

Multiplication and Division Unit 1

Short Mental Workouts

The short activities suggested below do not have to be done at the beginning of your maths lesson. They are suitable for doing at any time of the day to provide ongoing revision of important mental and oral skills.

While there probably isn't time during your maths lesson for these activities, it is crucial to regularly revisit the skills used. You decide when to use them – perhaps at the beginning of the day for 'morning maths', as you line up for lunch, or as a 'brain-break' during the afternoon.

If an image is suggested, you can find it on the sheet(s) below and/or use the link (beginning <https://wrht.org.uk/...>) to find it, and other related generic materials.

Day 1

4 times table

As a group, write out the 4 times table on the IWB ($1 \times 4 = 4$, etc.). Hide one number in each sentence, then ask children to copy out the whole times table, filling in the missing numbers as they do so.

Day 2

Multiplication Ping Pong

Play Ping-Pong. Say a number between 1 and 12. Children respond with this number multiplied by 8. Remind children that they can double answers in the 4 times table to get the 8 times table.

Day 3

3 times table division facts bingo

Play 'division facts bingo'. Ask children to draw a 3×2 grid and to write in the cells six numbers between 2 and 12. Then, call out 3 times table divisions (e.g. *What is 36 divided by 3? How many threes in 21?*). If children have the answer in their grid, they cross it out. The winner is the first to cross out all their numbers.

Day 4

Place value addition chains

Write this grid on the board:

+10	+1	+100
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Ask one child for a 2-digit number, e.g. 35. Point to any one of the operations in the grid, then children call out the new total, e.g. point to +10; children call 45. Point to another operation, e.g. +100; children call 145. Keep pointing to operations, gradually building up speed. Finish on a number less than 1000. Choose a new starting number. Point to a chain of operations, this time asking children to keep track, in their heads, of the running total. Do they agree on the final total?