**Multiplication and Division**

Times Tables

* The first times tables that your child will need to know are the 2s and the 10s, followed by the 5s. There is an activity sheet called ‘2 times table activity sheet’. Start with this, highlighting every multiple of 2, counting on another 2 numbers each time. Next see if your child can complete the multiplication sums on the other side of the worksheet. If they need help, count on the highlighted grid. For example, 6 x 2. Count 6 highlighted squares to find the correct answer. There are also the same activity sheets for the 10 and 5 times tables. If your child is secure in these, then there are the same activity sheets for all of the times tables. Start with 3s, 4s, and 8s next, before moving on to 6s, 7s, 9s, 11s and 12s.
* Once your child has become secure with one set of times tables, they can start to work on the division. For example, if they now know their 2 times tables, they can work on dividing by 2. This is called the inverse. To help your child understand division, they can write down all the 2 times tables. The division facts for the 2 times tables use the same numbers, but in a different order. For example:

4 x 2 = 8 8 ÷ 2 = ........

You can ask your child what number is missing, or you could ask them to recall their times table knowledge by saying ‘2 times what equals eight?’

If your child struggles with this, ask them to write down the opposite sum for the whole times table, like this:

1 x 2 = 2 2 ÷ 1 = 2

2 x 2 = 4 4 ÷ 2 = 2

3 x 2 = 6 6 ÷2 = 3

* If your child would like to work on their multiplication and division skills further, they can use the online game Daily Ten (<https://www.topmarks.co.uk/maths-games/daily10> ). From level 2, your child can work on both multiplying and dividing, and can choose what tables you work on. You can also choose their time limit for each question.

Word problems

* It is important for your child to be able to apply their multiplication and division skills in real life situations. You can do this at home with them, by asking questions like how many shoes is the family wearing. Your child would need to work out how many people there were and times that by 2 to work out how many shoes there were.
* Use the resource ‘year 1 and year 2 multiplication and division challenge cards’. See if your child can work out what sum they need to do in order to find the answer.

Doubles and Halves

* If your child has not done doubling and halving before, start by using physical objects at home. This could be crayons, coins, toy figures; anything that you have a larger quantity of that are the same. Start with 4 objects. Ask your child to halve them. Explain that this is splitting them into two groups that are the same. Practice doing this a few times with various quantities of objects. Move on to doubling. Explain that this is making the same group again and adding them together (e.g. 3 objects plus 3 objects = 6 objects). Complete this physical task for a while until your child can do it independently. Remind them that doubling is the same as the 2 times table.
* There are some resources to use to practice doubling and halving; see ‘doubling challenge cards’ and ‘doubling and halving word problems challenge cards’ to continue working on this.
* Use the online learning game Daily Ten: <https://www.topmarks.co.uk/maths-games/daily10>

From level two onwards you can start practicing doubling and halving numbers. You can choose your difficulty level (from doubling numbers under ten on level 2 to doubling up to 250 on level 4). Decide if you want your child to have a time limit to challenge them or to manually work through the questions.

Arrays

* Arrays are ways to help us see numbers in row and columns. We can make repeated number addition and multiplication sentences from arrays. Look at the resource ‘twos fives and tens picture arrays’ activity sheets to introduce how arrays work.
* If the concept has been understood, look at ‘writing multiplication sentences’. These can be tricky to understand – the answers are at the end!

Odd and Even

* Use the resource ‘100 square’. Using a colouring pencil, colour in all of the odd numbers. Using a different colour, colour in the even numbers.