

Welcome to Year 1 live maths lesson

The session will begin at 10.40

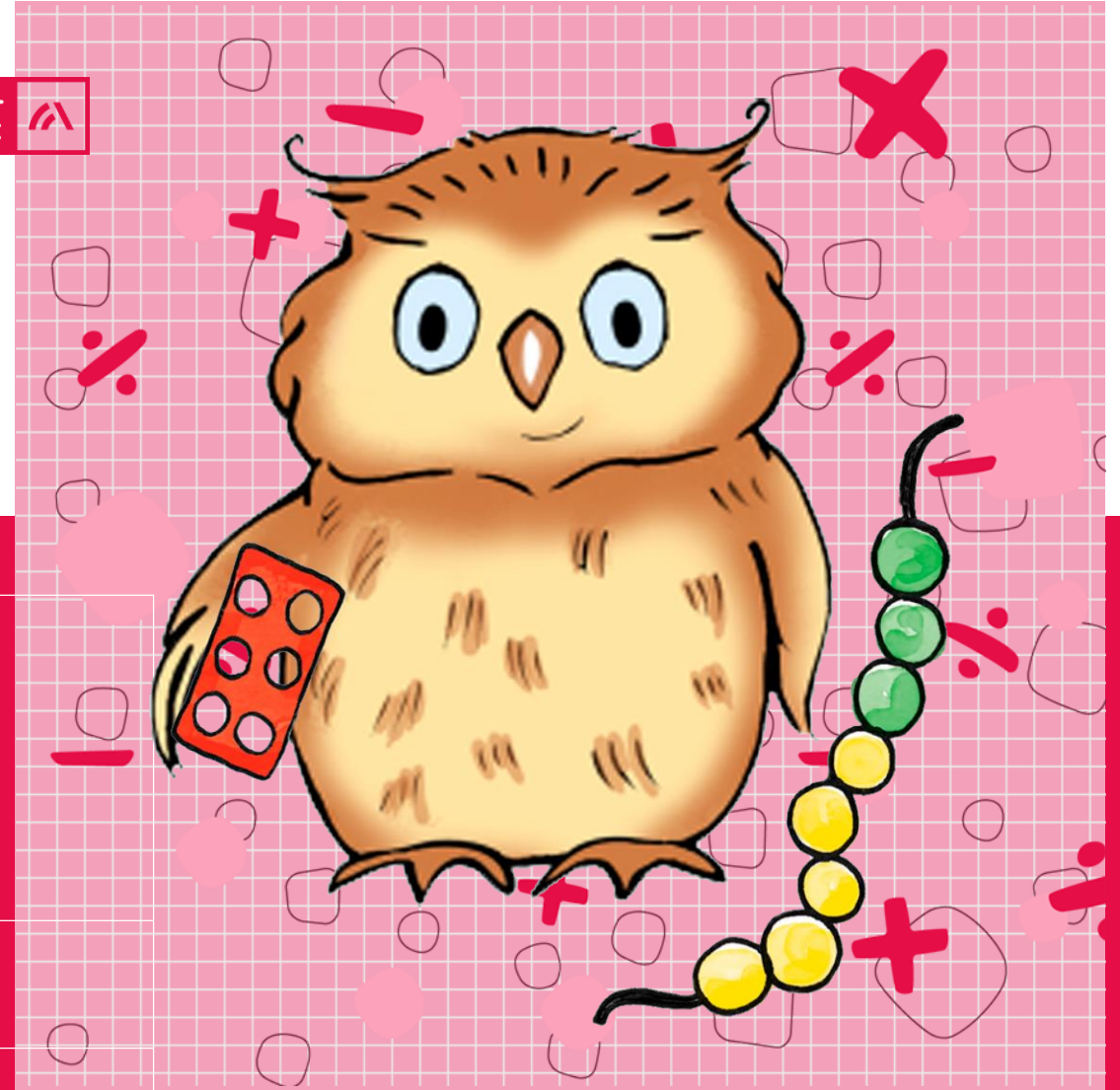


Turn your camera and microphone off please

Year 1 Unit 8: Sequencing numbers to 50

Lesson 1: Sequencing numbers to 50

Mathematics
Mastery



Reading and writing numbers to 20

six

seven

eight

four

one

five

two

three

nine

ten



Do Now



Key learning: To place the numbers from 20 to 50 in order and identify missing numbers



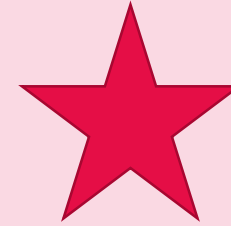
less



more



order



Star Words



Sequencing numbers to 50



What can you see in the picture?

How many coins do you think the giant has?



New Learning



My Turn

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49



New Learning



Our turn

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49

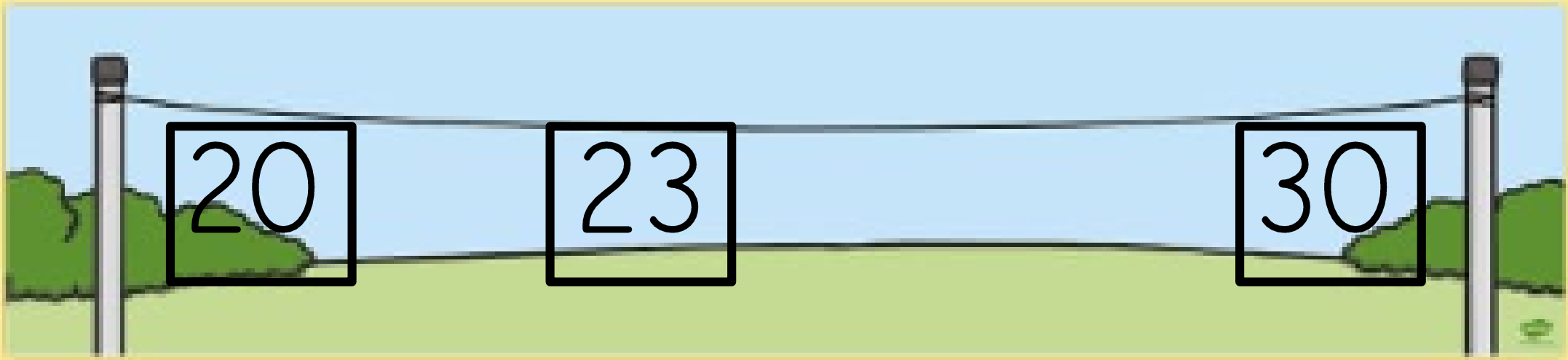


Your turn

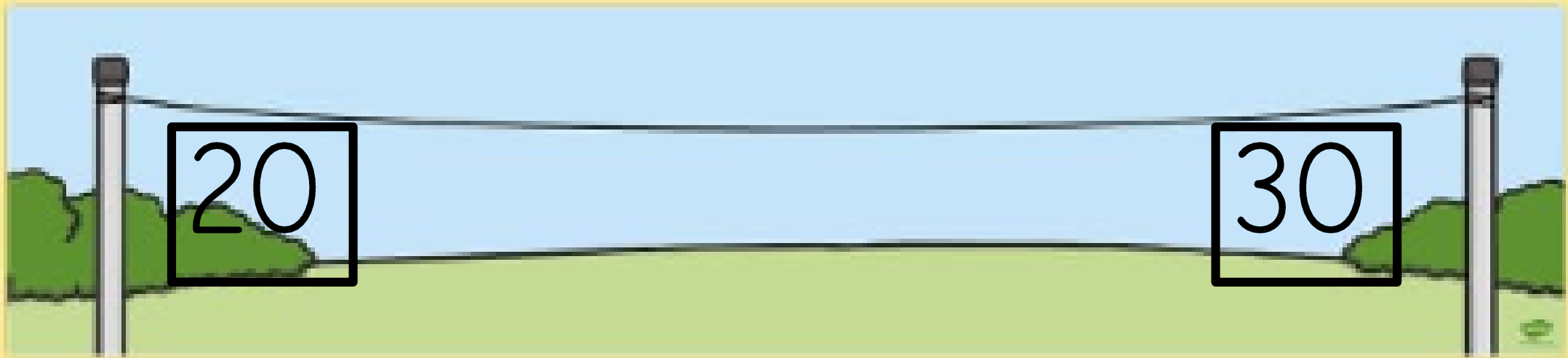
0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49



My turn

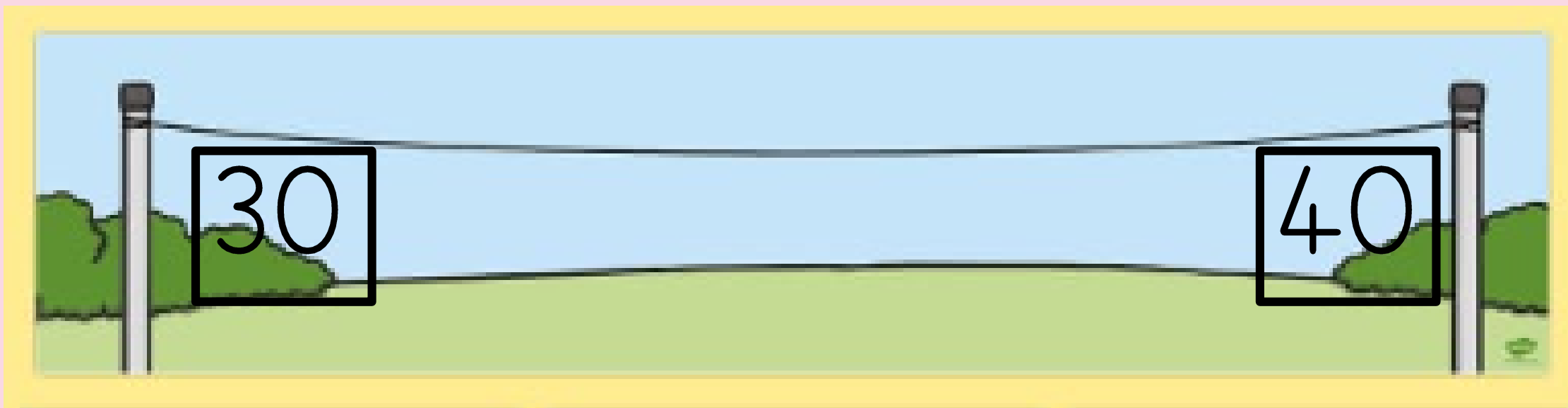


Our turn



27

Your turn

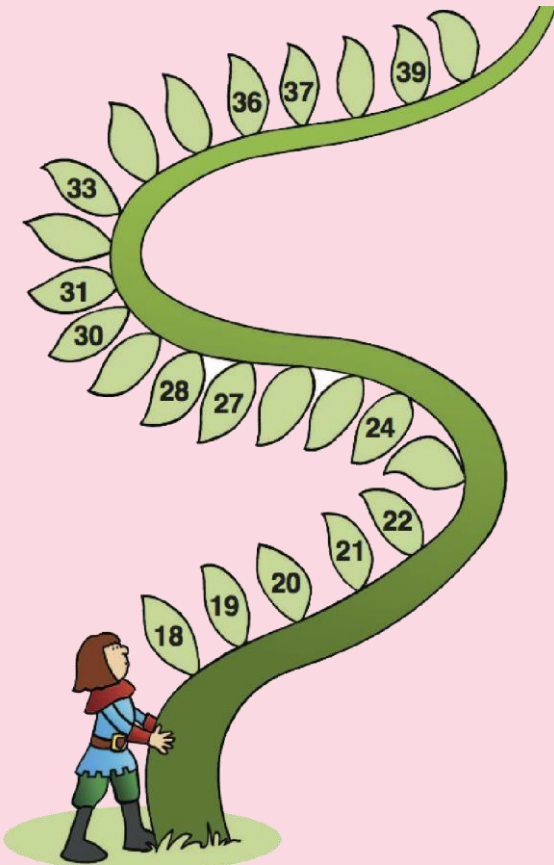
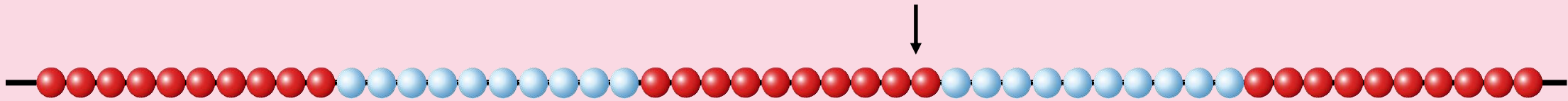


39

My turn



Develop Learning



One more bead than

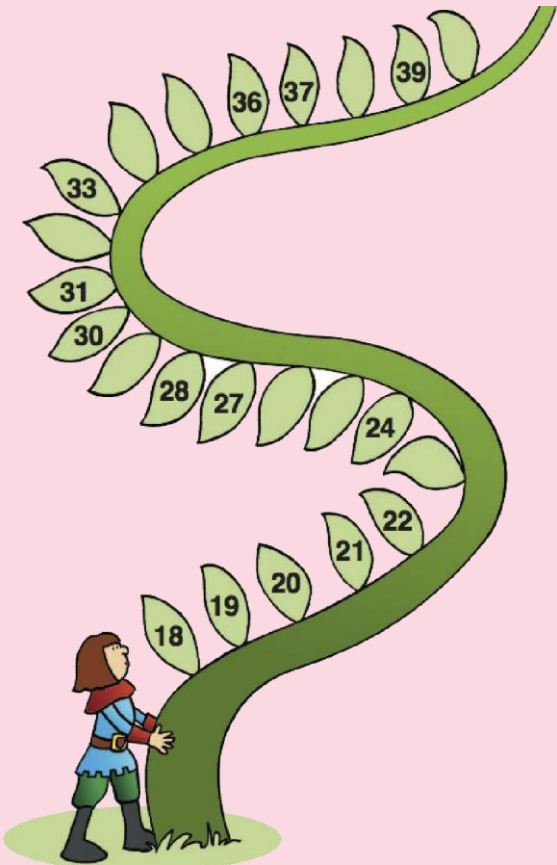
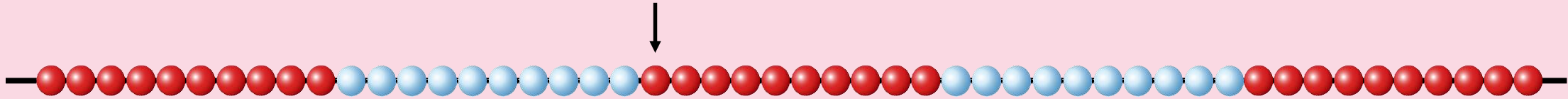
beads is beads.

is one greater than .

What are the missing numbers?



Our turn



One more bead than

beads is beads.

is one greater than .

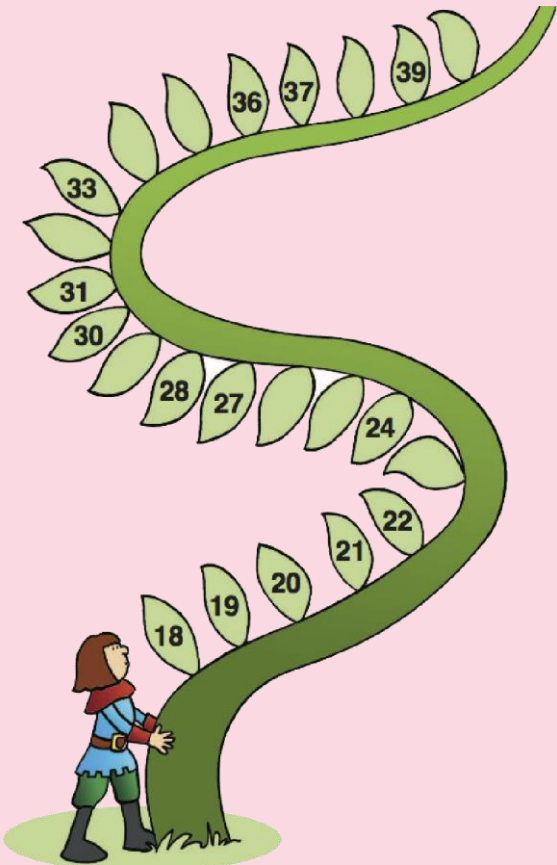
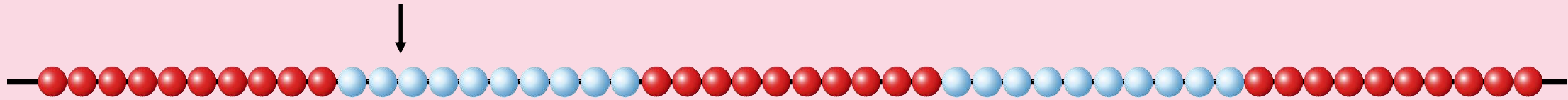
What are the missing numbers?



Develop Learning



Your turn



One more bead than

beads is beads.

is one greater than .

What are the missing numbers?



Develop Learning



Key learning: To place the numbers from 20 to 50 in order and identify missing numbers



Independent Task

a)

b)

c)

Represent the numbers in the counting pattern using a bead string and fill in the missing numbers.

Find the missing numbers in the sequences.



Reasoning



Plenary

Do you agree with where the girl has placed 37?

Why?

Where would you move it to?



I placed 37 close to 40 on the number line.



Feedback

Was there anything you found tricky?

Was there anything you thought you did well with?

How can we help you?

Welcome to Year 3 live maths lesson

The session will begin at 11.05



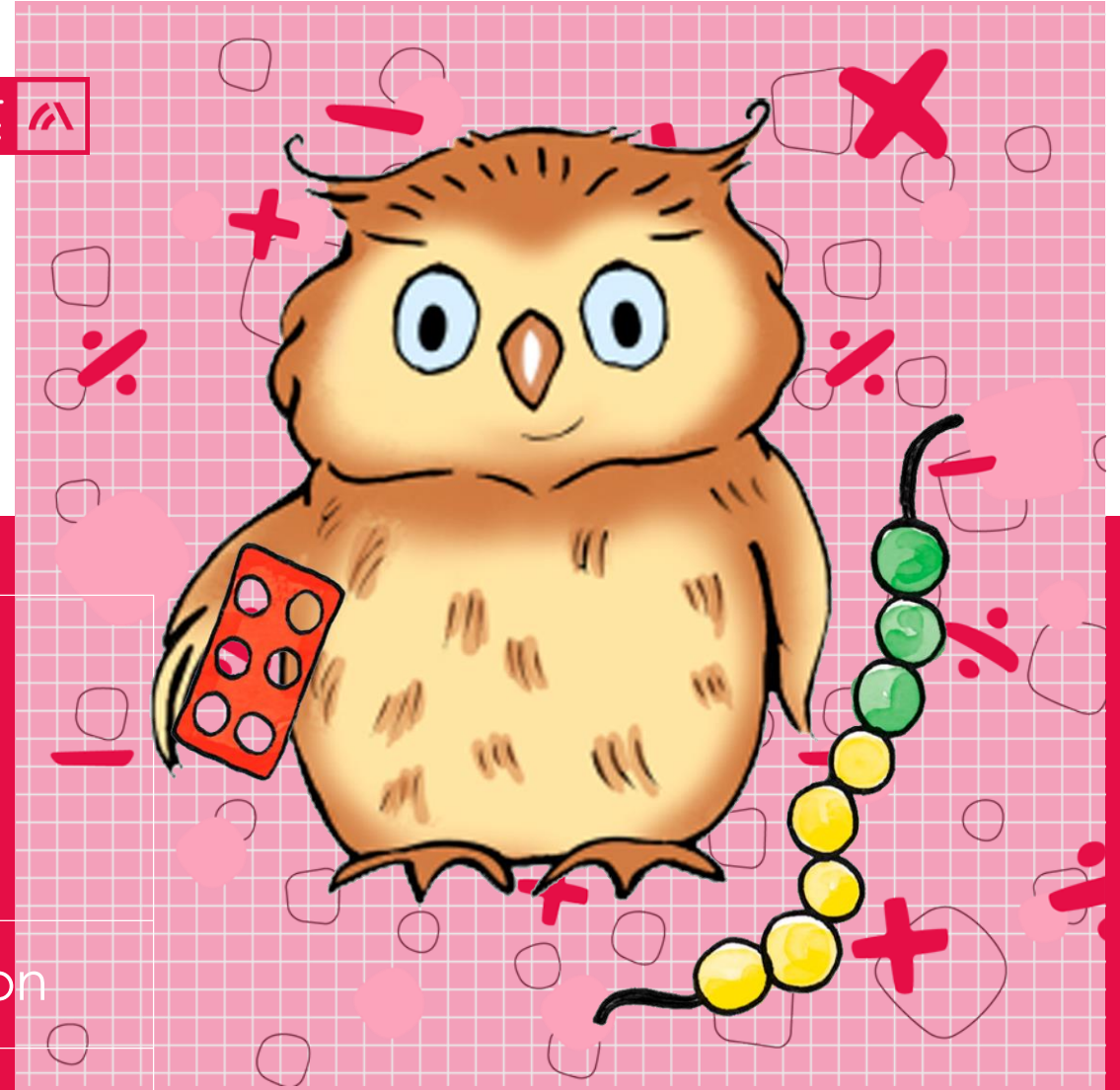
Turn your camera and microphone off please

Remote maths lesson
Tuesday 19.1.21

Year 3 Unit 6: Multiplication and division

Lesson 2: Connecting multiplication and division

Mathematics
Mastery

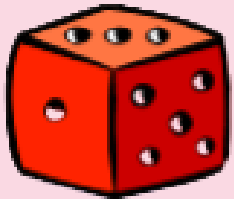


Doubling and halving



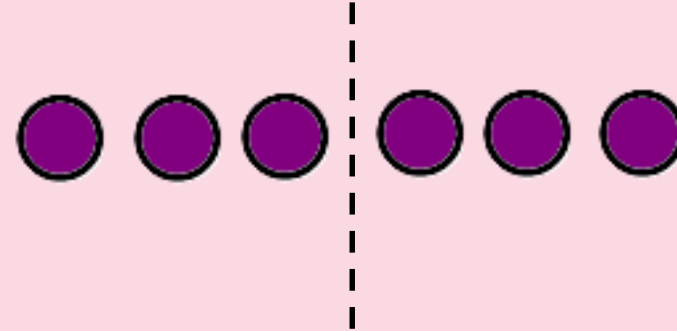
Do Now

I have six counters altogether. I divide them into two equal groups. Six counters divided into two makes equal groups of three. Half of six is equal to three.



$$3 \times 2 = 6$$

$$\text{Double } 3 = 6$$



$$6 \div 2 = 3$$

$$\text{Half of } 6 = 3$$



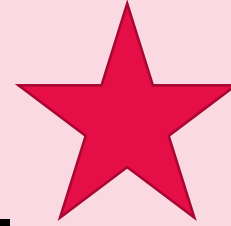
Key learning: I will know how multiplication and division are inverse.



whole



bar model



inverse



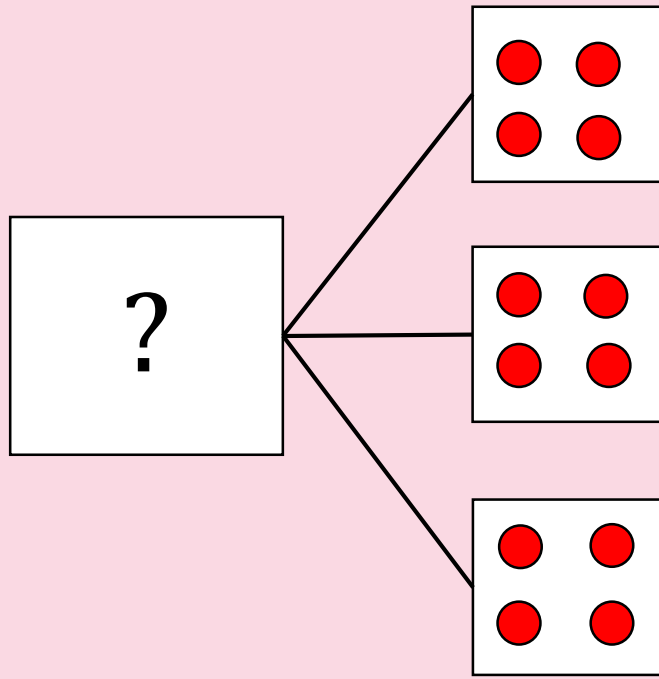
equal parts



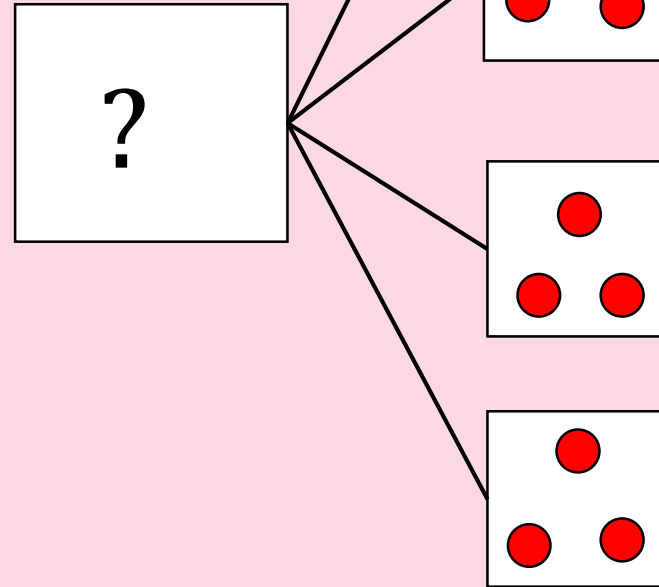
Star Words



Revise bar models, identifying a link between multiplication and division



$$3 \times 4 = \square$$



How many equal parts?
What is the value of each part?

Can you think of a problem represented by each of these part-whole models?



What does this show us?

Can we write a calculation to match this bar model?

My turn

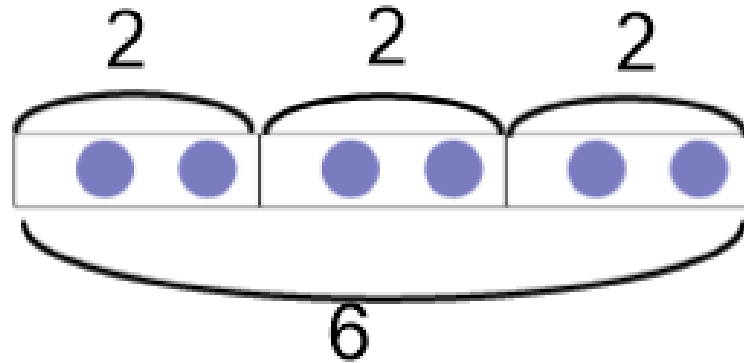
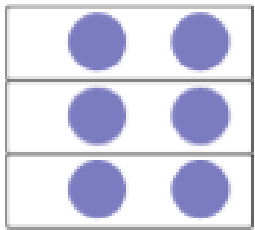
I will write a \times calculation

Our turn

We will write a division calculation

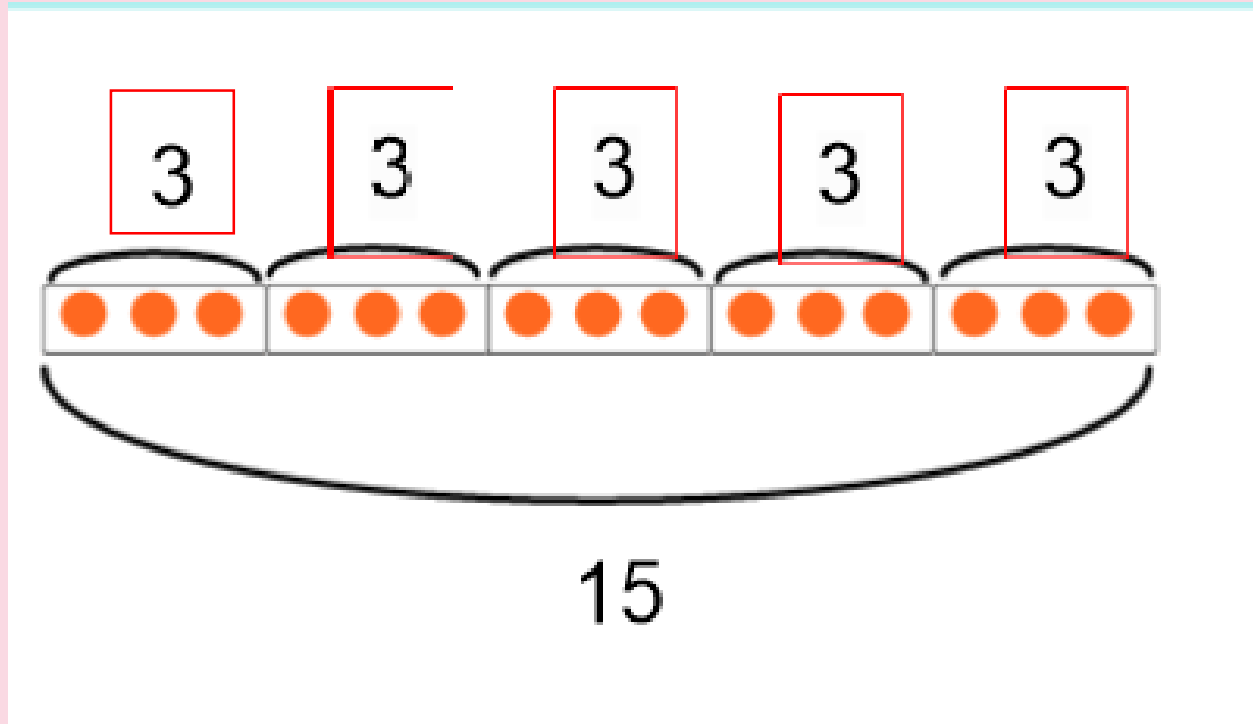
array

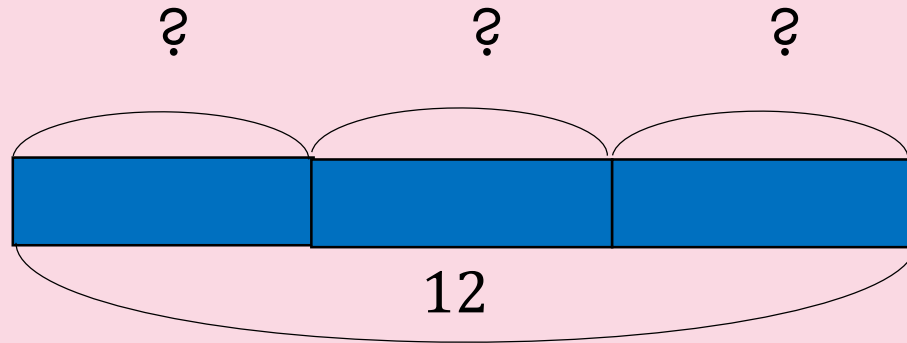
Bar model



Your turn

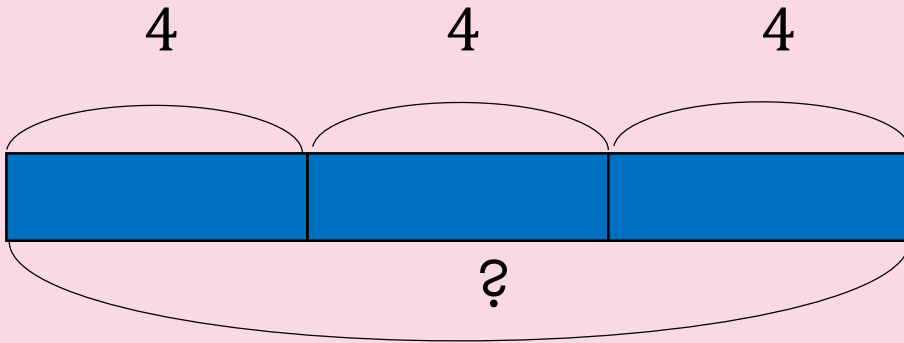
Write a multiplication and division number sentence for this bar model.





How could we use what we know about $\times 3$ to work out the numbers on each of the bars?

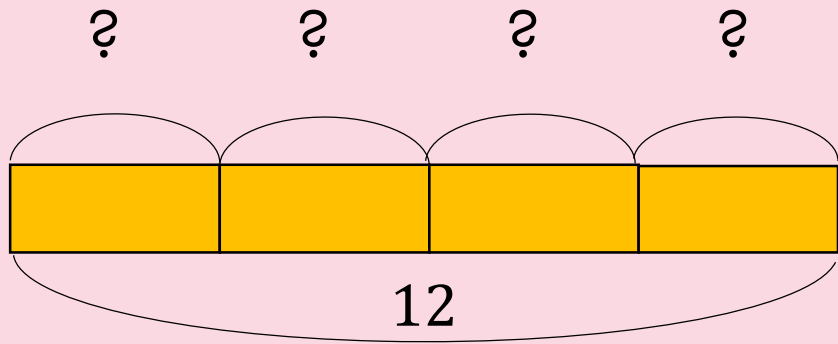




How could we use what we know about $\times 3$ to work out the numbers on each of the bars?

Write the division equations represented by this.

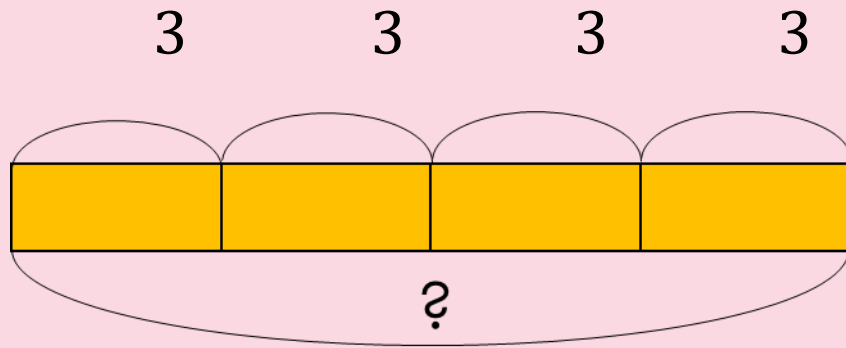




How could we use what we know about $\times 3$ to work out the numbers on each of the bars?

Write the division equations represented by this.





How could we use what we know about $\times 3$ to work out the numbers on each of the bars?

Write the division equations represented by this.

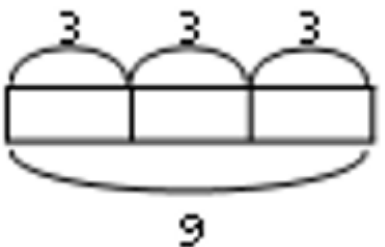
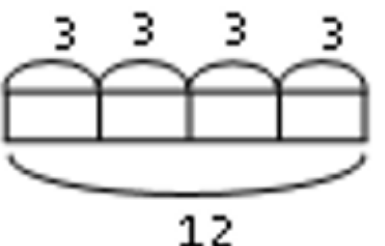
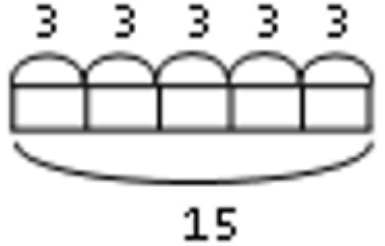


Your turn

Go into general folder and find your assignment
Choose your chilli task.

1. You will do the same task as we have practised.
2. Write a multiplication and division number sentence to match each bar model.
3. Your teacher will then post the answers into Teams so you can mark and fix it yourselves.

Your 2 chilli task looks like this.....

	$\square \times \square =$ $\square \div \square =$
	$\square \times \square =$ $\square \div \square =$
	$\square \times \square =$ $\square \div \square =$

Independent

Feedback

Was there anything you found tricky?

Was there anything you thought you did well with?

How can we help you?

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Turn your camera and microphone off please

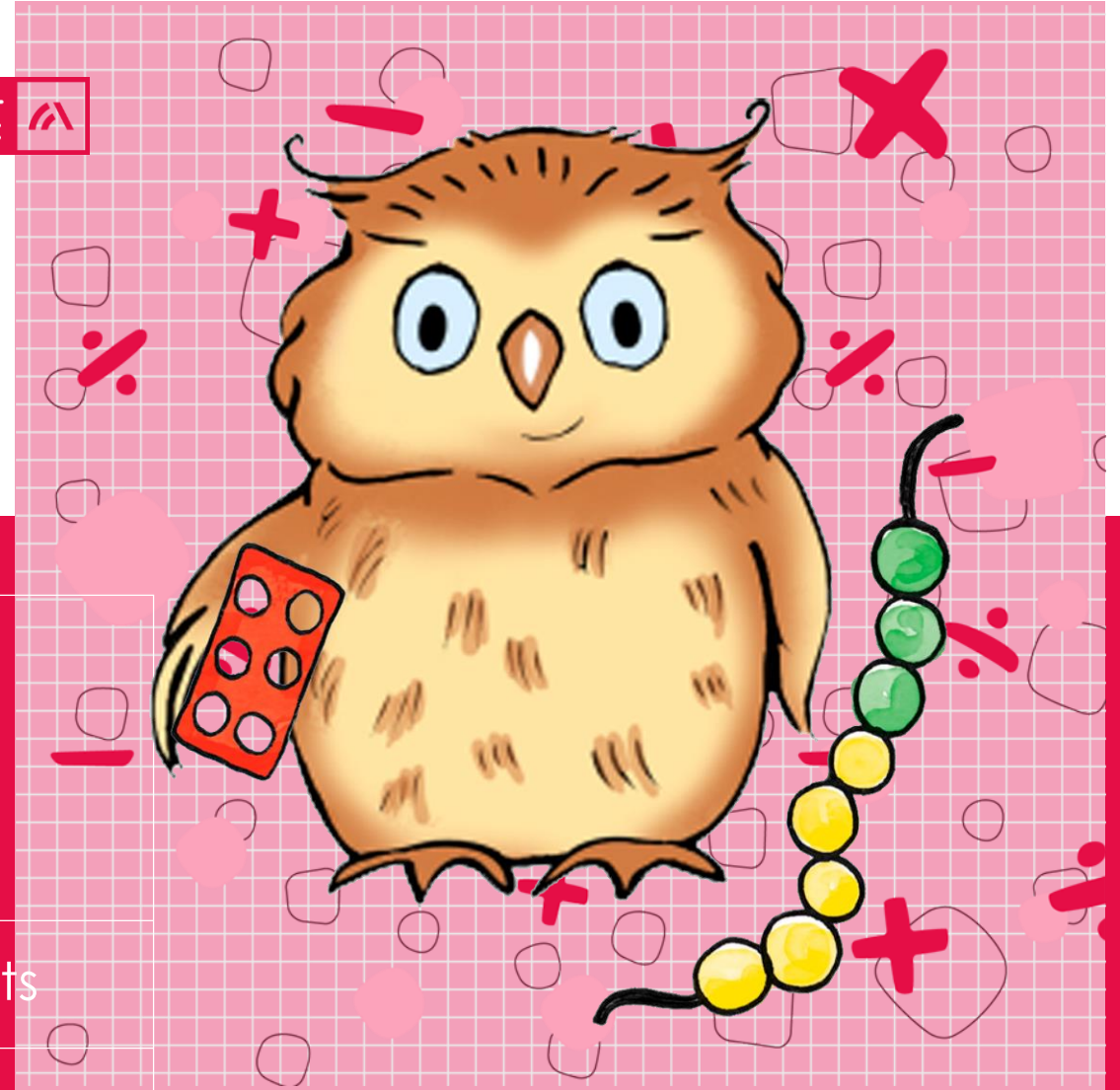
REMOTE MATHS LESSON

Wednesday 20.1.21

Year 3 Unit 6: Multiplication and division

Lesson 3: Recall multiplication and division facts

Mathematics
Mastery



Missing numbers

$$5 + \boxed{} = 10$$

$$2 + \boxed{} = 10$$

$$11 + \boxed{} = 20$$

$$14 + \boxed{} = 20$$

Fast finish challenge

$$15 + \boxed{} = 50$$

$$12 + \boxed{} = 40$$

$$21 + \boxed{} = 40$$

$$44 + \boxed{} = 50$$



Do Now



I will recognise how multiplication is the inverse of division



whole

lots of



multiplication

division



groups of



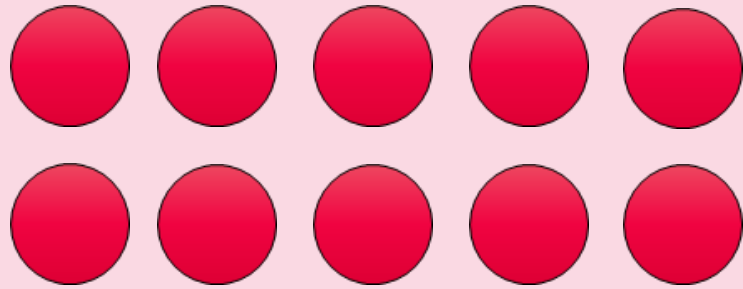
equal parts



Star Words



Consolidating the part-whole model for multiplication and division



What equations could be represented by this array?

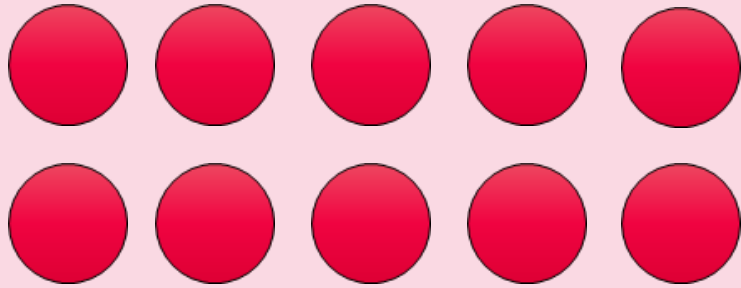


What problems could be represented?

What do we know about the **value of the parts** and the **number of parts** compared to the **whole**?



Consolidating the part-whole model for multiplication and division



What equations could be represented by this array?



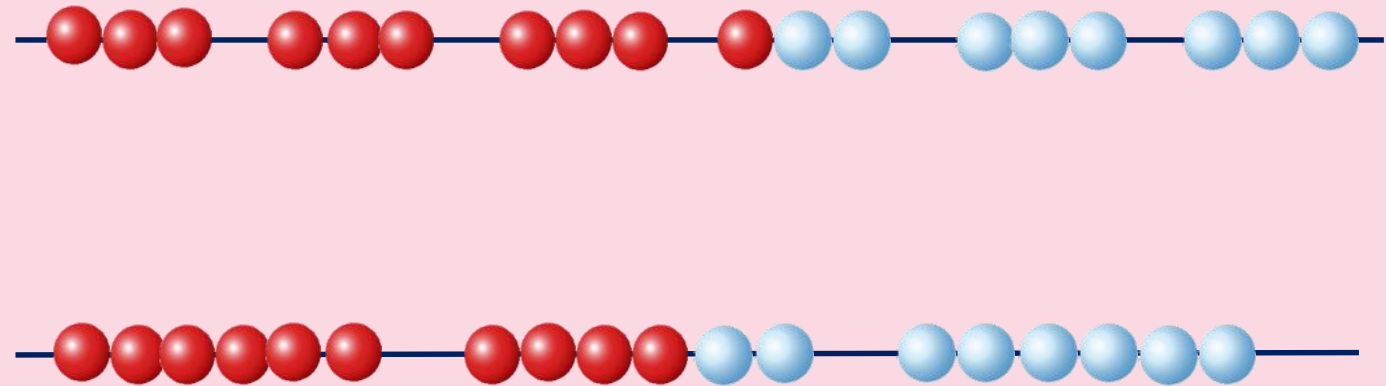
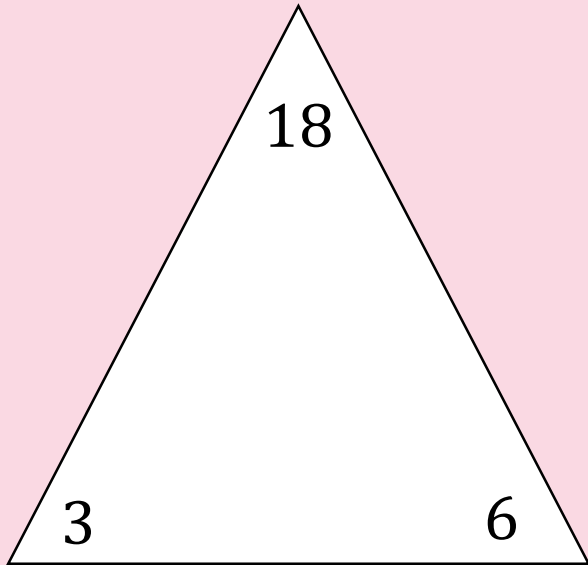
Move to reveal hidden content.



New Learning



How could these numbers be connected?

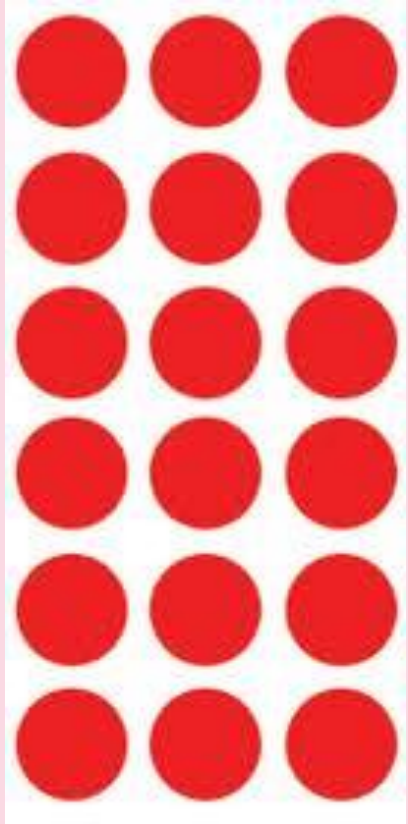


- ? What relationships between the numbers does it show us?
- ? What calculations can we write to represent them?

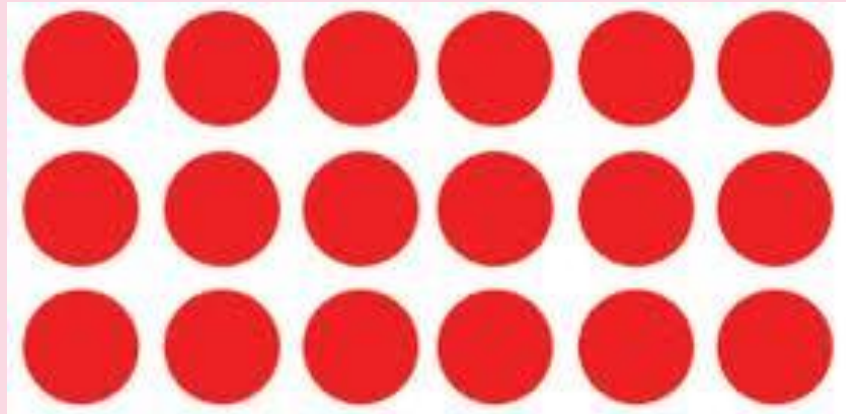


the link between multiplication and division

my turn



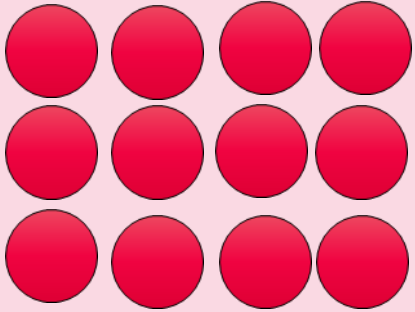
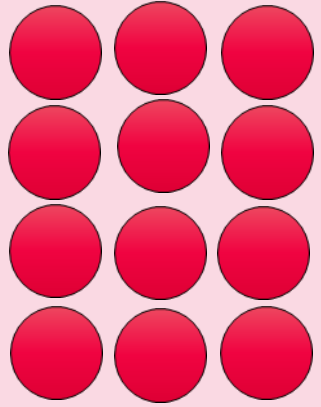
There are six groups of three in 18.'



Click to
reveal

the link between multiplication and division

our turn



$$\square \times \square =$$

$$\square \times \square =$$

$$\square \div \square =$$

$$\square \div \square =$$

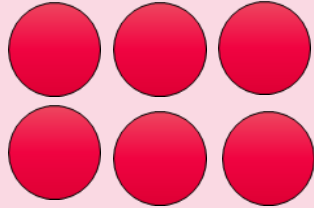
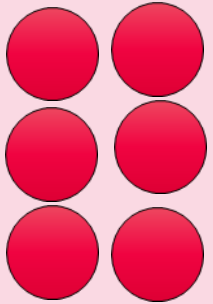


New Learning



the link between multiplication and division

your turn



$$\square \times \square =$$

$$\square \times \square =$$

$$\square \div \square =$$

$$\square \div \square =$$



New Learning









Your turn

Go into general folder and find your assignment
Choose your chilli task.

1. You will do the same task as we have practised.
2. Work out the answer and write it on the assignment (remember to open a comment box to do this)
3. Or you can write it on paper and send us a photo of your work on teams or DB Primary
4. Your teacher will then post the answers into Teams so you can mark and fix it yourselves.

Your 2 chilli task looks like this

Write two multiplication sentences for each array.

		
$3 \times 4 = 12$ $4 \times 3 = 12$		
		

Feedback

Was there anything you found tricky?

Was there anything you thought you did well with?

How can we help you?

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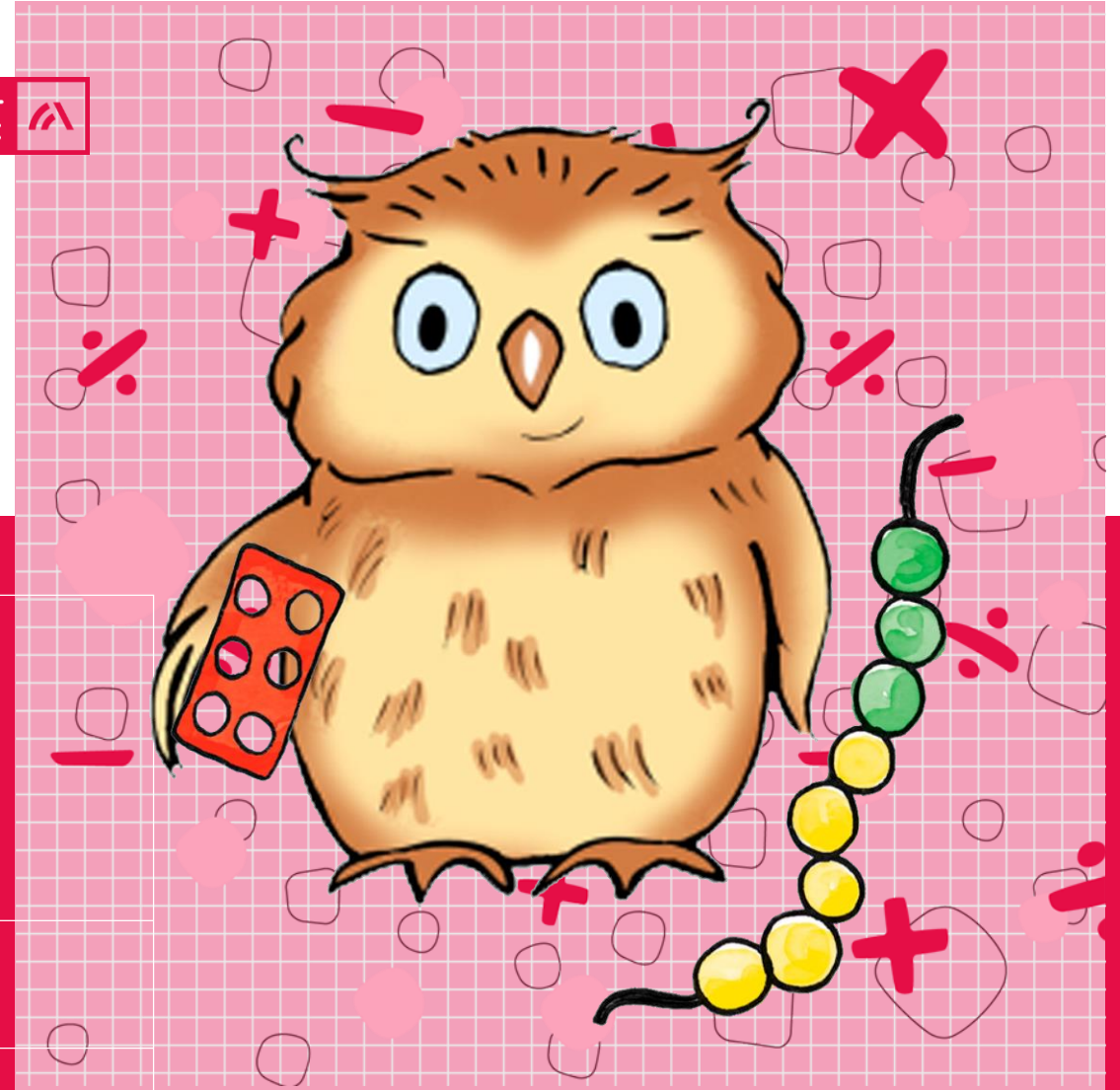
Turn your camera and microphone off please

Remote maths lesson
Thursday 21.1.21

Year 3 Unit 6: Multiplication and division

Lesson 4: Recall and use multiplication and division facts

Mathematics
Mastery



Multiples
say the songs

THREE	SIX	NINE	TWELVE	FIFTEEN
3	6	9	12	15
three	six	nine	twelve	fifteen
EIGHTEEN	TWENTY-ONE	TWENTY-FOUR	TWENTY-SEVEN	THIRTY
18	21	24	27	30

FOUR	EIGHT	TWELVE	SIXTEEN	TWENTY
4	8	12	16	20
four	eight	twelve	sixteen	twenty
TWENTY-FOUR	TWENTY-EIGHT	THIRTY-TWO	THIRTY-SIX	FORTY
24	28	32	36	40



Do Now



Multiples
say the songs

TWO	FOUR	SIX	EIGHT	TEN
2	4	6	8	10
two	four	six	eight	ten
TWELVE	FOURTEEN	SIXTEEN	EIGHTEEN	TWENTY
12	14	16	18	20

FIVE	TEN	FIFTEEN	TWENTY	TWENTY-FIVE
5	10	15	20	25
five	ten	fifteen	twenty	twenty-five
THIRTY	THIRTY-FIVE	FORTY	FORTY-FIVE	FIFTY
30	35	40	45	50



Do Now



Key learning:

I will know how to recognise the inverse relationships between multiplication and division



multiply



divide



inverse



multiples



Star Words

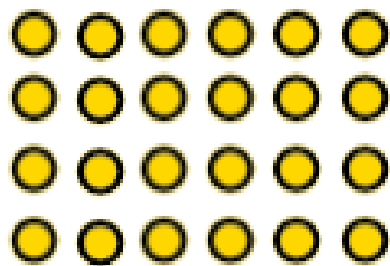


How can we
find the missing
number?

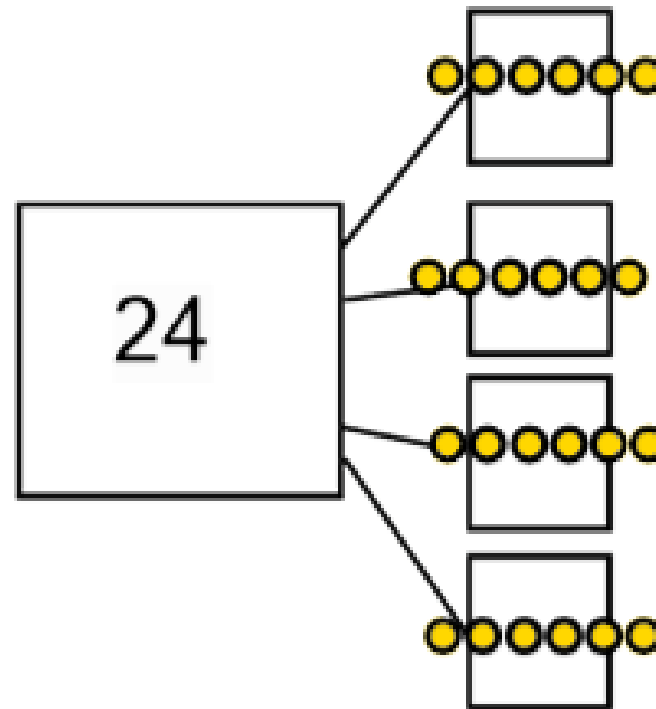
$$4 \times \square = 24$$

How could I
present this on
a part-whole
model?

What's the
same? What's
different?



$$4 \times \square = 24$$



Our turn

How can we
find the missing
number?

$$3 \times \square = 21$$

How could I
present this on
a part-whole
model?

your turn

How can we
find the missing
number?

$$2 \times \underline{\quad} = 20$$

How could I
present this on
a part-whole
model?

Puzzle

I multiplied a number by 4 and my
answer was 32.
What was my number?



Multiplied by 4 is the 4x table
So lets count in 4's.

If we skip count in fours,
how many times do we do this
Until we get to 32?

FOUR	EIGHT	TWELVE	SIXTEEN	TWENTY
4	8	12	16	20
four	eight	twelve	sixteen	twenty
TWENTY-FOUR	TWENTY-EIGHT	THIRTY-TWO	THIRTY-SIX	FORTY
24	28	32	36	40

Your turn

Go into general folder and find your assignment
Choose your chilli task.

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4. Your teacher will then post the answers into Teams so you can mark and fix it yourselves.

Your 2 chilli task looks like this

I multiplied a number
by 3 and my answer
was 18. What was my
number?

I multiplied a number
by 3 and my answer
was 21. What was my
number?

I multiplied a number

Feedback

Was there anything you found tricky?

Was there anything you thought you did well with?

How can we help you?

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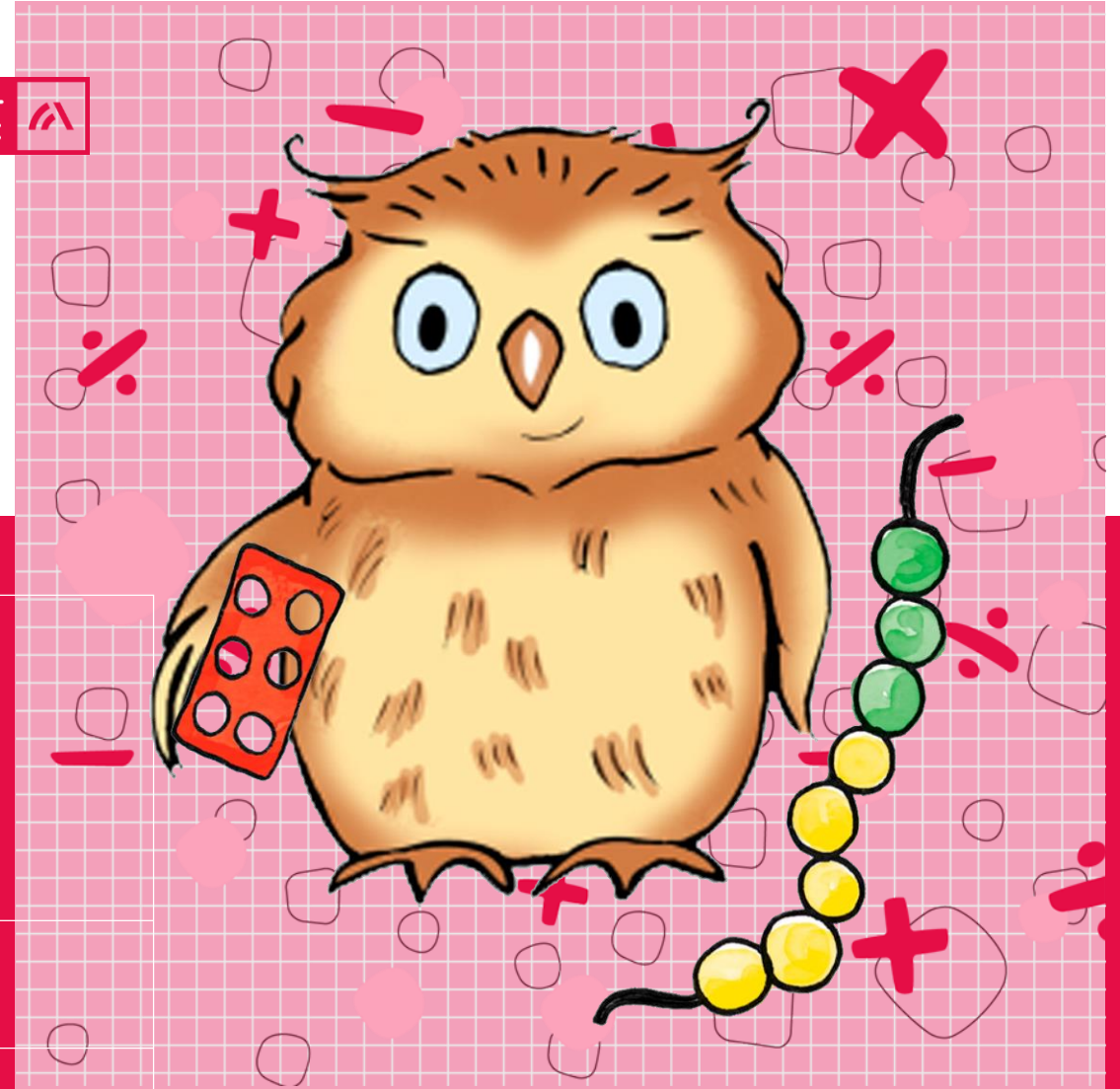
REMOTE MATHS LESSON

Friday 22.1.21

Year 3 Unit 6: Multiplication and division

Lesson 5: Using multiplication facts to solve division word problems

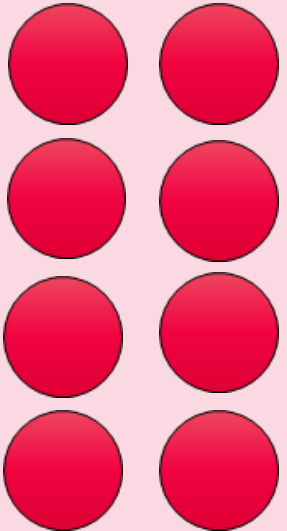
Mathematics
Mastery



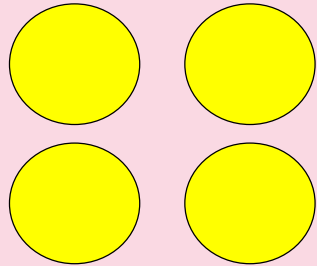
Finding fact families

Choose an array to write a \times or \div calculation for

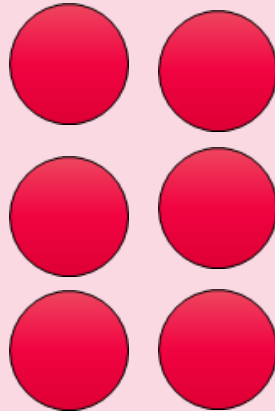
8



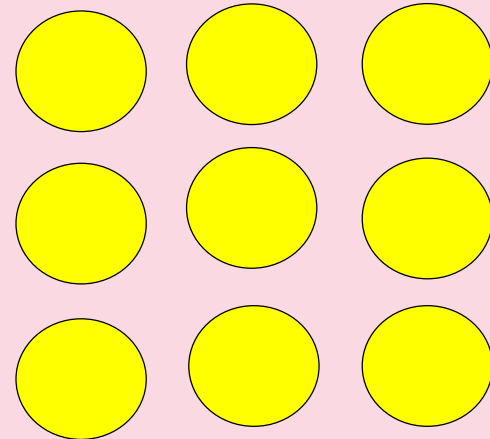
4



6



9



Do Now



I will know how to solve division problems using knowledge of multiples



Star Words



whole

multiple



inverse



sharing

a multiple of



factor



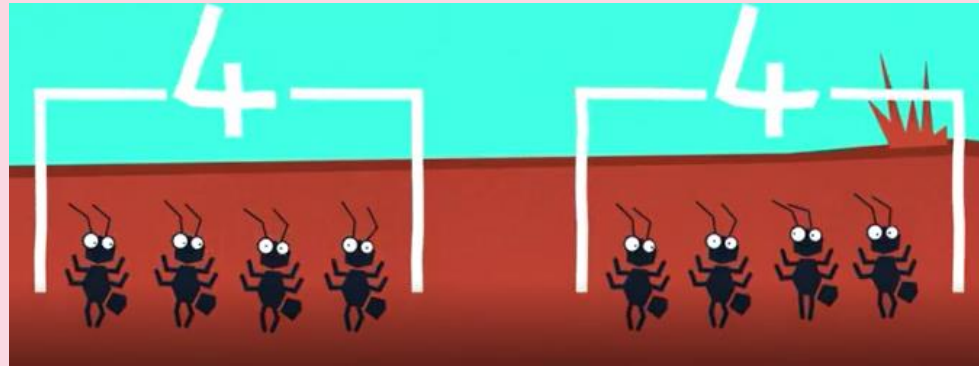
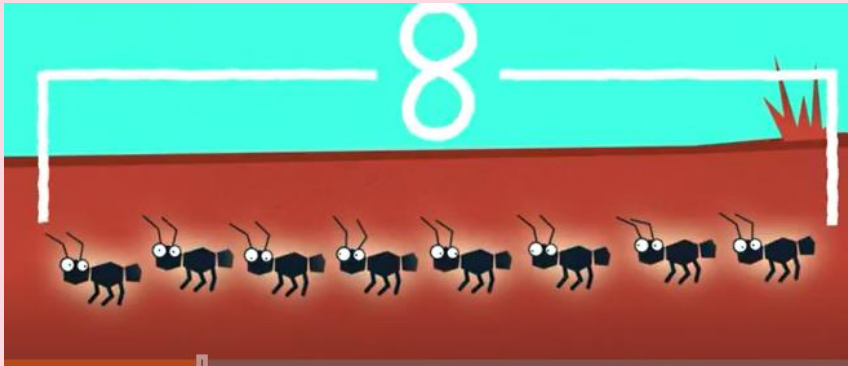
equal parts



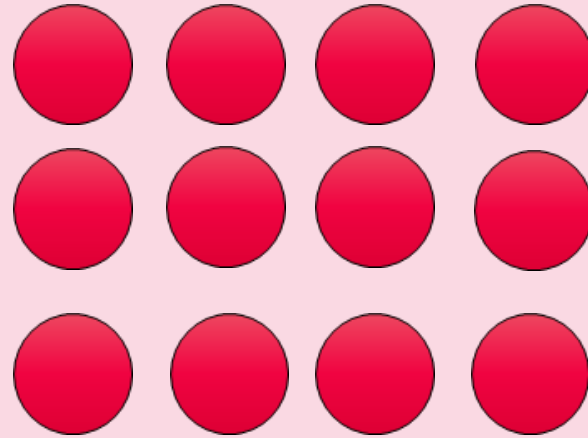
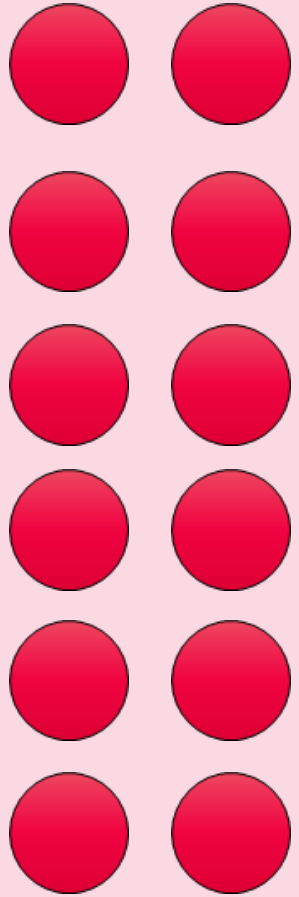
Factors are numbers that divide exactly into another number.

For example, the factors of 8 are:

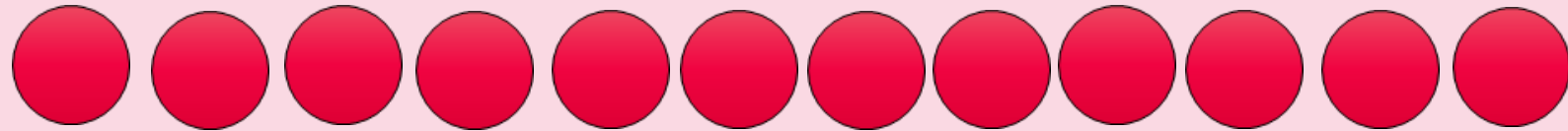
1, 2, 4 and 8



Multiples and factors of 12



- ? What number is the product (whole) in all of these arrays?
- ? How many equal parts can each array show? And what is the value of the parts?
- ? So, what factors have been multiplied to make 12 in each example?





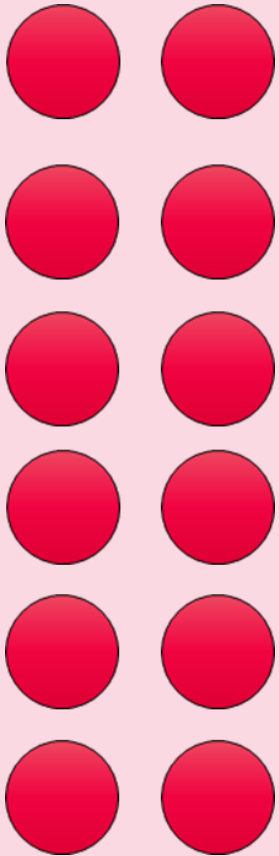
Sharing the money

Robin Hood is very fair and wants to share his 12 equally between his friends in Sherwood Forest.

He's not sure how many friends will show up, so he is wondering how many different ways he can share his 12 coins.



How many different ways can we divide (share) 12 coins?



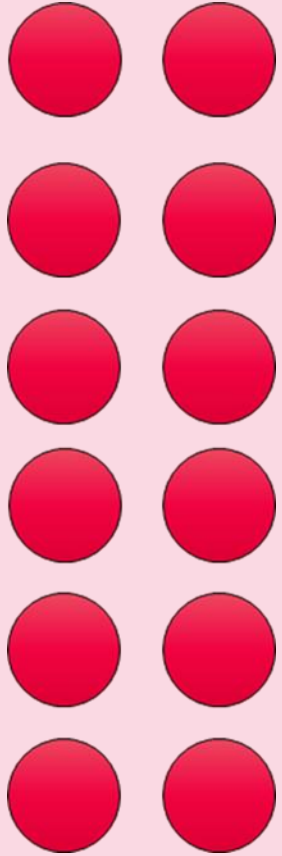
Can we use our multiples?

If we skip count in 2's do we land on 12?

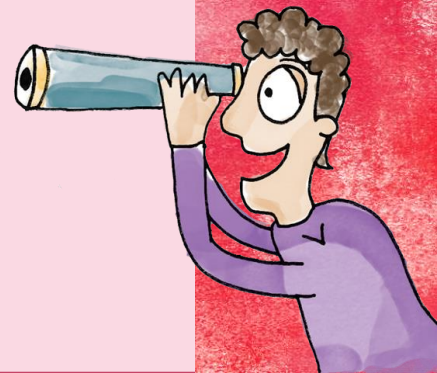
If we skip count in 3's do we land on 12?

What about 4's 5's 6's?

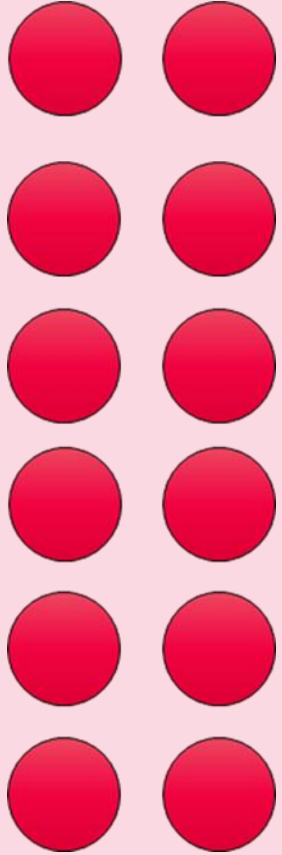
My turn



Develop Learning



Our turn



Develop Learning



Your turn

Use your knowledge of multiples or find 12 counting objects to share.

You will investigate how many different ways you can share 12.

REMEMBER they have to be equal groups.

You should write your calculations on your assignment or send your teacher a photo on DB.

Before you begin watch this BBC Bitesize video to help.
The link is in your TEAMS maths folder.

<https://www.bbc.co.uk/bitesize/topics/zfq7hyc/articles/zp6wfcw>



Feedback

Was there anything you found tricky?

Was there anything you thought you did well with?

How can we help you?