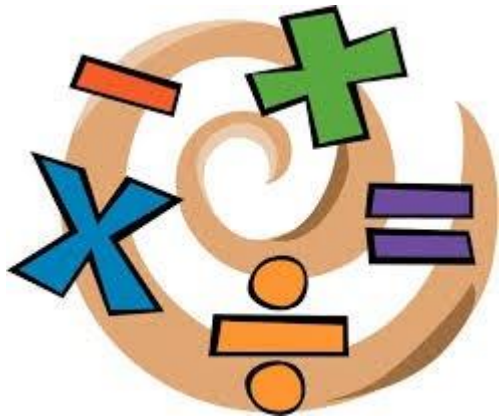
Multiplication and Division Maths Workshop



‘No matter what I do, their teacher keeps on saying they don’t know their times tables!’ – helping your child learn their times tables

What are times tables?

Can you write a definition on a post-it note?
Hang onto it until the end of the session!

Getting to the heart of multiplication…

Top Tip!

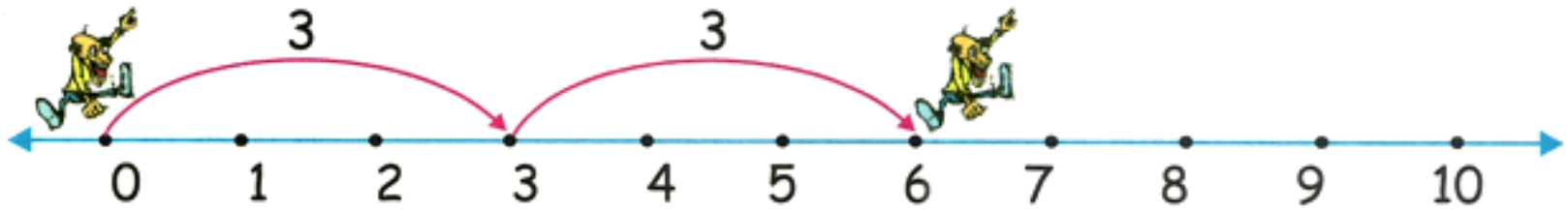
BBC Bitesize have amazing videos that explain things simply and in an engaging way!

Use a number line to solve these problems:

5 + 5 + 5

7 + 7

8 + 8 + 8 + 8



Is adding 5 + 5 + 5 the most efficient way to arrive at 15?

5 + 5 + 5 = 15

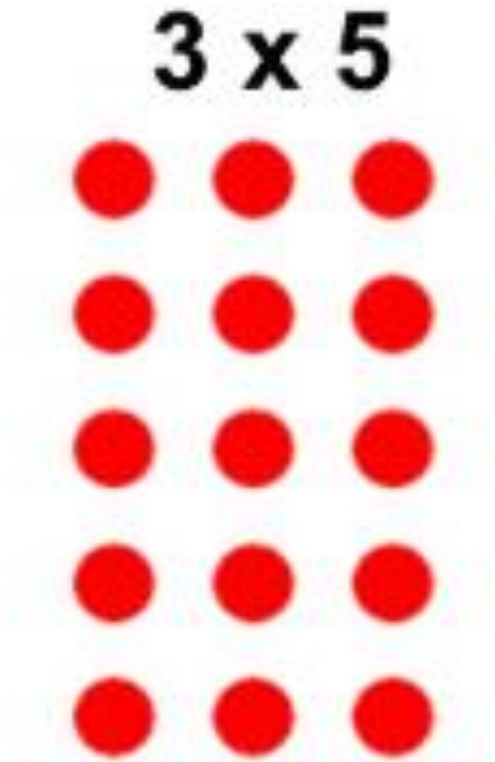
This could also be written as:

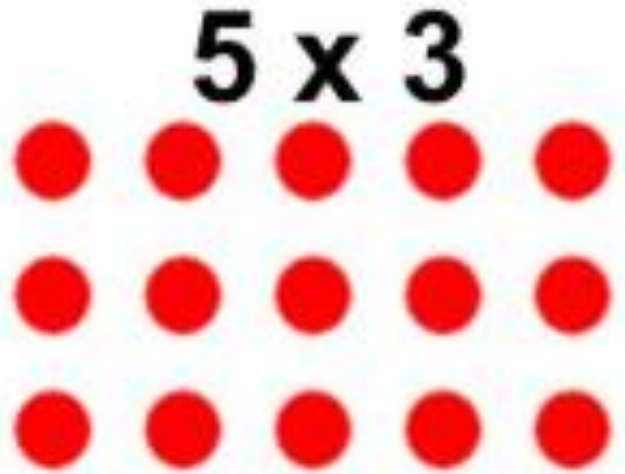
3 x 5 = 15

Or 3 lots of 5 is equal to 15

But what does 3 x 5 look like?

What does 3 x 5 look like?





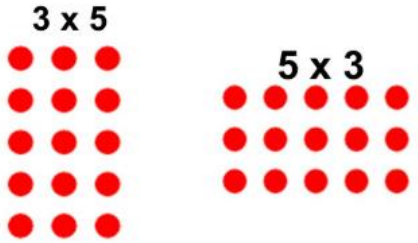
Can you represent these multiplication number sentences with arrays?

4 x 5

2 x 7

3 x 8

4 x 4



Challenge: Can you reverse the numbers in the number sentence? How will this change your array? Does it always change your array?

We can understand what it is, but how can I get my child engaged with times tables?

top marks times tables

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Times Tables Games for 7 to 11 year olds - Topmarks

https://www.topmarks.co.uk › maths-games › 7-11-years › times-tables

They provide the repetition necessary for children to consolidate their tim and they include games involving factors and multiples. Hit the Button. Mental Maths Tr Coconut Multiples. Daily 10. Arithmetic - **Multiplication**, Division, Factoring. Maths Fish Tommy's Trek. Connect 4 Factors.

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Play these fun Maths Games for 7-11 year olds

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English

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Addition and Subtraction | Times Tables | Multiplication and Division
Fractions and Decimals | Money | Shape, Position and Movement | Measures
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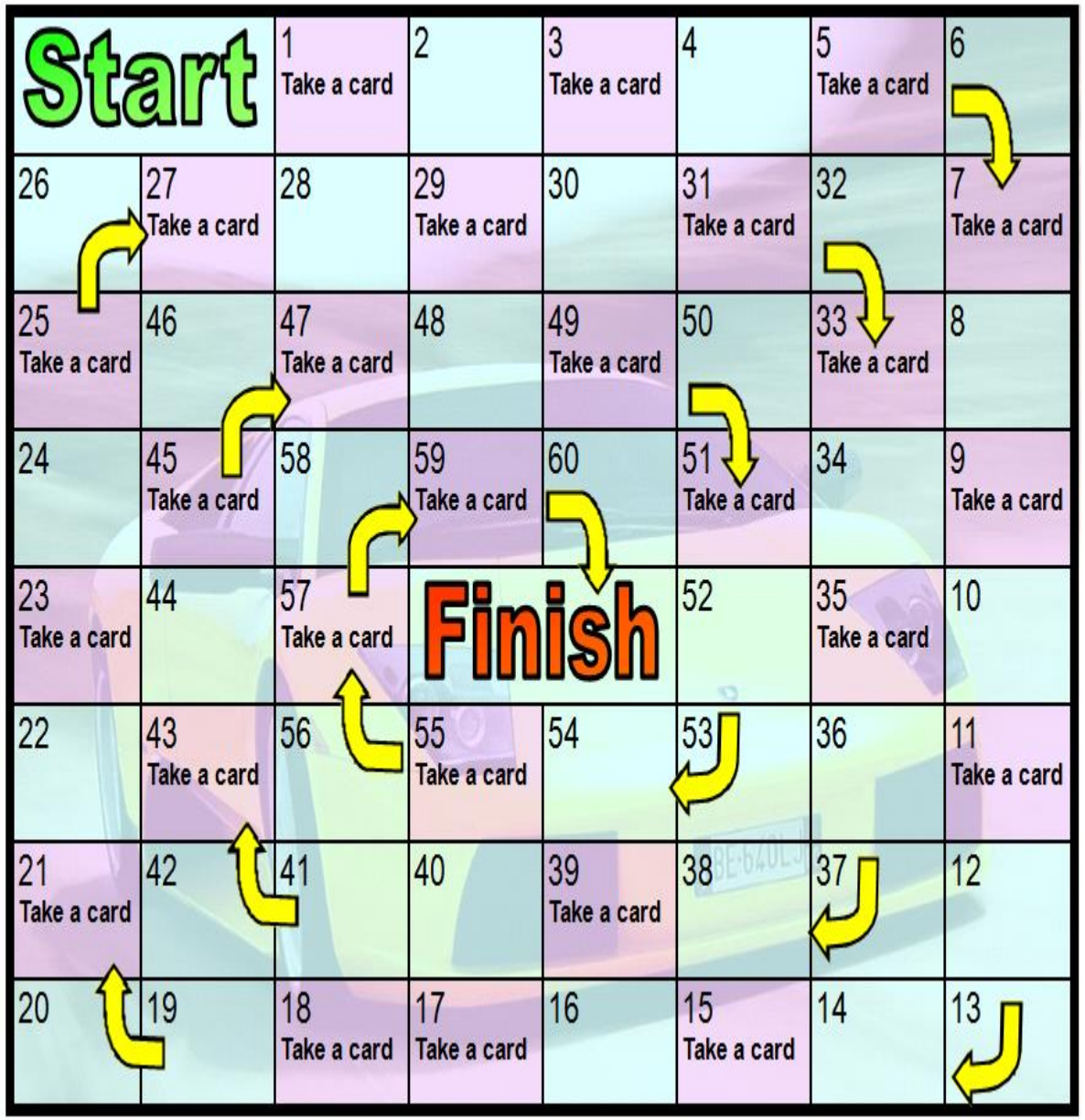
Times Tables Games

Maths games can be a fun way to learn the times tables. These times tables games have been selected to provide practise for children who are beginning to



Times tables board game

You will need:

A dice.
A coloured counter for each player.
Game board.
Times tables cards.

Rules:

1. Everyone chooses a coloured counter.
2. The first person rolls the dice and moves their counter the appropriate number of spaces.
3. If they land on a pink square they take a card (for the appropriate table they are learning) and work out the answer.
4. If they get the answer correct they **move on 2 spaces**.
5. If they get the answer wrong they **move back 1 space.**
6. **You can use a multiplication grid to check your answer!**
7. The winner is the first person to reach the

Look at your definition of times tables. Has it changed?

‘Can’t we just use a calculator to multiply these numbers together?’ – understanding written multiplication

What does the National Curriculum say about multiplication?

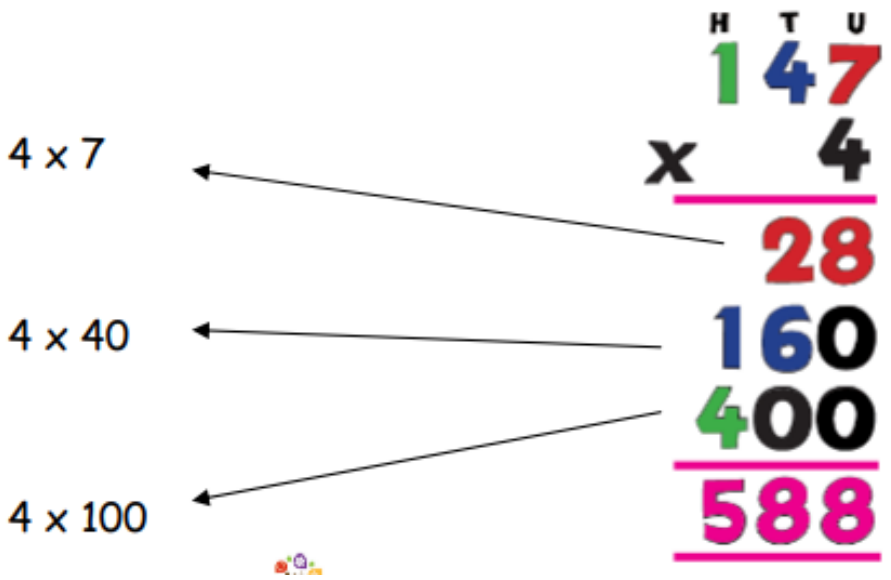
Year 5

- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers

Year 6

- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication

Multiplication – expanded and column multiplication



Your turn:

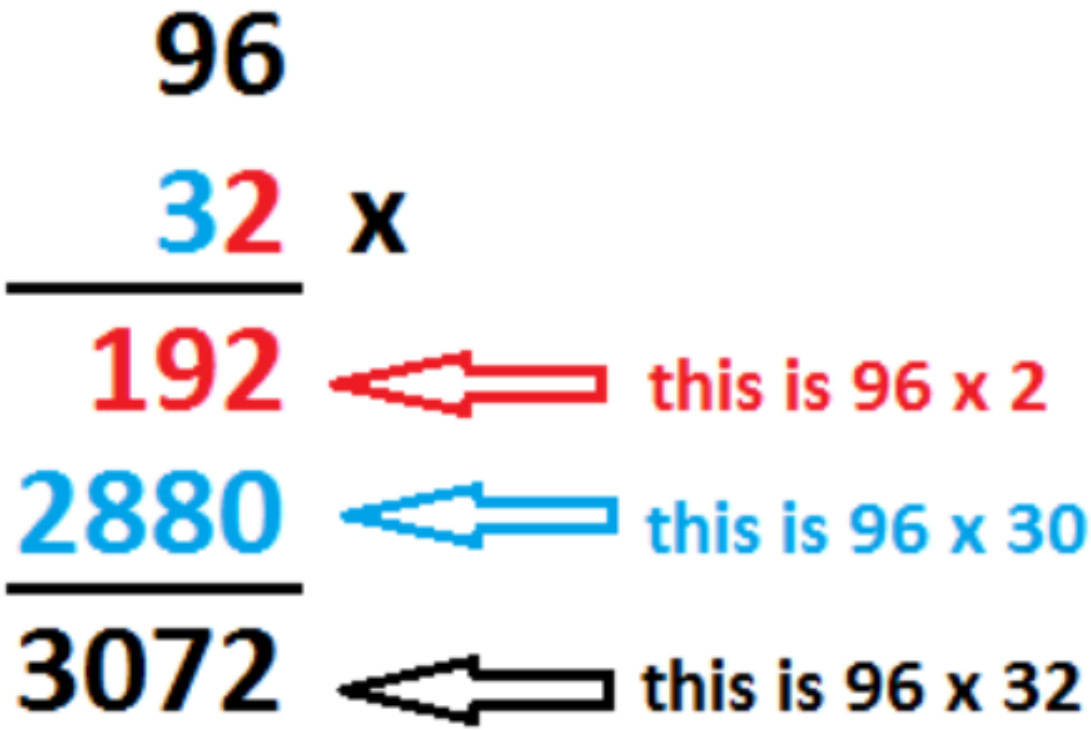
132 x 6

414 x 5

732 x 8

Imagine how hard this must be for a child who doesn't know their times tables?

Long multiplication



Your turn:

32 x 16

41 x 25

732 x 28

321 x 22

Imagine how hard this must be for a child who doesn't know their times tables?

Mastering multiplication: Now we know it, what do we do with it?

Each of you draw a multiplication grid like this:

Throw the dice four times each until all the cells are full.

Whoever has the product closest to 1000 wins.

There are two possible scoring systems:

- A point for a win. The first person to reach 10 wins the game.
- Each player keeps a running total of their "penalty points", the difference between their result and 1000 after each round. First to 5000 loses.

You can vary the target to make it easier or more difficult.

‘Long division is harder to crack than the Da Vinci code – someone help!’ – understanding written division

What does the National Curriculum say about division?

Year 5

- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

Year 6

- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long and short division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context

Sharing

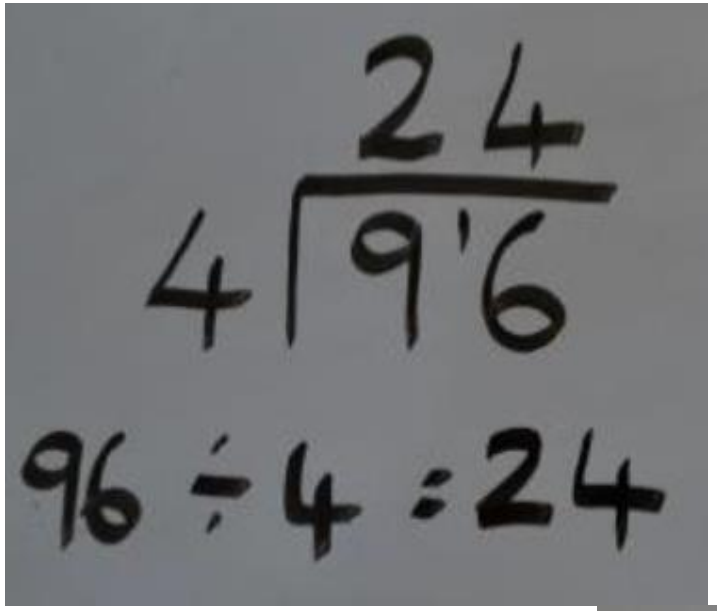
6 ÷ 2

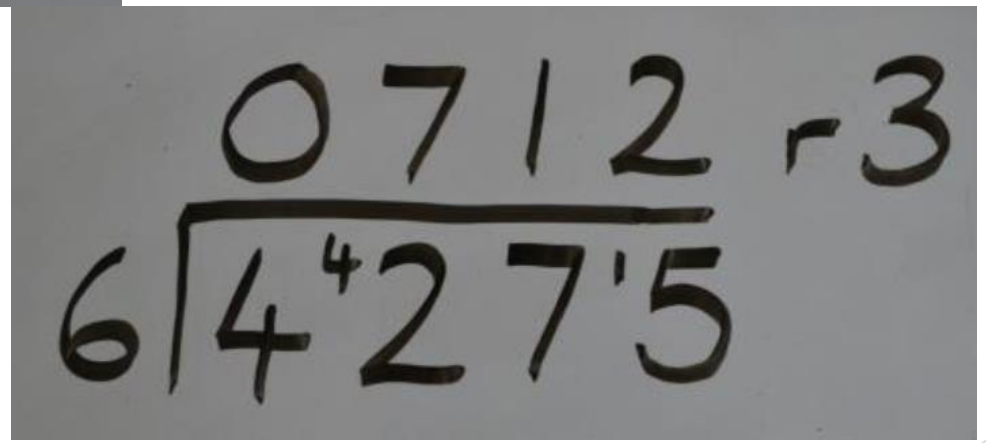
Grouping

6 ÷ 2

Your turn: Using the counters, what are the two ways you could show 10 ÷ 5?

Division – short division





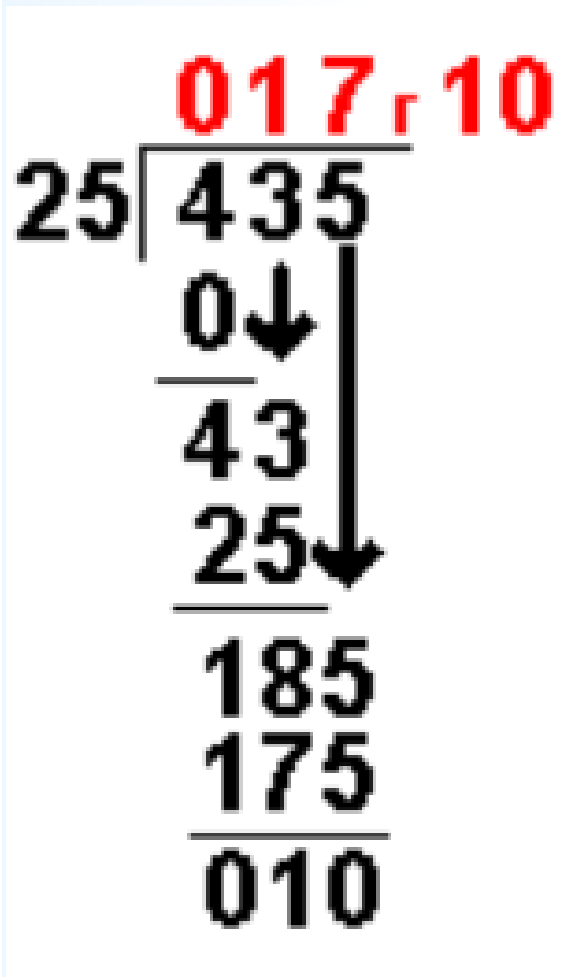
Your turn:

532 ÷ 3

641 ÷ 5

6372 ÷ 8

Division – long division



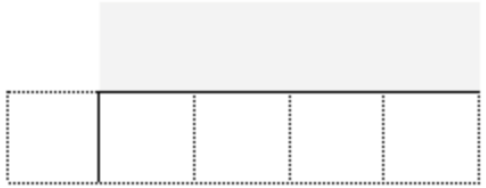
Your turn:

372 ÷ 13

732 ÷ 21

632 ÷ 32

Mastering the four number operations: Now we know it, what do we do with it?



Each of you draw a division grid like this:

Throw the dice five times each until all the cells are full.

Whoever has the answer closest to 1000 wins.

There are two possible scoring systems:

- A point for a win. The first person to reach 10 wins the game.
- Each player keeps a running total of their "penalty points", the difference between their result and 1000 after each round. First to 5000 loses.

You can vary the target to make it easier or more difficult.

What's next?

- Calculation Policy on the school website
- Try the games we have practised today with your child - they'll love it!
- Supporting home learning through the methods we have explored today
- Visit times tables games online