



Numeracy Homework

Due date: _____

At St. Peter's we are committed to developing children's core mathematical skills and concepts. This includes their multiplication and division facts as they move through school. This pack is designed to help children develop their multiplication knowledge for the 2, 5 and 10 times table.

Children should complete at least two grids per week and have their time noted above the grid. When children have completed the grids in one step, they may be ready to move on to the next step.

As well as completing the grids, it would help children to master their times tables if you discuss their learning with them. This can be achieved by using the following examples of Chatterbox style questions:

'What are 3 lots of 2?'

'Count up to 20 in jumps of 2'

'Share equally 16 sweets between 2 children.'

'Here is a fact '5 lots of 2 = 10'. Tell me two division facts for this fact.'

It is important to encourage children to use the correct vocabulary when discussing maths concepts as this will help them master each times table. Please remember to cover a completed grid before children start on the next one!

In addition to learning these times tables, children can start in count in steps of the other numbers to introduce other times tables. In school we are introducing these using a rolling numbers programme, where children learn to count in steps using their fingers. These can be done in the car, walking to school or almost anywhere to support learning. Examples of these have been included in each step of the booklet. Furthermore, children need to be able to find fractions of amounts and relate this to division facts. Children have used bar modelling to aid with this in school and an example is at the start of this booklet.

If you have any questions regarding this homework, or would like extra grids for different steps please speak to your child's class teacher.

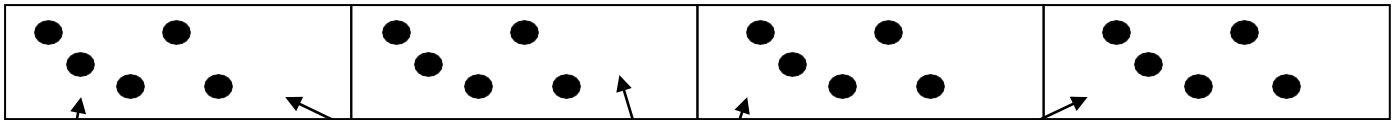
Fractions of amounts:

To find fractions of amounts, children have been taught to split the amount into equal groups (as they are with division). Additionally children have been taught that the denominator in a fraction (the bottom number) is the number of groups the amount needs to be split into. If necessary, children have also been taught that the numerator (the top number) is how many of the groups you need for your answer. Children have used bar modelling to complete this is class similar to the example below:

$$\frac{1}{4} \text{ of } 20 = 5$$

The whole bar represents the whole number - in this case 20. This is written above the bar.

20



Children can use dots to show equal sharing into each part. Then depending upon the numerator, the amount in a group is the answer. If the numerator was three, the children would need to add three groups together to get their answer.

The bar needs to be split into equal parts which is shown by the denominator - in this case 4. The parts of the bar should be the same size because a fraction is equal parts of a whole.

The process would work the same regardless of the fraction children were using: they would split to bar into equal parts shown by the denominator and share the amount equally into groups to find the answer unless the numerator was more than 1. For year 2 children only need to be able to find $\frac{3}{4}$ of an amount; all other fraction calculations will have a numerator of one for the year 2 curriculum.

Hopefully, children will start to relate fractions of amounts to division facts. This would be a good discussion to have to support children and work towards finding relationships between concepts to 'master' fractions.

Numeracy Homework
Stage 2.6

$$\frac{1}{4} \text{ Of } 16 =$$

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$$\frac{1}{2} \text{ Of } 20 =$$

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$$\frac{1}{3} \text{ Of } 18 =$$

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$$\frac{1}{2} \text{ of } 12 =$$

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$$\text{Of } 24 = \frac{1}{4}$$

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$$\frac{1}{3} \text{ of } 12 =$$

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$$\frac{1}{5} \text{ of } 25 =$$

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$$\frac{1}{2} \text{ Of } 18 =$$

--	--

$$\frac{1}{4} \text{ Of } 28 =$$

--	--	--	--

$$\frac{1}{3} \text{ Of } 15 =$$

--	--	--

$$\frac{1}{5} \text{ Of } 35 =$$

--	--	--	--	--

$$\frac{1}{2} \text{ of } 24 =$$

--	--

$$\frac{1}{4} \text{ of } 32 =$$

--	--	--	--

$$\frac{1}{3} \text{ of } 24 =$$

--	--	--

$$\frac{1}{5} \text{ of } 10 =$$

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$$\frac{1}{2} \text{ of } 24 =$$

--	--

$$\frac{1}{4} \text{ of } 12 =$$

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$$\frac{1}{3} \text{ of } 30 =$$

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$$\frac{1}{5} \text{ of } 30 =$$

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This rhyme is used in class to help children learn to count in threes confidently. The more children practise using these methods, the easier the skill will become and will lead in to learning their multiplication facts.

4's

Teacher: Year 4 ! So smart in here!

Class: Yeah!

4 – 8 (mini pause) 12 – 16 (mini pause)

This is how we roll our fours... 20 (pause)

24 – 28 (pause) 32 -36 and 40.

44 uh-huh 48 uh-huh! (pause) No doubt

(pause) We rock uh-huh uh-huh!

8's

Teacher: Team! Team! Good as gold! Let me see your fingers roll
the eights!

Class: Yeah! 8 – 16 – 24 – 32 – 40

40 down here (punch palm once)

40 up there (punch palm once)

48 (punch palm twice) **56** (punch palm twice)

64 – 72 – 80

80 down here (punch palm once)

80 up there (punch palm once)

88 (punch palm twice) **96** (punch palm twice)

(Now stop suddenly with your arms folded, leaning back like you're tough.)

$$\frac{1}{2} \text{ Of } 24 =$$

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$$\frac{3}{4} \text{ Of } 12 =$$

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$$\frac{1}{3} \text{ Of } 21 =$$

--	--	--

$$\frac{1}{5} \text{ Of } 45 =$$

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$$\frac{1}{2} \text{ of } 22 =$$

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$$\frac{1}{4} \text{ of } 36 =$$

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$$\frac{1}{3} \text{ of } 33 =$$

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$$\frac{1}{5} \text{ of } 50 =$$

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$$\frac{1}{2} \text{ Of } 28 =$$

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$$\frac{3}{4} \text{ Of } 28 =$$

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$$\frac{1}{3} \text{ Of } 27 =$$

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$$\frac{1}{5} \text{ Of } 15 =$$

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$$\frac{1}{2} \text{ of } 24 =$$

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$$\text{Of } 44 = \frac{1}{4}$$

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$$\frac{1}{3} \text{ of } 36 =$$

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$$\frac{1}{5} \text{ of } 55 =$$

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