Multiplication and Division Activities for Flexitable™

ACTIVITY 1- MULTIPLES OF TEN

AIMS OF THE LESSON	2023-2024 CURRICULUM FRAMEWORK MAPPING
We are exploring and describing simple number or shape patterns.	**Y1 Number – Number & Place Value:** Recognise, create and describe simple patterns; identify relationships in sequences.

RESOURCES:

- Flexitable™ per student or group
- Counters or other manipulative such as wooden number rods or multi-link cubes.
- Paper or mini whiteboards for notetaking

TASK

Set the scene:

The students are going to be working on their multiplication table and the equivalence of different sums. They will also look at the equivalence of division and multiplication implicitly initially.

Steps

- Ask the students to look at their Flexitable™ and explore the multiples of ten around its edge. Check knowledge of ten times table.
- Ask the students to find the two number 10s that are inside their Flexitable™.
- Ask the students to identify the two numbers that when multiplied together make it: 5 and 2. The students should then write a number sentence to record this:
  - 5 x 2 = 10, 2 x 5 = 10
- Repeat this for the two numbers that make 20, 30 and 40. Ask what they notice: all multiples of five. Ask the students to identify all the numbers that end with five and repeat. Hopefully they should notice that all these are multiples of five.
- Can students identify that all numbers that end in zero or five are multiples of five?

CHECKING LEARNING	ADAPTING THE TASK
Pose the following questions; you are aiming elicit the connection between division and multiplication implicitly: • I buy six books at £5 each. How much do I spend? • How did you work that out? • I spent £40 on 5 CDs that were the same price? How much was each CD? • What do you know to help you work that out? As with all of these questions, make sure you focus on metacognition.	Ask them to work out what numbers would be multiplied by five to give higher numbers e.g. 75. Where students need to have manipulatives, they can look at different sums by laying out the counters/cubes in rectangles Where students are more confident, they can use their Flexitable™ and write number sentences.

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