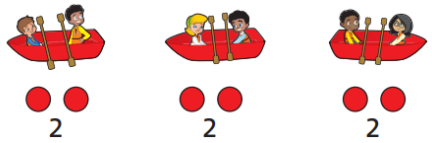
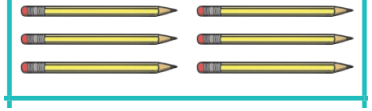
- Practise making groups and grouping objects and practise using the stem sentence e.g. I have 3 groups of 2. A common misconception for children is getting confused between how many in <u>each</u> group and how many groups <u>altogether.</u>



- Chant or sing times tables to a rhythm or as words to your favourite song!

Picture it!
Set out your times tables using buttons, sweets or pasta like this: 2 x 3 = 6

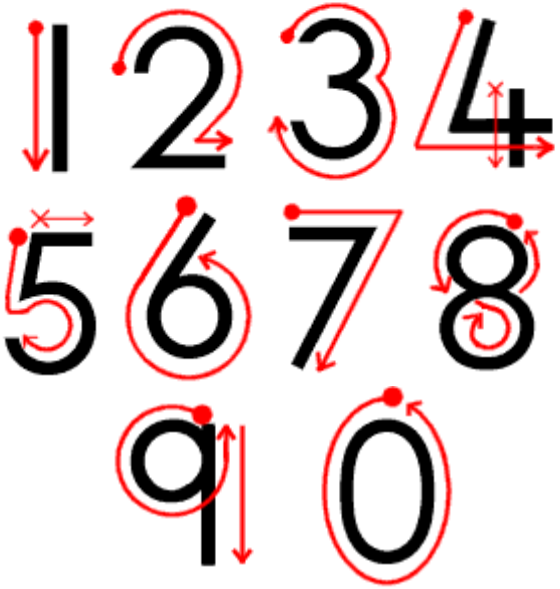


- Ask your child to share food, toys, equipment out equally (so everyone has the same).

Number Formation Guide

Encourage your child to form numbers in the standard way. Bad habits are difficult to break, so following our simple guide can help to prevent problems at a later stage.

Spots indicate the starting position of the pencil. The pencil should remain on the paper, following the arrows. For the numbers four and five, the pencil must be raised before completing the second part of each number. **Crosses** indicate the second starting positions.



Marwood C.E. Infant School

Year 1

Multiplication and division

Introduction

Thank you for taking the time to read further on how to help your child in maths.

In this unit, children will develop their understanding of multiplication as repeated addition, understanding the difference between equal and not equal groups. They will use their knowledge of skip counting in 2s, 5s and 10s and will use a variety of representations to help them to find the total of multiple equal groups and of doubles. These representations will include arrays, a powerful way of developing multiplicative reasoning. This will then feed into their work on division later in the unit, where they will move onto grouping and sharing.

Key vocabulary

equal groups,	array,
add,	row,
addition,	column,
adding,	double,
altogether,	twice
total,	share,
pairs,	digit,
multiple	

Stem sentences

__ is a multiple of __.
__is in the __ times tables.
There are __ groups of__.
There is __ in each group.

Stem sentence examples

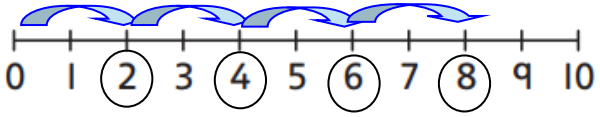
I know that <u>20</u> is a multiple of <u>10 and 2</u> because it ends in a <u>0</u>.
There are <u>3</u> groups of <u>5</u>. There are 15 altogether.

Structures and representations that will be used to support our understanding in this unit.

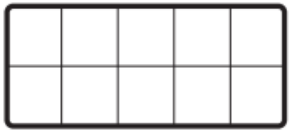
STRUCTURES AND REPRESENTATIONS

Array: Arrays are a visual representation of multiplication and division. They are an excellent tool for showing what *x groups of y are equivalent to*. They also clearly show the commutativity of multiplication (how '*x* groups of *y*' has the same total as '*y* groups of *x*').

Number line: Number lines help children to represent their skip counting. They will help children count on and back from a given starting point and help them identify patterns and groups within the count.

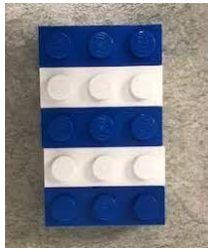


Ten frame: A ten frame will help children visualise 10. In this unit, it is used to demonstrate and cement children's understanding of doubles.



Ways to support your child with their learning.

- Practice securing your child's skip-counting in 2s, then 10s, then 5s.
  2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24…
  10, 20, 30, 40, 50, 60, 70, 80, 90, 100…
  5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55…
- Practise skip-counting forwards and backwards when out and about.
- Practise counting practically in 2s- practice when matching socks, tidying pairs of shoes, finding pairs of gloves, etc.
- Discuss arrays you see in everyday life e.g. egg boxes, ice trays, a muffin tin, a fence, chocolate box, etc.



- Enjoy making different arrays!
  (the above lego shows 3 x 5 and 5 x 3)…multiplication is commutative which means it can be done in any order and you get the same total.