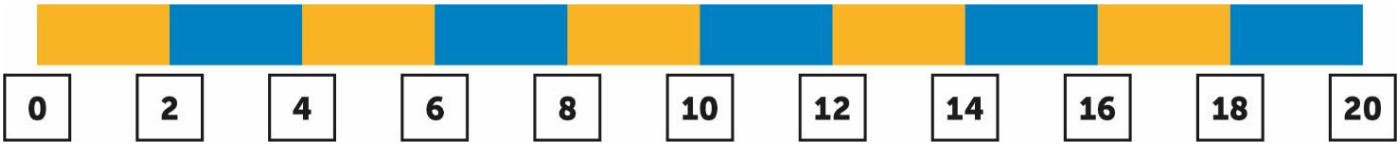
Maths Tasks

Day 1 - Multiplication and division – Equal and unequal groups and remainders

Use the counting stick (PowerPoint/draw your own)



What do you notice? Explain how you know. (all even numbers)

Model this concept with pairs of items.
For example, socks or shoes.

If you had 2 socks, there would be a pair.
If you had 4 socks, there would be 2 pairs.

Q: *I have 8 dinosaurs. I want to share them into two equal groups. Is this possible?*

Model how they can use two hoops to share equally. (Use PowerPoint to help too)

Children choose from a selection of 1 to 20 number cards (these can be made or use the resource sheet provided) and make a group of items to match the value. This could be objects from the classroom, collected from outside or maths manipulatives, such as counters or cubes.
Use resource 'sharing circles) to explore whether or not the items can be shared equally into 2 groups.
Encourage pupils to make a prediction before sharing the items based on their understanding of the patterns and rules associated with multiples of 2.

Q: (PowerPoint) Share the strawberries equally.

Day 2 – Sharing into unequal groups

Please follow the PowerPoint

Use part of a one hundred grid to provide pupils with an alternative representation of the number system from which to discuss the multiples of 2.

If you had 3 shoes, you would have 1 pair and 1 odd shoe.
3 is an odd number.
What do you notice about the numbers?
Following discussion with children, model what would happen and introduce them to the term 'remainder' as the amount left over after sharing into equal groups. I can share 6 of the cars into 2 groups but the 7th car would make the groups unequal.

Provide sufficient practice for children to share items into two equal groups with a remainder. This could involve using items from the classroom, collected from outside or maths manipulatives such as cubes or counters. Use resource 'Sharing circles' from day 1 to share their items.
Encourage pupils to make a prediction before sharing the items based on their understanding of the patterns and rules associated with multiples of 2.

Day 3

Use PowerPoint (slide 9) model this using cupcakes or manipulatives such as counters or cubes. Use the term 'remainder' to describe the amount left over after sharing into equal groups.
Children practise sharing items into two equal groups.
Use resource 'Sharing into two groups' to record their findings (you can use the sharing circles again to help sort the number into two equal groups)
Chn can explore other numbers once they have finished.

Day 4 – Repeated addition and arrays

Present children with a tray of 16 cubes – 8 of one colour and 8 of another.

How could we find out how many cubes are in the tray?
(Model counting the cubes one by one)

What would be a more efficient way of finding the total number of cubes?
Model counting the cubes in groups of 2. Use the skip counting method (2, 4, 6, 8) to link this to the less efficient one-to-one counting strategy.

Read PowerPoint slide 12 + 13.

Pupils practise using repeated addition to make totals. (Look at resource)
 Choose from a selection of even numbers from 0 to 20.
 Make the number with cubes by repeatedly adding groups of 2.
 Record their number sentences as repeated additions.

For example:
 2 + 2 + 2 + 2 = 8
 10 = 2 + 2 + 2 + 2 + 2

Day 5

Have a go at sharing on the interactive games
https://pbskids.org/curiousgeorge/busyday/dogs/

Day 6

Repeat as day 4; but repeated addition with 5.
Present children with a tray of 15 cubes – (3 colours of 5)

How could we find out how many cubes are in the tray?
(Model counting the cubes one by one)

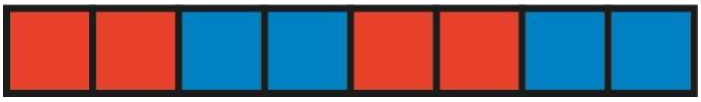
What would be a more efficient way of finding the total number of cubes?
Model counting the cubes in groups of 5. Use the skip counting method (5, 10, 15) to link this to the less efficient one-to-one counting strategy.

Pupils practise using repeated addition to make totals. Use the resource
 Make the number with cubes by repeatedly adding groups of 5.
 Record their number sentences as repeated additions.

For example:
 5 + 5 + 5 + 5 = 20
 15 = 5 + 5

Day 7

Show a set of cubes organised into groups of 2 (example below). Read PowerPoint

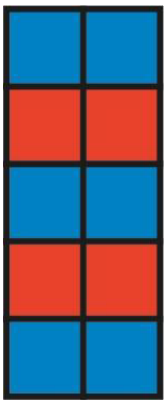


Use the resource 'language of multiplication' (cut it up) and match the cards match the visual representations to the description and abstract calculation.

Day 8

Display a linear representation of a repeated addition statement using cubes.
For example: 2 + 2 + 2 + 2 + 2 = 10.

Model how to create an array with the cubes in groups of two.



What's the same? What's different?

***They both have a total of 10 cubes.**
One of them has 1 row of 10 cubes and the other has 5 rows of 2 cubes.

Read slides 19 + 20 (Repeat with further examples)

Use resource 'Describing arrays' and the speaking frame to explore the link between repeated addition and multiplication represented using arrays.
Children could make the arrays using cubes. This allows them to physically count the groups of 2 to support writing the repeated addition and finding the total.

Day 9

Display two representations of the same number in which groups of 5 are visible. (PowerPoint)

Use the final resource 'Coins and arrays'

Day 10

Have a go at this interactive game – try multiples of 2, 5 and 10

https://www.topmarks.co.uk/times-tables/coconut-multiples