

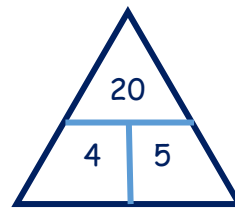
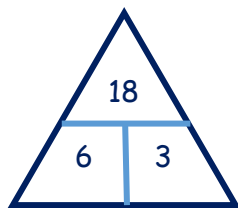


### Now it's the children's turn:

- Give each pair a pack of 0 to 12 cards. They shuffle them and place face down.
- They turn the top card over and find that number of 3s, counting up in 3s on their fingers (or using the diagram) if necessary. They record the multiplication, e.g.  $4 \times 3 = 12$ .
- How many multiplications can each pair write in three minutes?
- Repeat, this time chn multiply each number by 4.
- Cut out and give each pair a set of multiples of 3 cards (see child instructions). They shuffle these and place face down. They turn over the top card and say/work out how many 3s are in this number. They record the division, e.g.  $12 \div 3 = 4$ .
- How many divisions can each pair write in three minutes?
- Repeat for the multiples of 4 cards (see child instructions). Children say/work out how many 4s are in each number and record the matching division.
- Go round the group and mark their number sentences additions after each task.

### S-t-r-e-t-c-h:

Challenge chn to write two multiplication facts and two division facts to go with each number triangle. Each fact must use all the numbers in the triangle, and only them!



If chn cope well, they may be able to do the easier activities on day 3 or 4 of week 5.

### Things to remember

*Remember that if you don't know a multiplication or division fact, you can count up on your fingers to help, e.g. to work out  $7 \times 3$ , you can count on in 3s, holding up 7 fingers one at a time to help. To work out how many 3s are in 27, you can count up in 3s until you get to 27, holding up one finger for each 3 you say. Point out that there are three parts to each finger, so if they are stuck counting in 3s, they can use these to help! Practise counting up on fingers to work out  $7 \times 3$ , and  $27 \div 3$ . Repeat for  $7 \times 4$  and  $24 \div 4$ .*

*You may want to add something that has emerged from the activity. This may refer to misconceptions or mistakes made.*

Resources	Outcomes
<ul style="list-style-type: none"><li>• Mini whiteboard and pen for each child</li><li>• A set of 0 to 12 cards for each pair</li><li>• A set of multiples of 3 cards and set of multiples of 4 cards made from the child instructions pages 3 and 4</li></ul>	<ol style="list-style-type: none"><li>1. Chn begin to know the 3 and 4 times tables by heart.</li><li>2. Chn understand that multiplication is commutative; it works 'both ways round', e.g. <math>3 \times 4 = 4 \times 3</math>.</li><li>3. Chn begin to grasp the link between multiplication and division.</li></ol>







