**Making Sets and Multiplication**

Before we introduce multiplication, we look at sharing out objects equally and making sets.

* Use the resource called ‘sharing gold’. You will also need the resource called ‘gold’. You have two treasure chests for the first sharing activity, and an instruction on how many pieces of gold you need. Demonstrate to your child what they need to do first. Share 6 pieces of gold evenly between the two treasure chests. Do this by placing one piece of gold in each treasure chest at a time, alternating between the two, whilst counting to 6 at the same time. Let your child have a go. Count together if you need to. Move on to the next set of treasure chests and continue the process of counting to 6, placing a piece of gold in each chest at a time.
* For further practice of this, find some pots or paper plates at home and have some objects to hand such as crayons, coins, toy figures etc. Ask your child to make 3 sets of 2 coins. Demonstrate this to them first. They will need 3 pots/plates, and 2 coins on each plate. It may take a while to grasp this concept. Spend time on this before moving on to anything else, until this has been mastered. Once your child understands how to make sets, you can move on to the next activity.
* Use the worksheet ‘making groups’. Demonstrate to your child that for 3 groups of 7, they will need to draw 3 circles and place 7 objects inside/draw 7 dots inside/stick 7 stickers inside, in order to make 3 groups of 7. To start to link this to multiplication, build the sum ‘3 x 7’ using the numbers given, and then count the total number of objects/dots/stickers in the circles in order to find the answer.
* Once your child has really got to grips with making groups and linking this to multiplication, use the document called ‘2s 10s 5s’. First of all, ask your child to highlight all the multiples of 2 in the first grid. Explain that 1 x 2 = the first number, 2. 2 x 2 is the second number, 4. And so on. Talk them through how to work out the multiplication sum using the grid. If they understand the concept, move on to work on both the 10 and 5 times table, using the grid first and then tackling the multiplication sums on the right hand side of the page.