Dear Parents/Carers,

This powerpoint takes the children through the learning sequence. If possible please talk through the slides with your child and check their understanding. The slides start at a basic level to re-cap previous learning.

Consolidation of multiplication and division

1.7.20

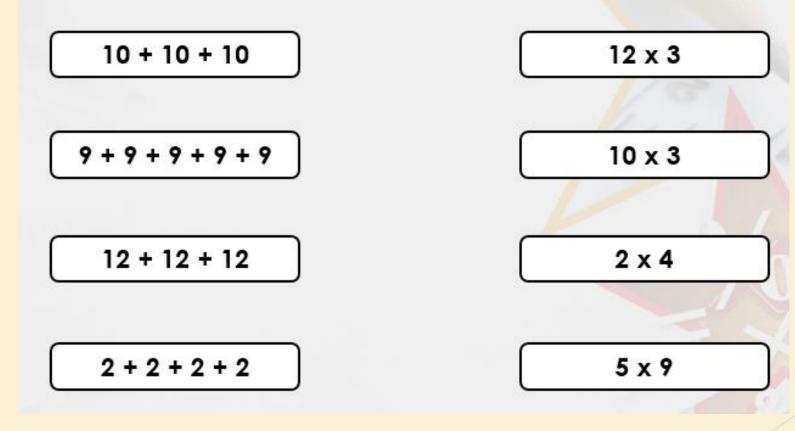


<u>LO: I can multiply 2 digit number by 1</u> <u>digit number</u>



Starter

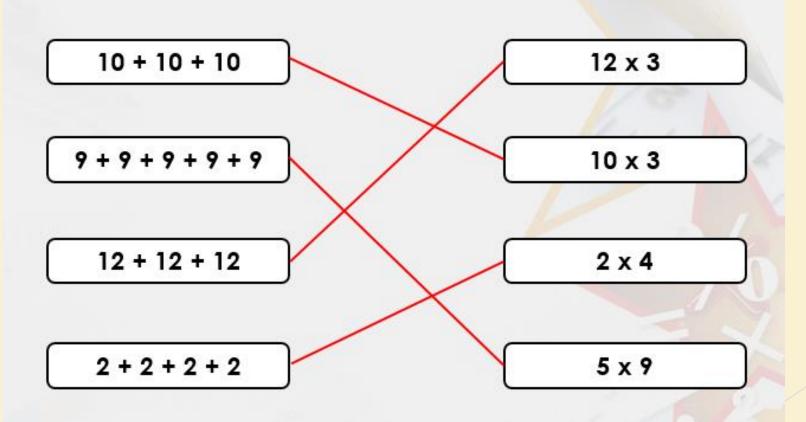
Match the multiplication to the repeated addition.



Remember, repeated addition is the same as multiplication.

Starter - answer

Match the multiplication to the repeated addition.



Descriptive Teaching

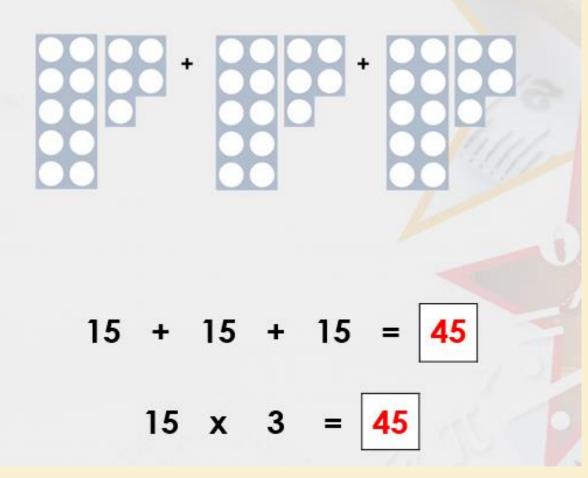
Complete these calculations.

15 + 15 + 15 = $15 \times 3 =$

Write the calculation in your book

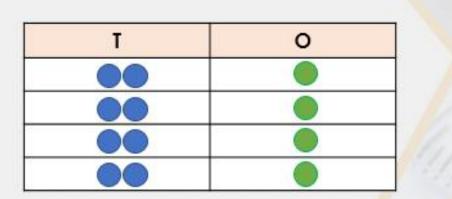
Descriptive Teaching - Answer

Complete these calculations.



Descriptive Doing

Complete the calculation.



Use the tens and ones chart to help you. How many tens are there in total?

21 x 4 =

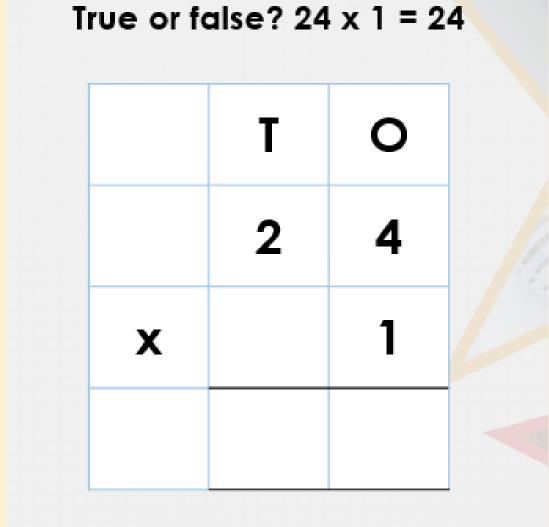
Descriptive Doing - Answer

Complete the calculation.

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21 x 4 = <mark>84</mark>

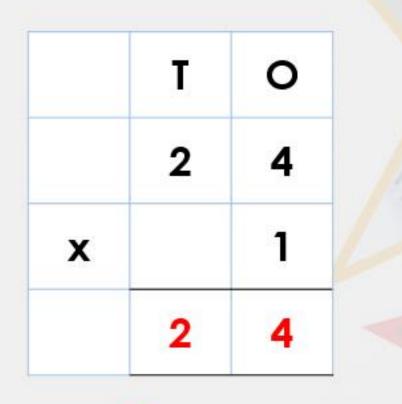
Reflective Teaching



Write the calculation in your book.

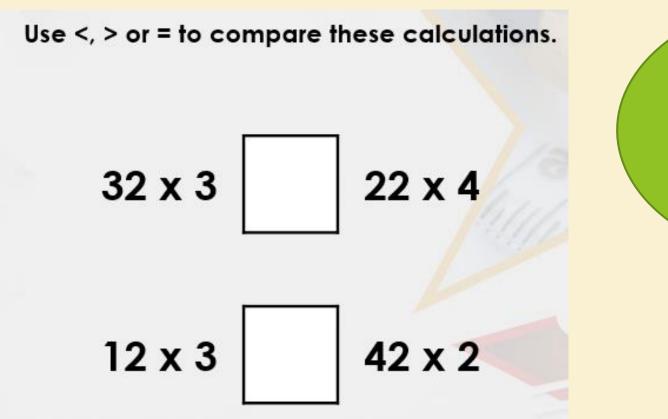
Reflective Teaching - Answers

True or false? $24 \times 1 = 24$



True

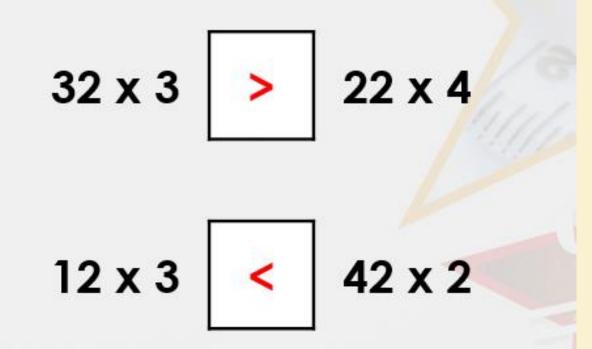
Reflective Doing



Use the column method to work out the answers. Compare the calculations with the correct symbol.

Reflective Doing - Answers

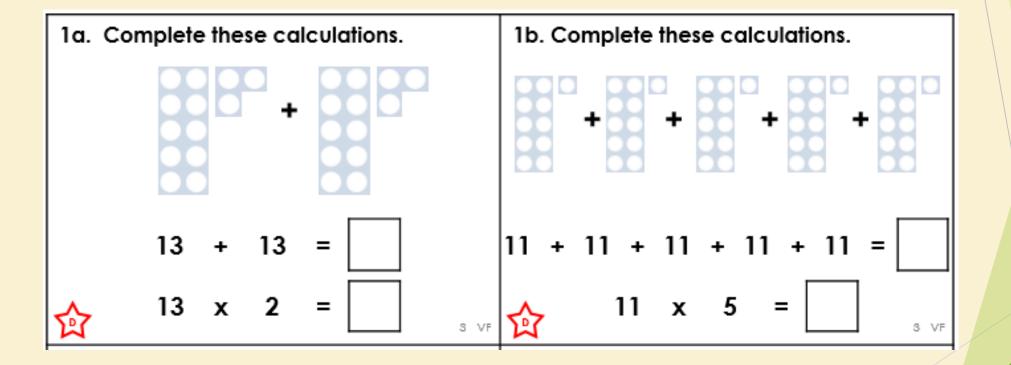
Use <, > or = to compare these calculations.



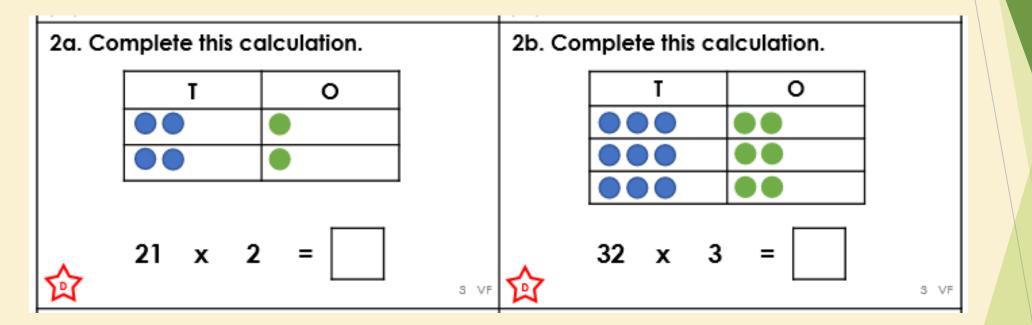
The following slides are questions for you to work through independently.

There are 3 sets of work - 1 chili (the easiest), 2 chilies, 3 chilies (the hardest). Choose one set you feel most comfortable with.

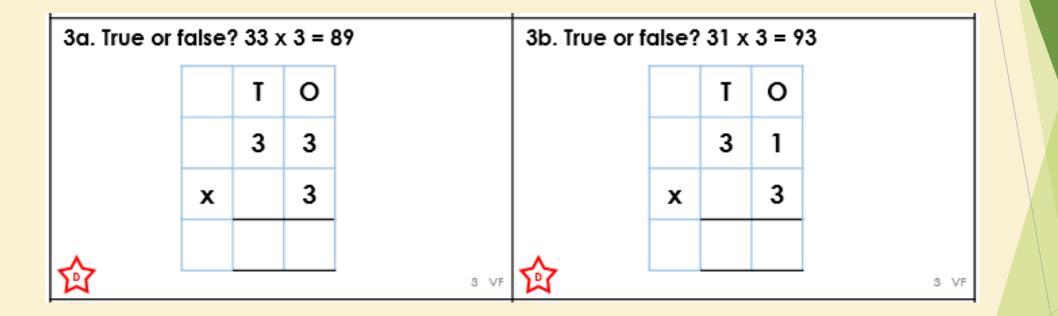








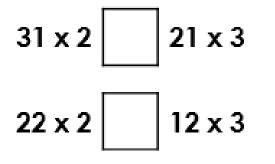


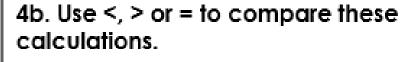


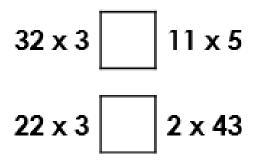


S VF

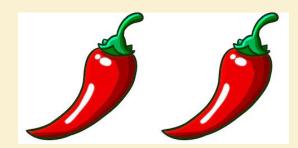
4a. Use <, > or = to compare these calculations.

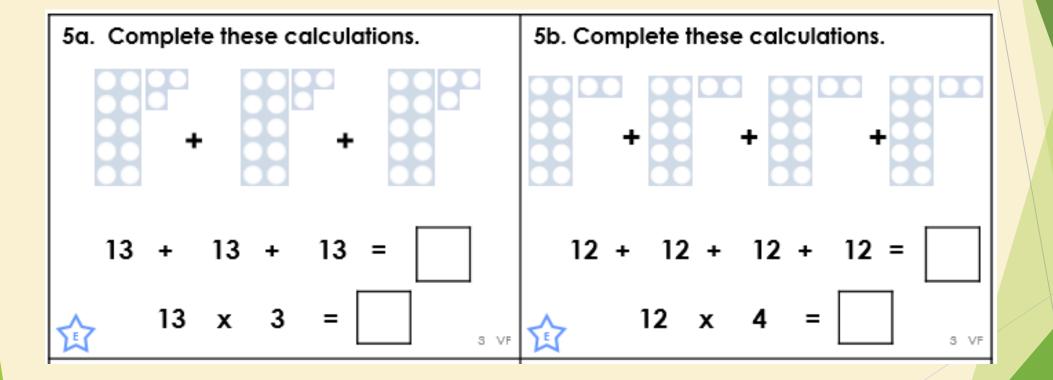


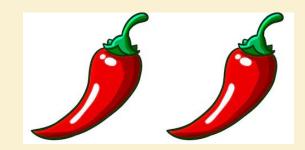


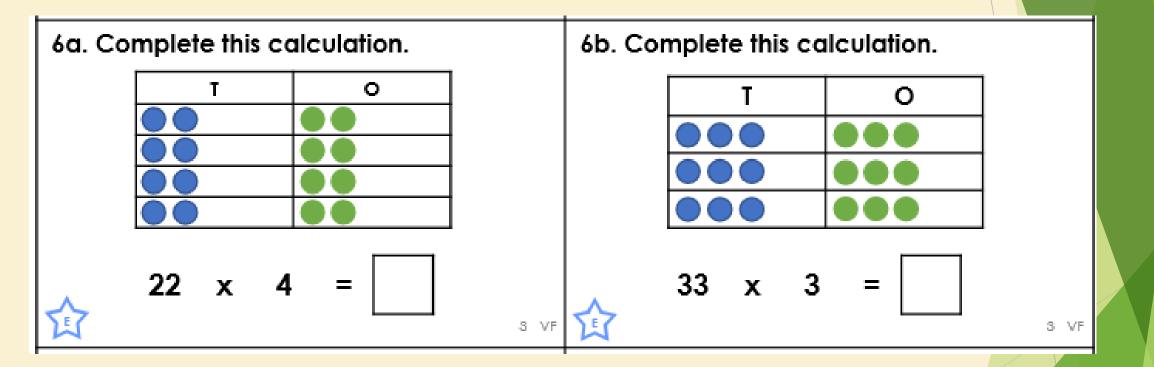


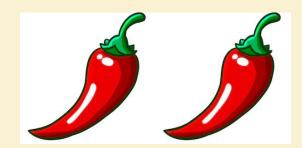
S VF

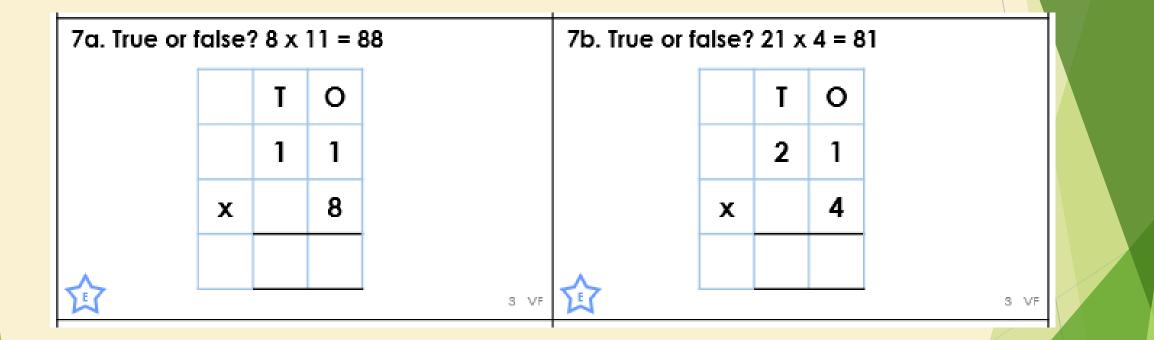


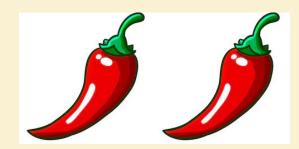




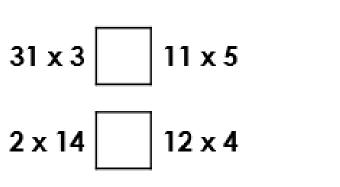




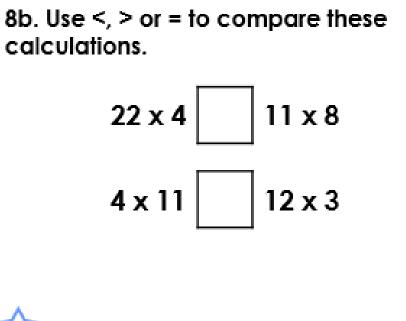




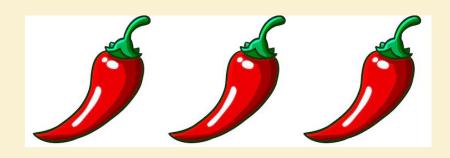
8a. Use <, > or = to compare these calculations.

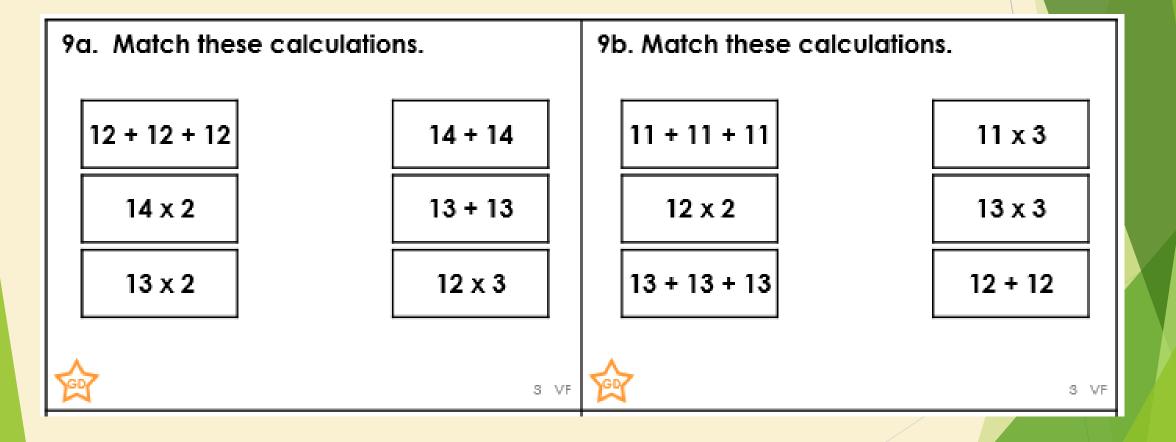


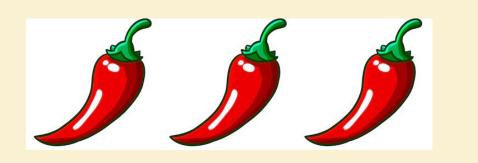
S VF

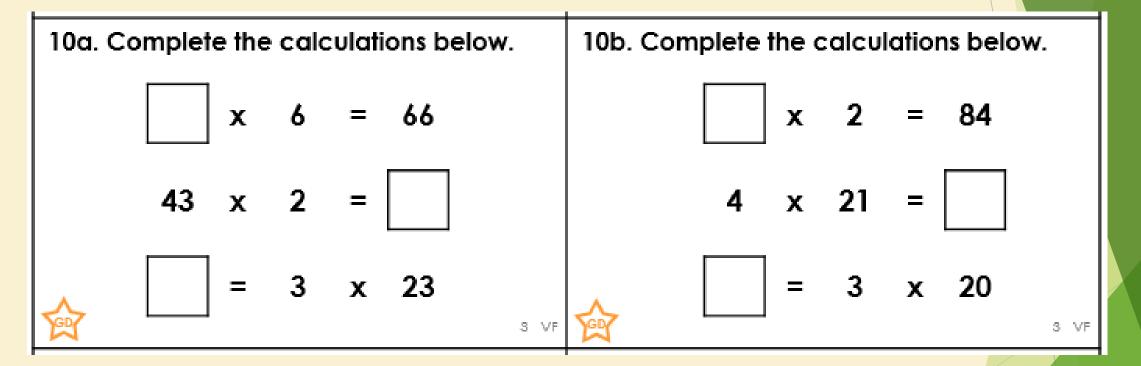


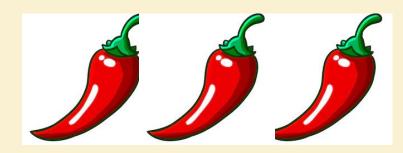
S VF

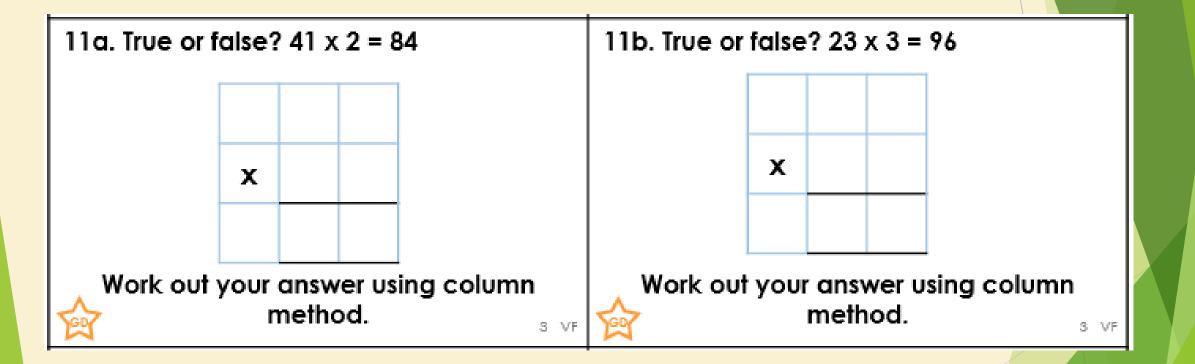


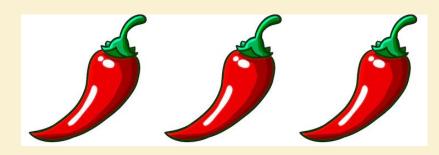










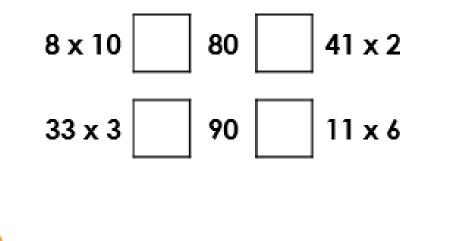


12a. Use <, > or = to make these number12sentences correct.set

12 x 6 72 14 x 2 4 x 20 64 23 x 3

S VF

12b. Use <, > or = to make these number sentences correct.



 $\mathrm{S}^- \mathrm{VF}$

Answers

Developing

1a. 26, 26 2a. 42 3a. False, 33 x 3 = 99 4a. <, >

Expected

5a. 39, 39 6a. 88 7a. True 8a. >, <

Greater Depth

9a. 12 + 12 + 12 = 12 x 3; 14 x 2 = 14 + 14; 13 x 2 = 13 + 13 10a. 11, 86, 69 11a. False; 41 x 2 = 82 12a. =, > and >, < Developing 1b. 55, 55 2b. 96 3b. True 4b. >. <

Expected

5b. 48, 48 6b. 99 7b. False; 21 x 4 = 84 8b. =, >

Greater Depth

9b. 11 + 11 + 11 = 11 x 3, 12 x 2 = 12 + 12, 13 + 13 + 13 = 13 x 3 10b. 42, 84, 60 11b. False, 23 x 3 = 69 12b. =, < and >, >

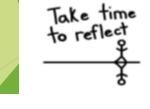
Reflection Time



Jacob and Julia have solved the following multiplications.



Are they both correct? Explain how you know.





Reflection Time - Answers



Jacob and Julia have solved the following multiplications.



Are they both correct? Explain how you know.

Jacob is correct. Julia is not correct because she has added the numbers together instead of multiplying them. $31 \times 2 = 62$.



Take time