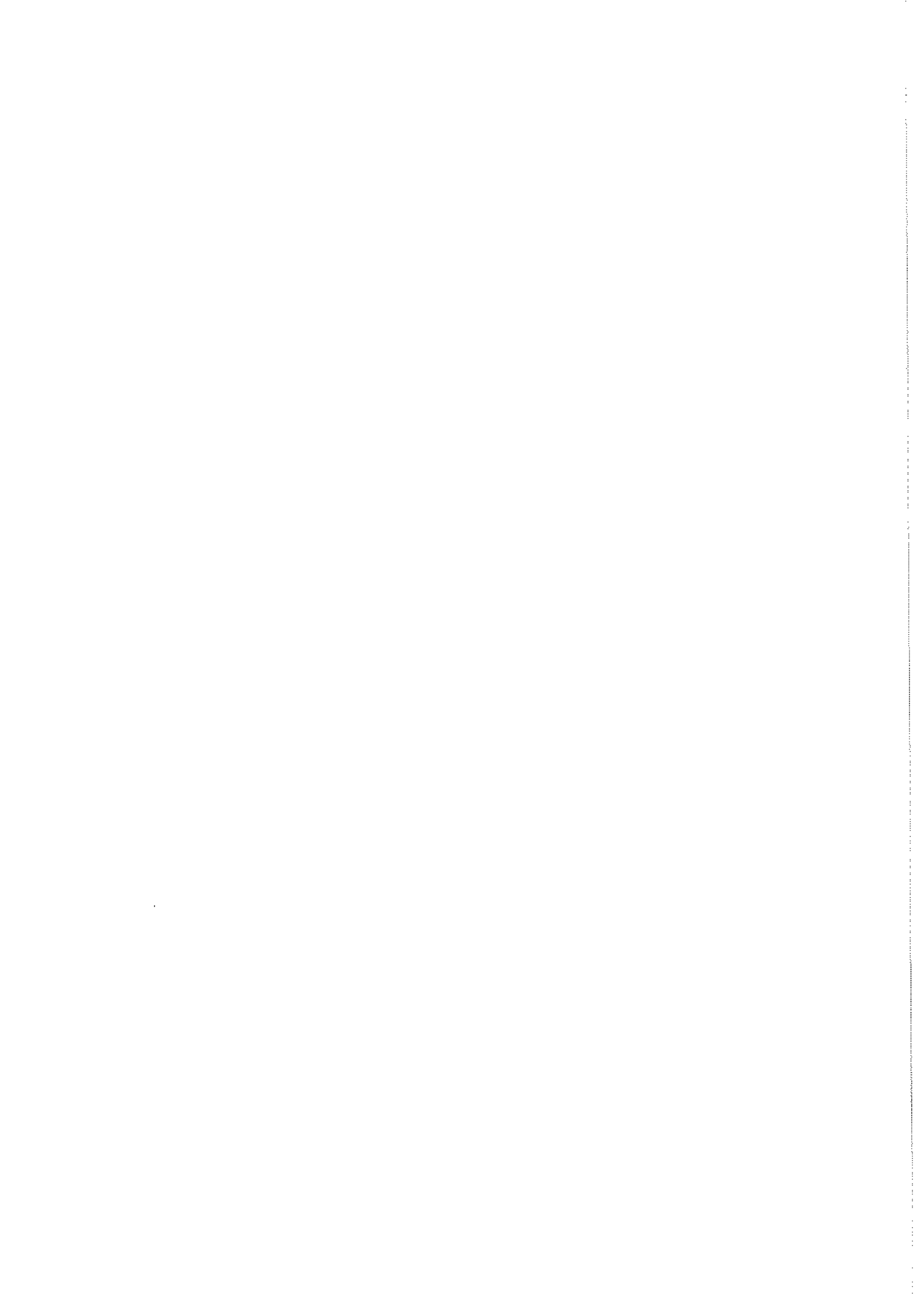
Name: \_\_\_\_\_

Trace and Copy

Tie your shoes.

Eat your apple.

Date: \_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Trace and Copy

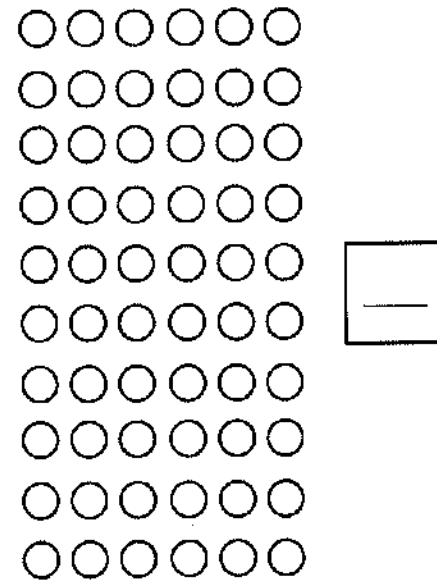
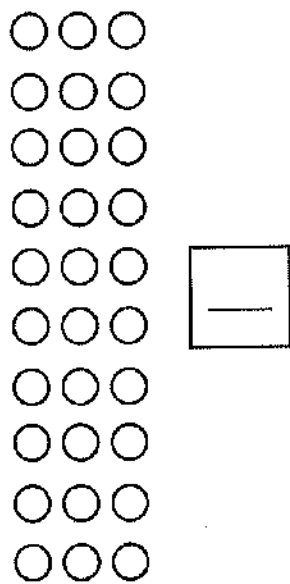
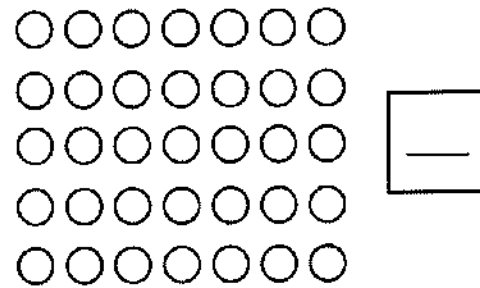
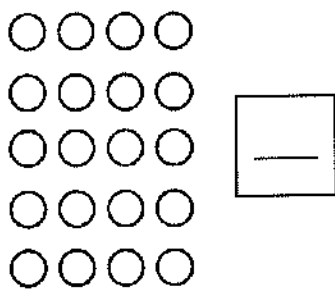
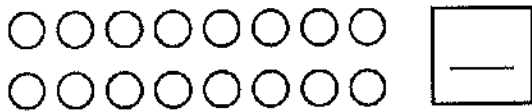
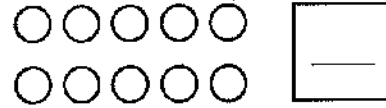
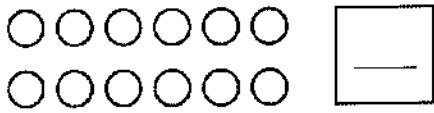
Time to play

Do not touch



# Introducing Multiplication Arrays

Count in 2s, 5s or 10s to find the total in each array.  
Write the total in the box.

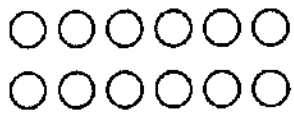


## Challenge

Draw 12 dots in an array.

# Introducing Multiplication Arrays

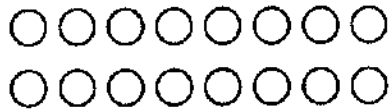
Count in 2s, 5s or 10s to find the total in each array.  
Write the total in the box.



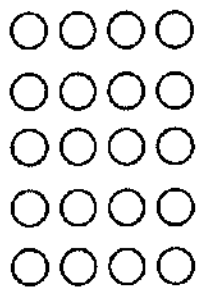
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



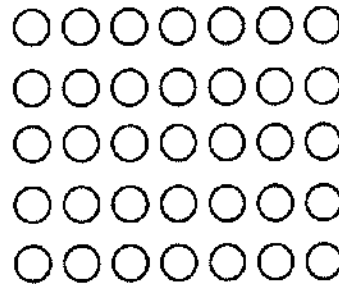
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



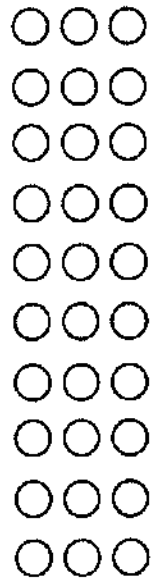
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



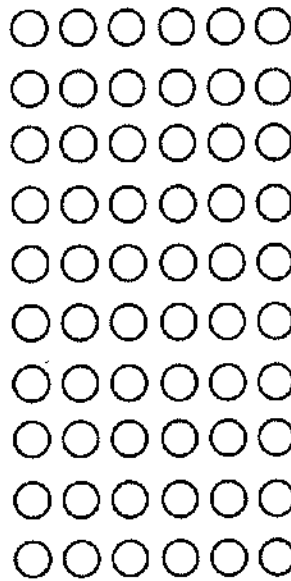
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

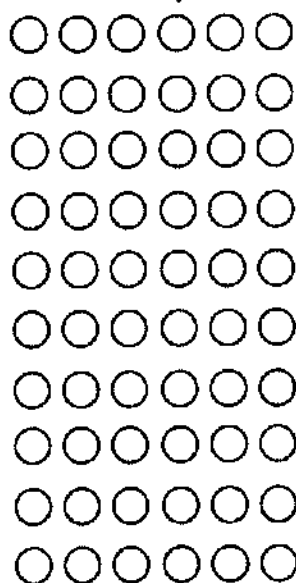
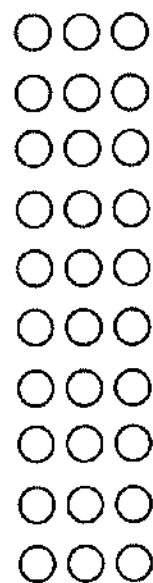
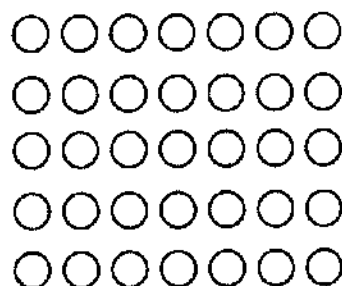
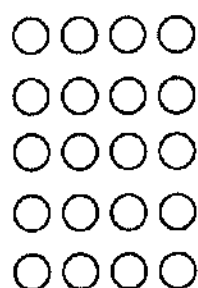
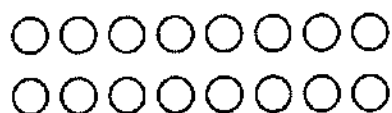
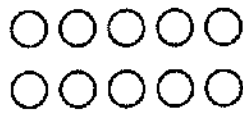
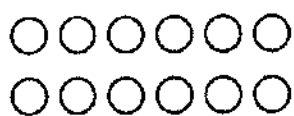
## Challenge

Draw an array to show:  $2 \times 7$

$5 \times 3$

# Introducing Multiplication Arrays

Count in 2s, 5s or 10s to find the total in each array. Write the number sentence for each array using  $\times$  and  $=$ .

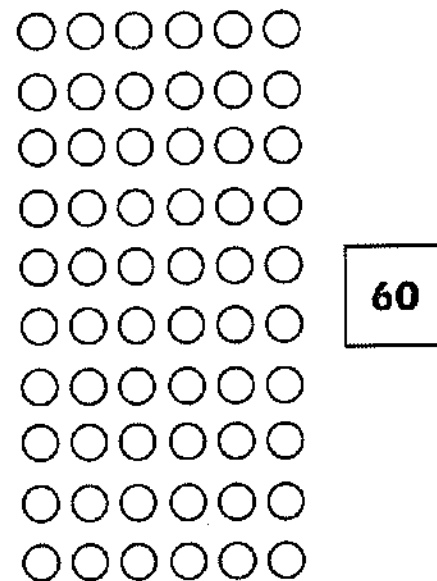
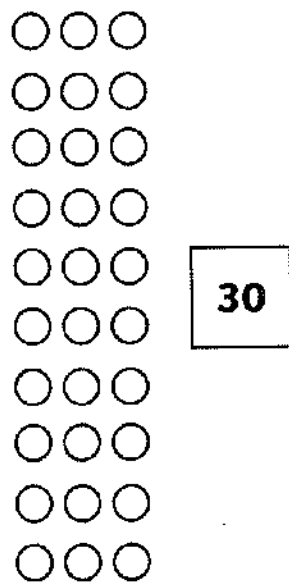
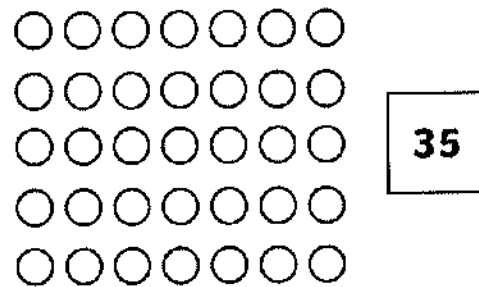
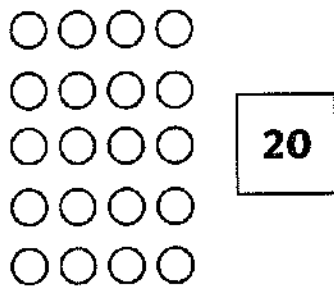
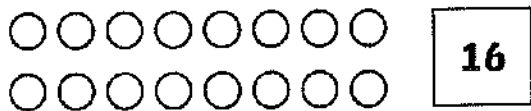
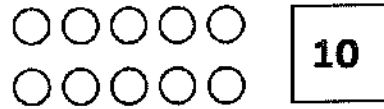
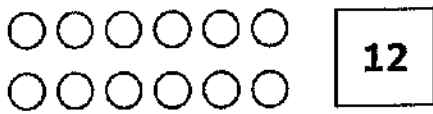


## Challenge

Draw 12 dots in two different arrays and write the number sentence for each.

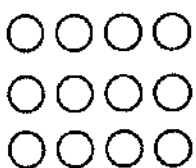
# Introducing Multiplication Arrays

## Answers



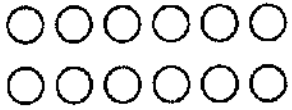
### Challenge

Draw 12 dots in an array.



# Introducing Multiplication Arrays

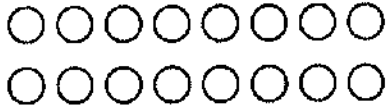
## Answers



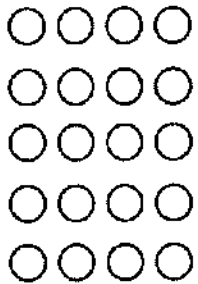
$$6 \times 2 = 12$$



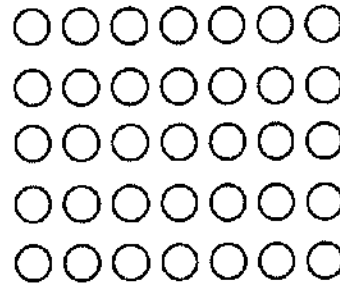
$$5 \times 2 = 10$$



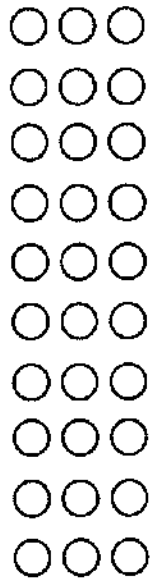
$$8 \times 2 = 16$$



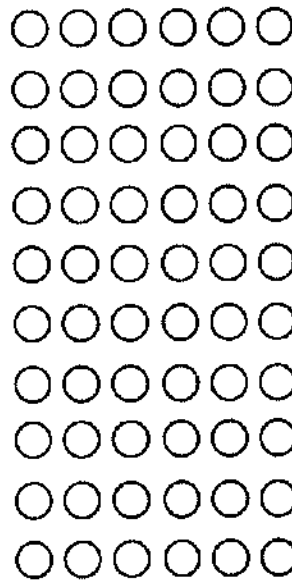
$$4 \times 5 = 20$$



$$7 \times 5 = 35$$



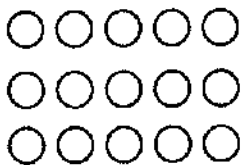
$$3 \times 10 = 30$$



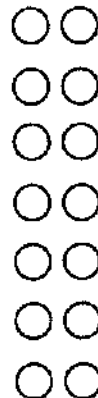
$$6 \times 10 = 60$$

### Challenge

Draw an array to show:  $5 \times 3$      $2 \times 7$



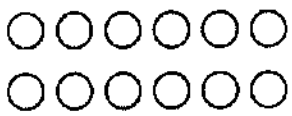
$$5 \times 3$$



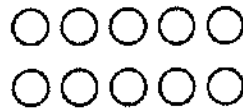
$$2 \times 7$$

# Introducing Multiplication Arrays

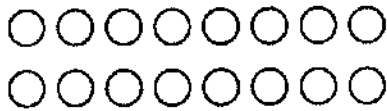
## Answers



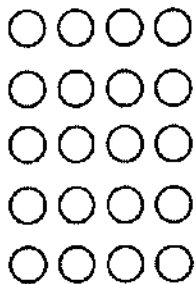
$$6 \times 2 = 12$$



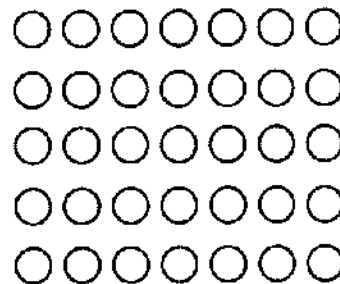
$$5 \times 2 = 10$$



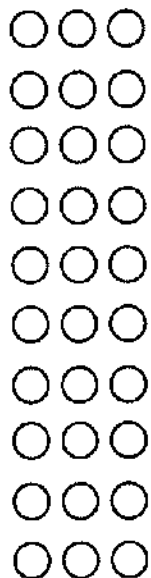
$$8 \times 2 = 16$$



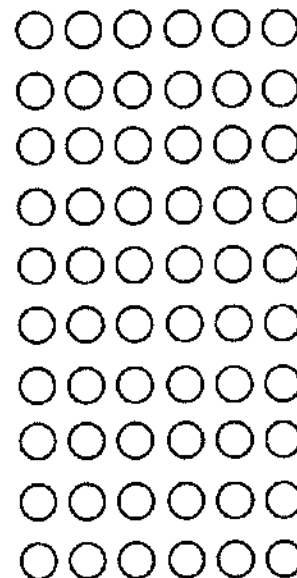
$$4 \times 5 = 20$$



$$7 \times 5 = 35$$



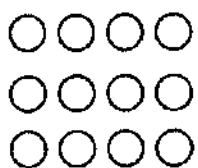
$$3 \times 10 = 30$$



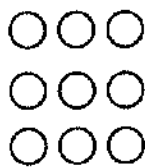
$$6 \times 10 = 60$$

### Challenge

Draw 12 dots in two different arrays and write the number sentence for each. 2 of  $12 \times 1$ ,  $6 \times 2$ ,  $4 \times 3$ . Example of  $4 \times 3$ ,  $3 \times 4$  shown below.



$$4 \times 3$$



$$3 \times 4$$

# Introducing Multiplication in 10s

Count in 10s.

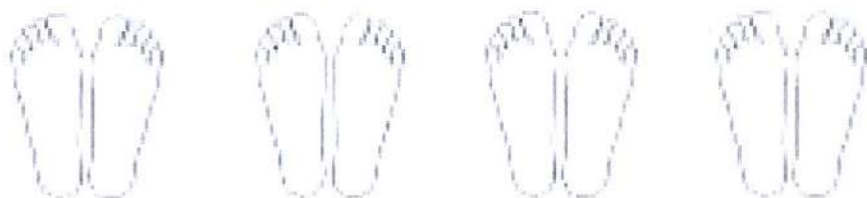
---

Each person has 10 toes. How many toes do 3 people have?



\_\_\_\_\_ toes

How many toes do 4 people have?



\_\_\_\_\_ toes

How many toes do 7 people have?



\_\_\_\_\_ toes

How many toes do 5 people have?



\_\_\_\_\_ toes

How many toes do 8 people have?



\_\_\_\_\_ toes

## Challenge

Draw 6 people. How many toes do they have altogether?

# Introducing Multiplication in 10s

Count in 10s.

---

Each person has 10 toes. How many toes do 3 people have?



\_\_\_\_\_ people have \_\_\_\_\_ toes altogether.

How many toes do 4 people have?

\_\_\_\_\_ people have \_\_\_\_\_ toes altogether.

How many toes do 7 people have?

\_\_\_\_\_ people have \_\_\_\_\_ toes altogether.

How many toes do 5 people have?

\_\_\_\_\_ people have \_\_\_\_\_ toes altogether.



There are 8 pairs of feet. How many toes are there altogether?

C

T

---

number sentence using  $\times$  and  $=$ .



---

Can you solve the following problems?

Write the number sentence using  $\times$  and  $=$ .

There are 4 pairs of feet. How many toes are there altogether?

---

There are 7 pairs of feet. How many toes are there altogether?

---

There are 5 pairs of feet. How many toes are there altogether?

---

# Introducing Multiplication in 5s

Count in 5s.

There are 5 fingers on each hand. How many fingers are there on 3 hands?

\_\_\_\_\_ fingers

How many fingers are there on 5 hands?

\_\_\_\_\_ fingers

How many fingers are there on 8 hands?

\_\_\_\_\_ fingers

How many fingers are there on 6 hands?

\_\_\_\_\_ fingers

How many fingers are there on 9 hands?

\_\_\_\_\_ fingers

## Challenge

How many fingers are on 4 hands? Draw a picture to show your working out.

# Introducing Multiplication in 5s

Count in 5s.

---

There are 5 fingers on each hand. How many fingers are there on 3 hands?



\_\_\_\_\_ hands have \_\_\_\_\_ fingers altogether.

How many fingers are there on 5 hands?

\_\_\_\_\_ hands have \_\_\_\_\_ fingers altogether.

How many fingers are there on 8 hands?

\_\_\_\_\_ hands have \_\_\_\_\_ fingers altogether.

How many fingers are there on 6 hands?

\_\_\_\_\_ hands have \_\_\_\_\_ fingers altogether.

How many fingers are there on 9 hands?

6

7

number sentence using  $\times$  and  $=$ .



Can you work out the answer to the following problems? Remember to write the number sentence using the  $\times$  and  $=$  signs.

How many fingers are there on 5 hands?

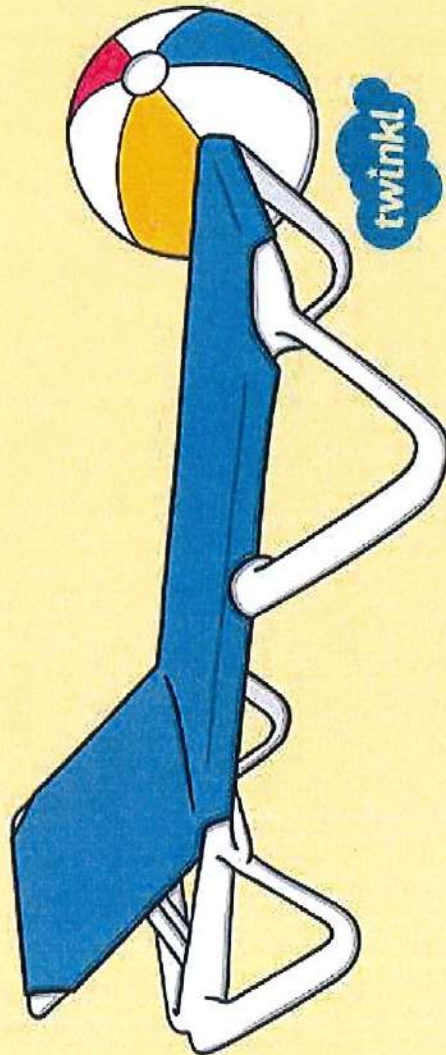
How many fingers are there on 8 hands?

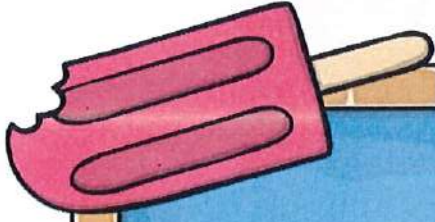
How many fingers are there on 6 hands?

Summer 11

Fluency, Reasoning and Problem-Solving

# Morning Starter





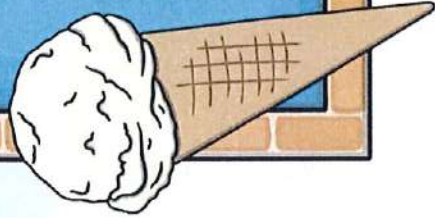
Monday

Tuesday

Wednesday

Thursday

Friday

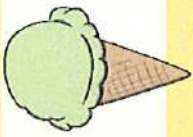




Men

+ and -

Reveal answer



$$17 - 6 =$$

Reveal answer

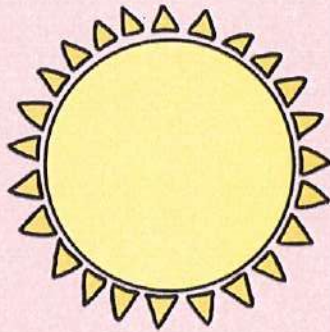


$$5 + = 20$$

x and ÷

Reveal answer

What is half of 12?



Summer 11  
Monday

### Problem Solving

How much does it cost to buy a bucket and a spade?



Reveal answer

### Reasoning

Alison and Henry are sharing some toy cars equally between them. Alison has 8 cars. She says there must be 16 cars altogether.



Do you agree?  
**Explain why.**

+ and -



$$19 + = 20$$

Reveal answer

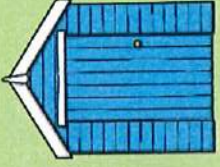
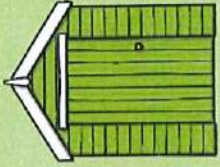
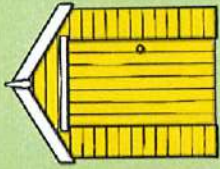
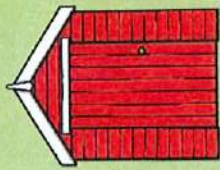


$$17 = + 6$$

Reveal answer

### Problem Solving

What colour hut is to the right of the green hut?



blue

Reveal answer

x and ÷

How much money is here?



30 p

### Reasoning

Henry makes a tally of the number of seagulls he sees at the beach.



Henry says he saw 12 seagulls. Do you agree?

Explain your answer.

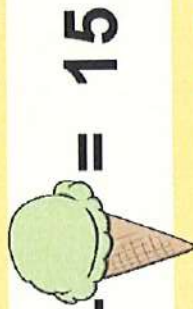






Men

+ and -



$$19 - = 15$$

Reveal answer



$$12 - = 1$$

Reveal answer

Summer 11  
Wednesday

Reveal answer

### Problem Solving

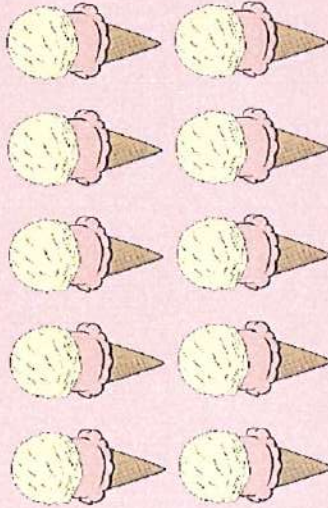
How much money is here?



43p

x and ÷

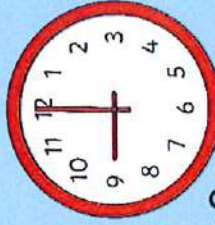
How many scoops of ice cream are there?



20

### Reasoning

Alison arrived at the beach and took a photograph of the clock tower. Alison says "I arrived at 12 o'clock"



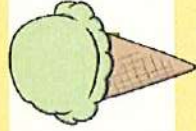
Do you agree?  
Explain why.



Men

+ and -

$$18 - 6 =$$



Reveal answer

Reveal answer



$$+ 1 = 28$$

x and ÷

Which two numbers come next?

12

14

16

18

20

### Reasoning

Put the coins in the right places to complete this statement.



--	--	--



Explain your answer.

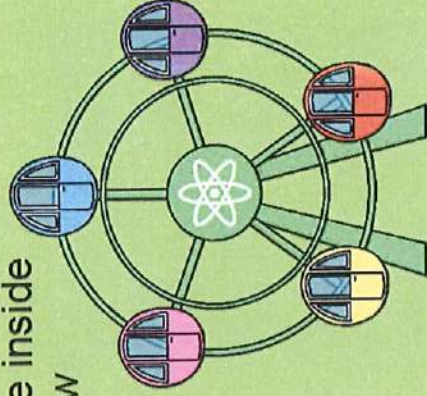
Summer 11

Thursday

Reveal answer

### Problem Solving

There are 2 people inside each carriage. How many people are there in total?



10

+ and -

$$4 + 12 =$$



Reveal answer

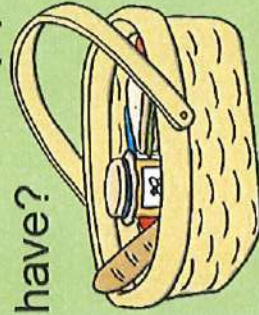
$$7 + = 13$$



Reveal answer

**Problem Solving**

Henry goes on 4 picnics while on holiday. Alison has double that number. How many picnics does Alison have?



8

Reveal answer

**x and ÷**

Share the 15 strawberries between three children.



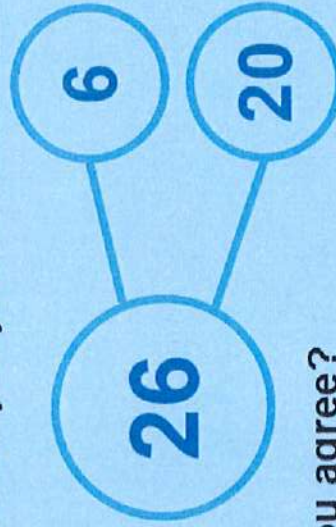
Reveal answer

5

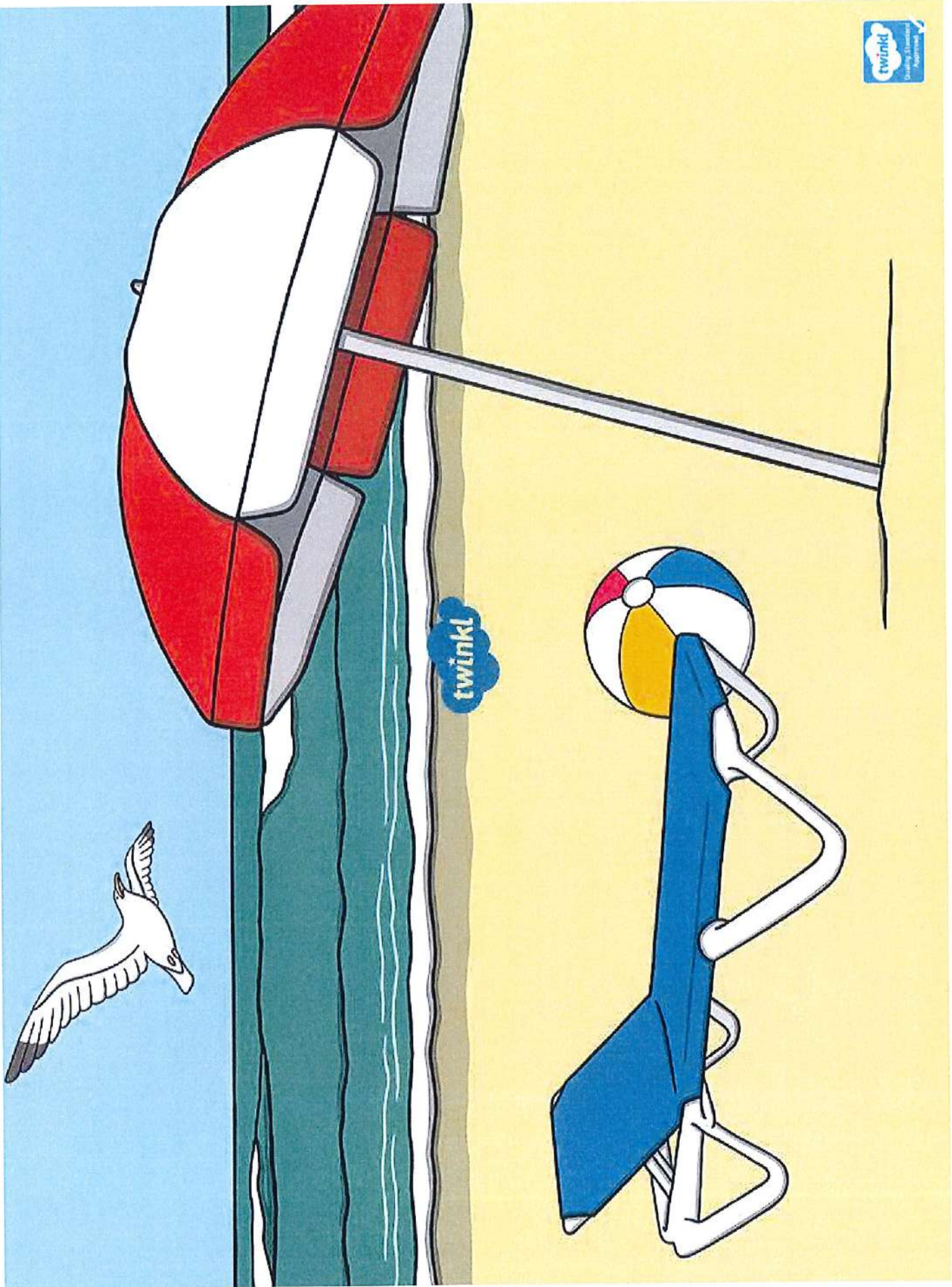
How many does each child get?

**Reasoning**

Alison has drawn this part-whole model. Henry says it is incorrect. Do you agree?



Do you agree?

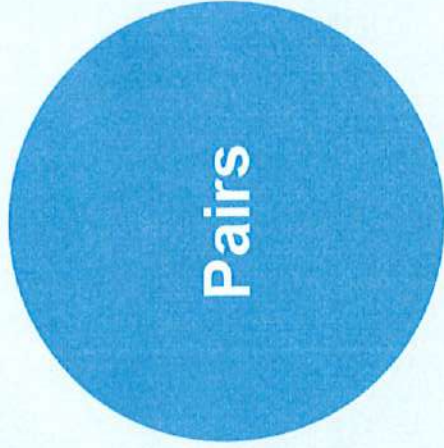


twinkl

# Introducing Multiplication



# Contents



# Pairs

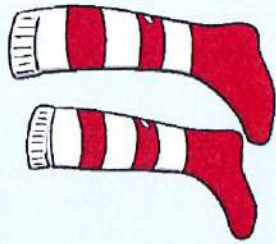
What comes in pairs?



eye  
s



shoe  
s



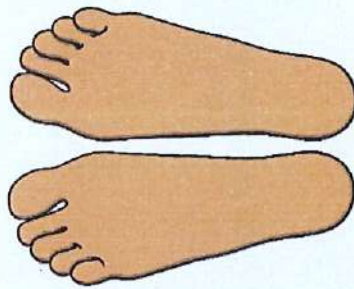
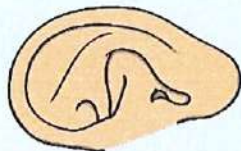
shoe  
s



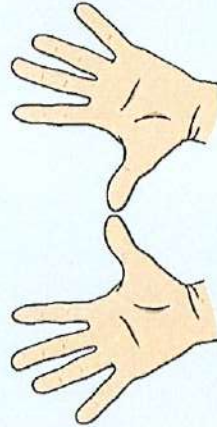
wings



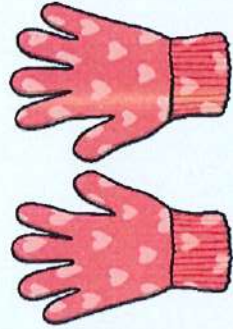
ears



fee  
t



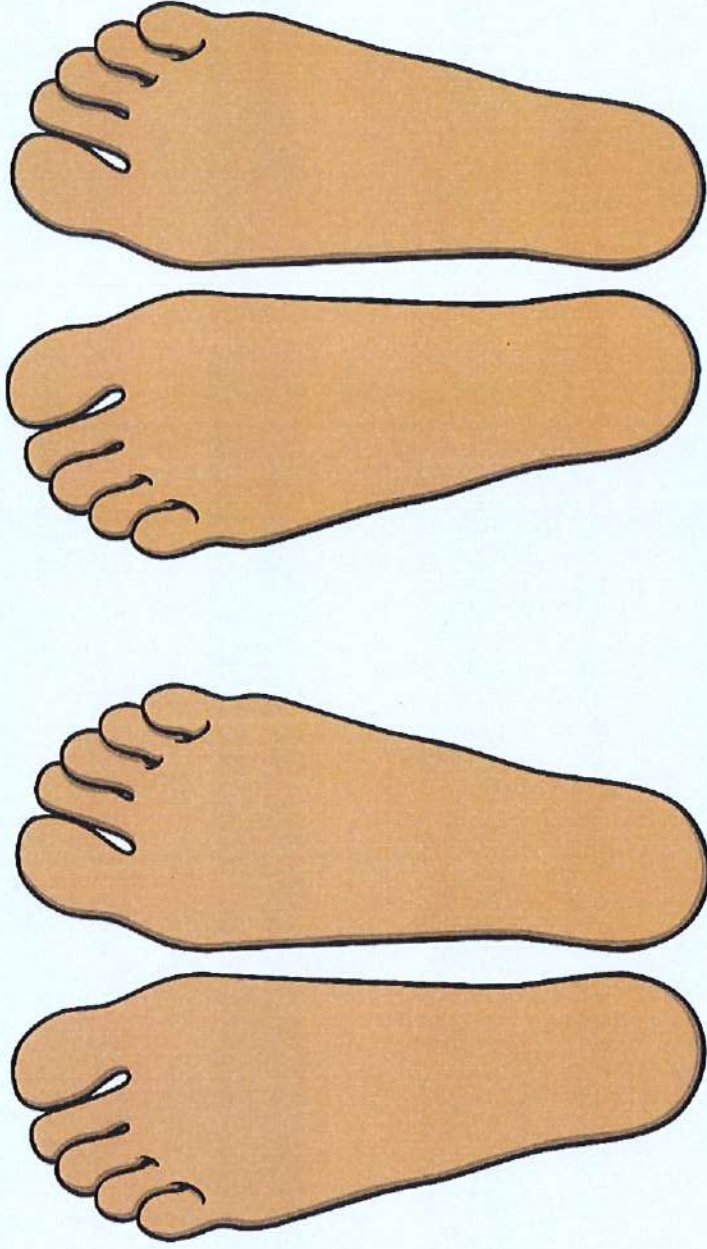
hands



gloves

# Pairs of Feet

There are 2 pairs of feet. How many feet are there altogether?

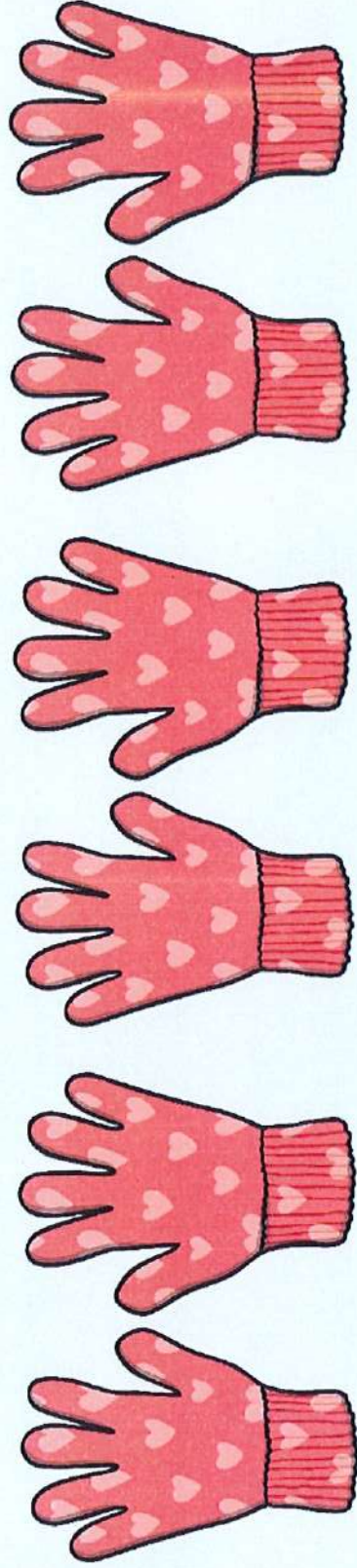


There are 4 feet altogether.



# Pairs of Gloves

There are 3 pairs of gloves. How many gloves are there altogether?



There are 6 gloves altogether.

# Pairs of Shoes

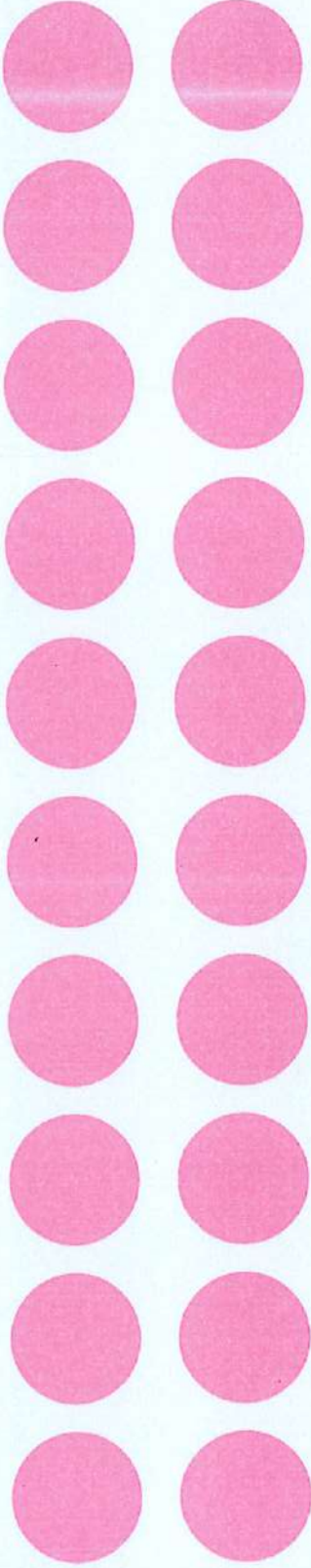
Here are 7 pairs of shoes. How many shoes are there altogether?



There are 14 shoes altogether.

# Counting in 2s

2      4      6      8      10      12      14      16      18      20



# Repeated Addition

Multiplication is the same as repeated addition.  
Here are 6 pairs of gloves:



To find the total number of gloves, we can use repeated addition by adding in 2s:

$$2 + 2 + 2 + 2 + 2 = 12$$

This is the same as '2 multiplied by 6'.

# The Language of Multiplying by 2

Here is some of the language we use to when multiplying by 2:

multiplied by 2

2 multiplied by

2 lots of

pairs of

double

2 groups of

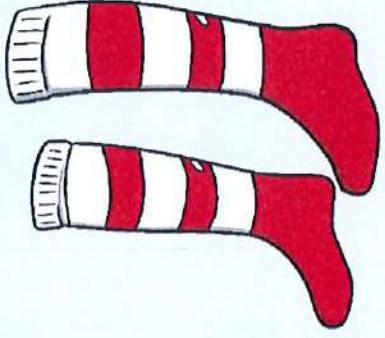
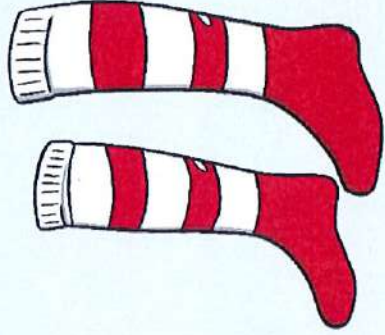
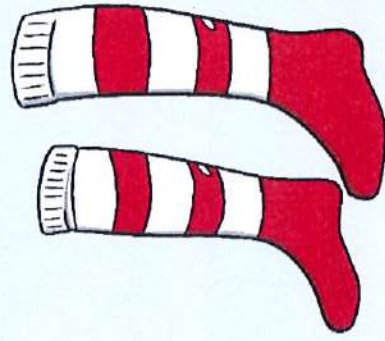
2 times

times 2



# Multiplying by 2

What is 2 multiplied by 3?



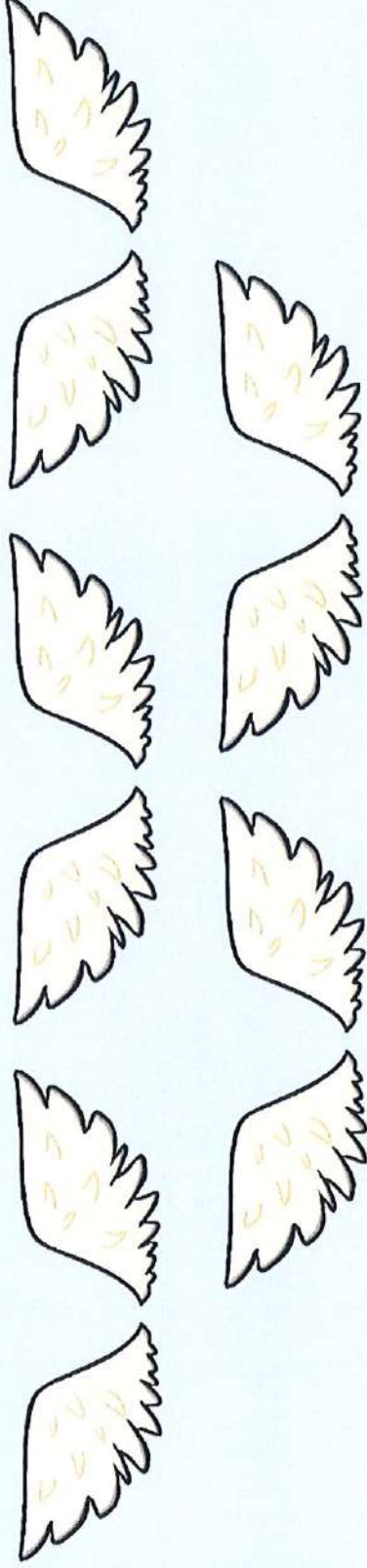
2 multiplied by 3 is 6

2 times 3 is 6

3 lots of 2 is 6

# Multiplying by 2

What is 2 multiplied by 5?



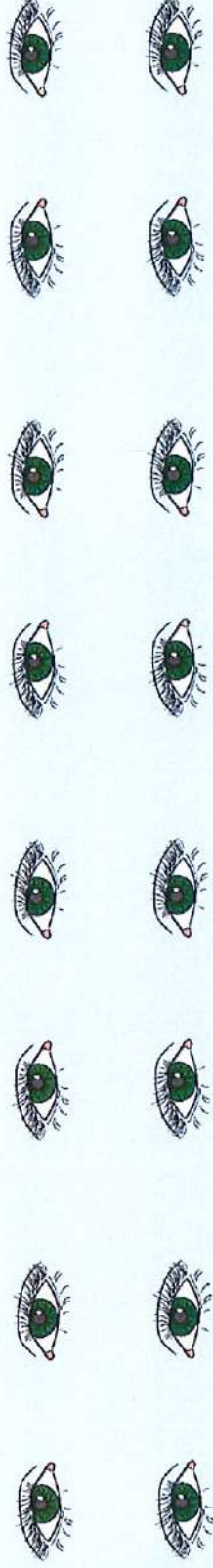
2 multiplied by 5 is 10

2 times 5 is 10

5 lots of 2 is 10

# Multiplying by 2

What is 2 multiplied by 8?



2 multiplied by 8 is 16

2 times 8 is 16

8 lots of 2 is 16

contents



# Counting in 5s

5    10    15    20    25    30    35    40    45    50

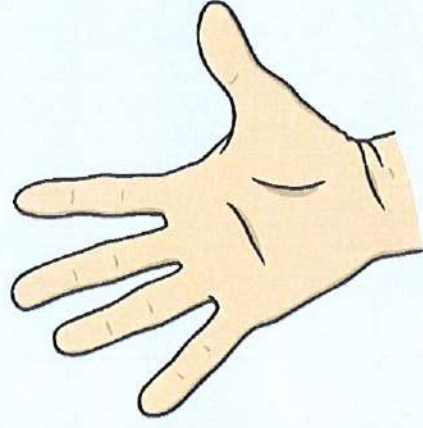
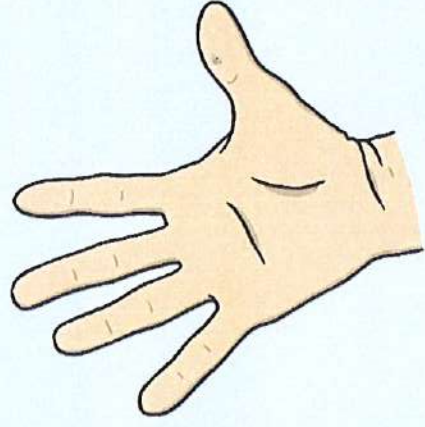
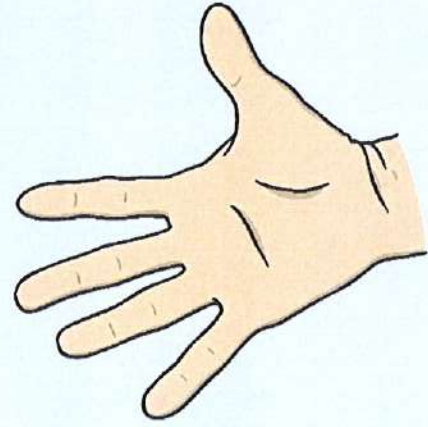


# Counting in 5s

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# Fingers

There are 5 fingers on each hand. How many fingers are there on 3 hands?

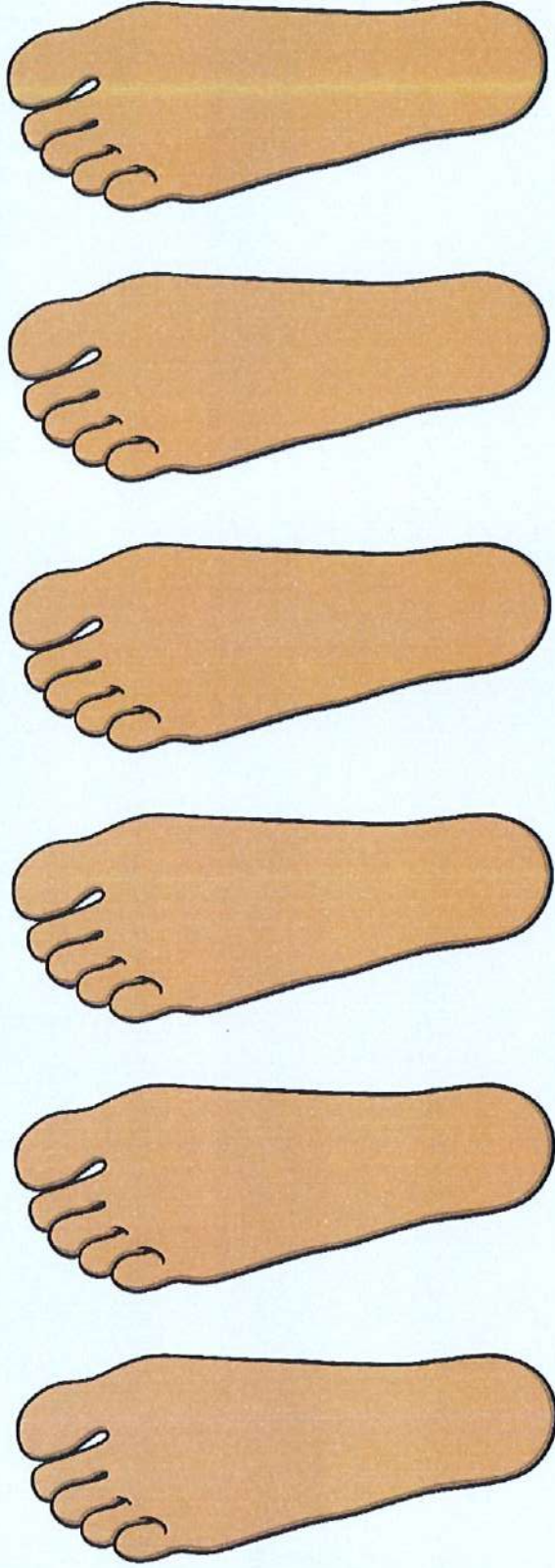


There are 15 fingers on 3 hands

5 multiplied by 3 is 15

# Toes

There are 5 toes on each foot. How many toes are there on 6 feet?

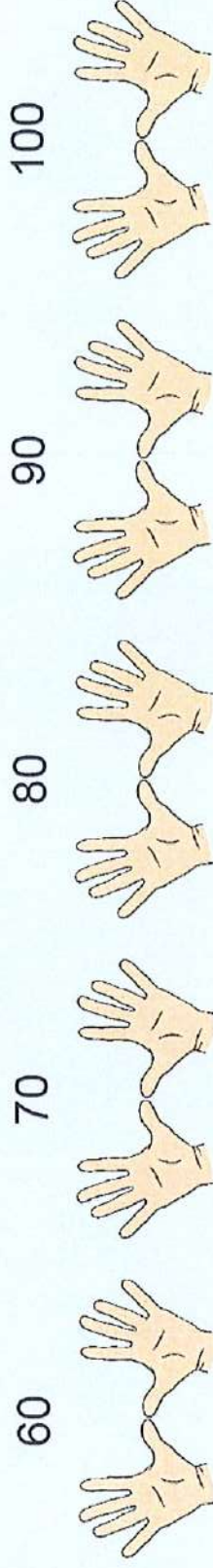
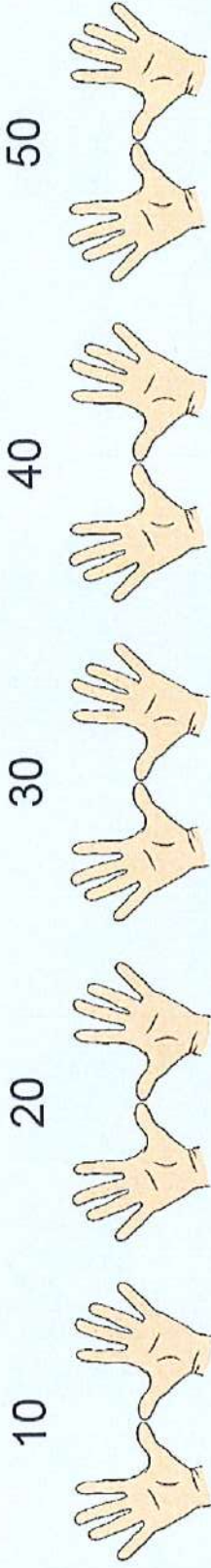


There are 30 toes on 6 feet

5 multiplied by 6 is 30

contents

# Counting in 10s

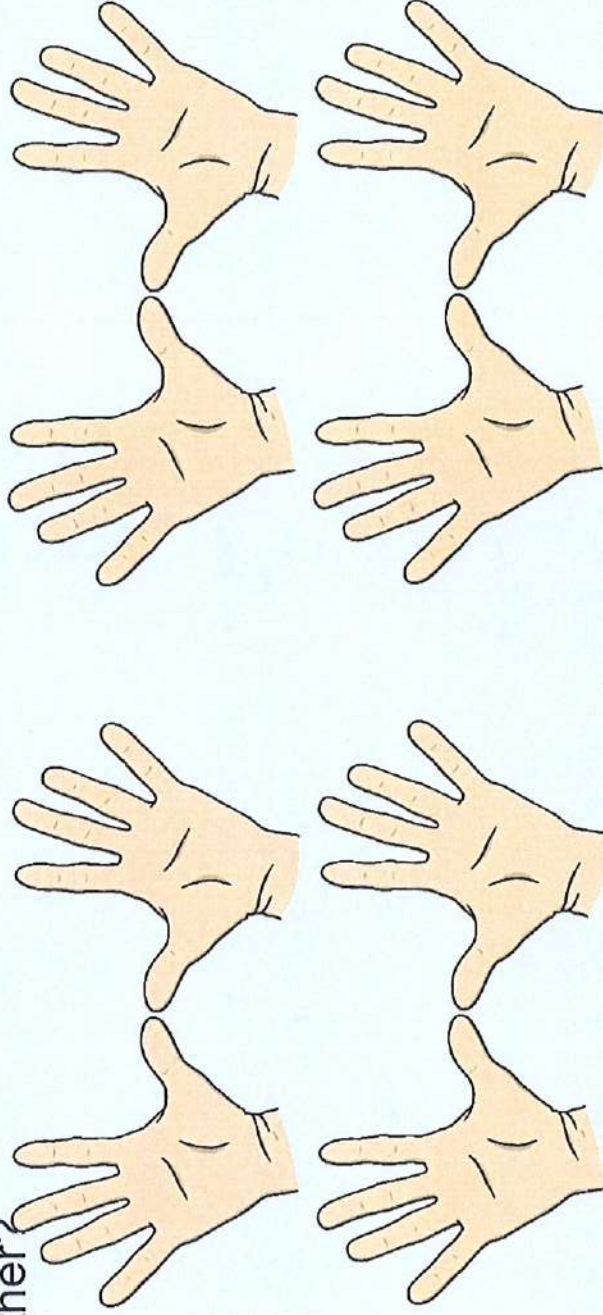


# Counting in 10s

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# Fingers

Each person has 10 fingers. How many fingers do 4 people have altogether?

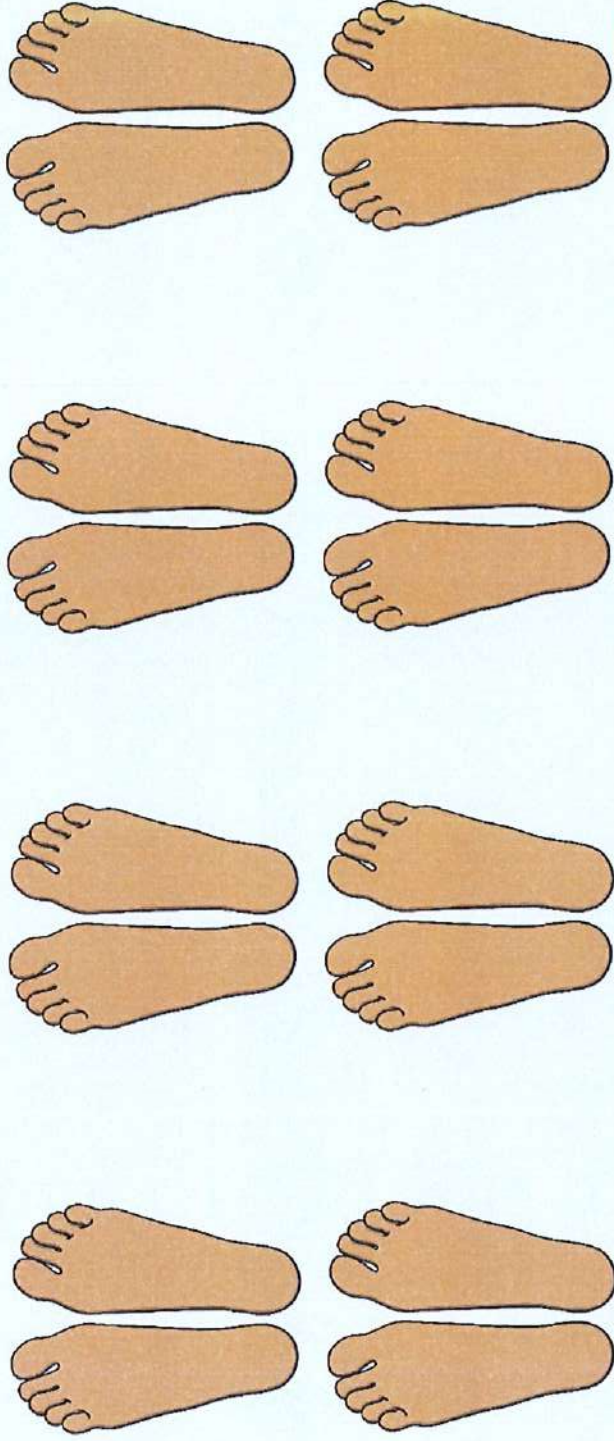


4 people have 40 fingers altogether

10 multiplied by 4 is 40

# Toes

Each person has 10 toes. How many toes do 8 people have altogether?



8 people have 80 toes altogether

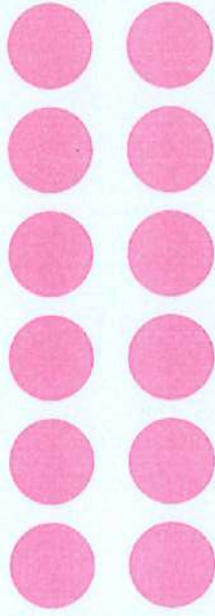
10 multiplied by 8 is 80

contents



# Arrays

Multiplication can be shown in an array:



This array shows '6 multiplied by 2' or '2 multiplied by 6'.

The total is 12.

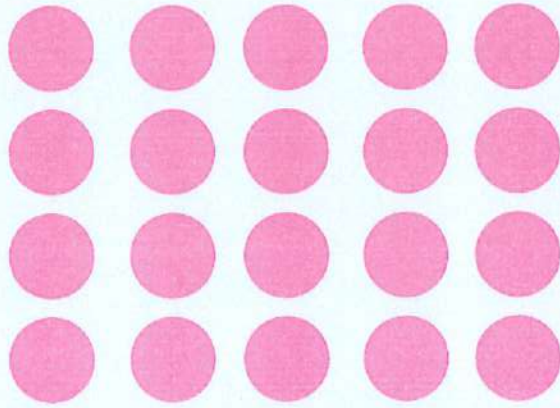
This can be written as:

$$6 \times 2 = 12$$

or

$$2 \times 6 = 12$$

# Arrays



This array shows '5 multiplied by 4' or '4 multiplied by 5'.

The total is 20.

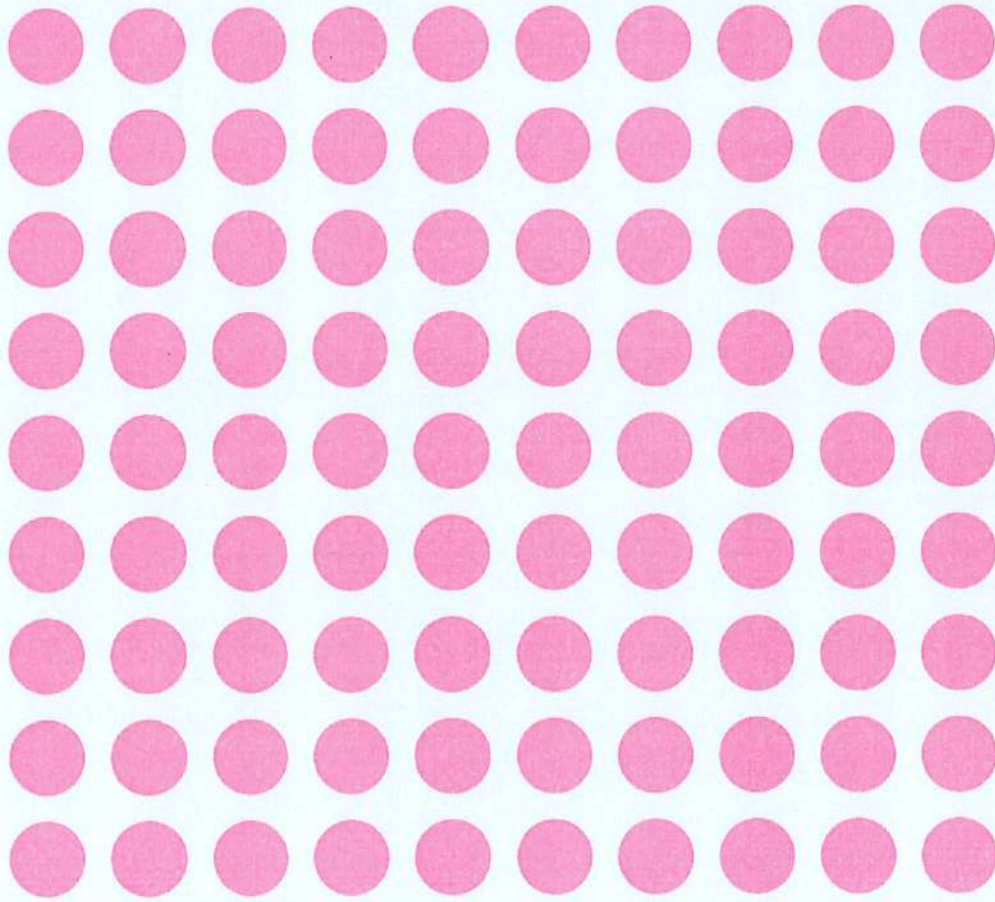
This can be written as:

$$5 \times 4 = 20$$

or

$$4 \times 5 = 20$$

# Arrays



This array shows '10 multiplied by 9' or '9 multiplied by 10'.

The total is 90.

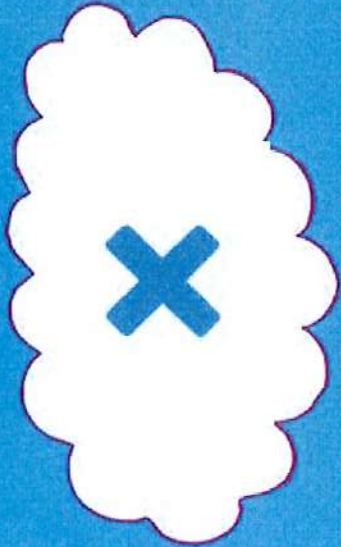
This can be written as:

$$10 \times 9 = 90$$

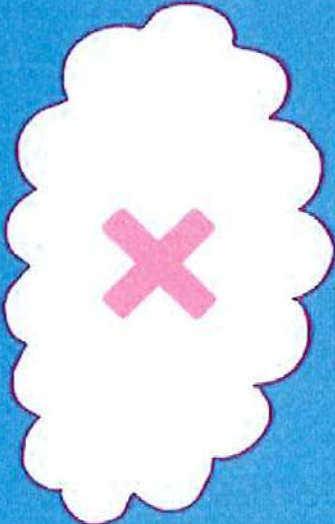
or

$$9 \times 10 = 90$$

contents



twinkl



# Introducing Multiplication in 2s

Count in 2s.

---

There are 5 pairs of shoes. How many shoes are there altogether?



\_\_\_\_\_ shoes

There are 4 pairs of hands. How many hands are there altogether?



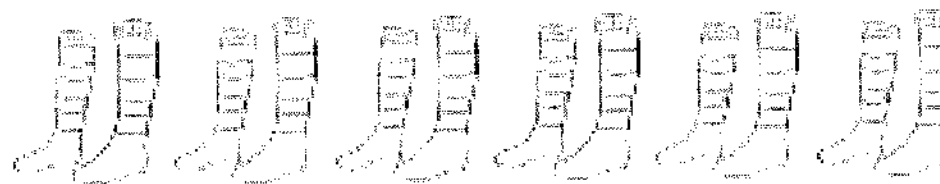
\_\_\_\_\_ hands

There are 7 pairs of wings. How many wings are there altogether?



\_\_\_\_\_ wings

There are 6 pairs of socks. How many socks are there altogether?



\_\_\_\_\_ socks

There are 9 pairs of ears. How many ears are there altogether?



\_\_\_\_\_ ears

## Challenge

Draw 18 shoes in pairs. How many pairs are there?

# Introducing Multiplication in 2s

Count in 2s.

There are 5 pairs of shoes. How many shoes are there altogether?



\_\_\_\_\_ pairs of shoes is \_\_\_\_\_ shoes altogether.

There are 4 pairs of hands. How many hands are there altogether?

\_\_\_\_\_ pairs of hands is \_\_\_\_\_ hands altogether.

There are 7 pairs of wings. How many wings are there altogether?

\_\_\_\_\_ pairs of wings is \_\_\_\_\_ wings altogether.

There are 6 pairs of socks. How many socks are there altogether?

\_\_\_\_\_ pairs of socks is \_\_\_\_\_ socks altogether.

# Introducing Multiplication in 2s

Count in 2s.

---

There are 5 pairs of shoes. Write the number sentence using  $\times$  and  $=$ .



---

Solve the following problems by multiplying in 2s. Write the number sentence using  $\times$  and  $=$ .

There are 4 pairs of hands. How many hands are there altogether?

---

There are 7 pairs of wings. How many wings are there altogether?

---

There are 6 pairs of socks. How many socks are there altogether?

---

There are 9 pairs of ears. How many ears are there altogether?