Start confidently… at Meath Green Junior School.

Part II – More Advanced

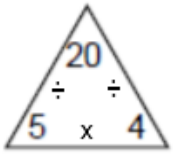
If you child has confidence with the tasks on the previous page, please try the following activities using regular playing cards.

Times Tables Snap: In pairs, divide the cards equally into two. Turn over a card each them multiply the cards together. The fastest keeps the pair.

Race to 100: Player picks two cards which they multiply together. They continue to select cards, adding each total together aiming to reach 100 first. Don't go over otherwise your opponent wins.

I spy: Lay out half the pack of cards. One player challenges the other to find two cards next to each other, either vertically or horizontally, that multiply together by saying "I spy two cards that multiply to make 48."

Fact family: Create fact families with numbers so children recognise the relationship between multiplication and division.



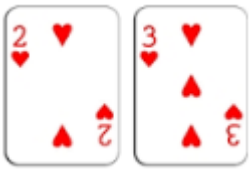
Times Table Grid: There are a range of grids on our school website to support you, but others can be created simply at home too. Set a timer and watch them improve each time.

Factor fan: Using the numbered card, children must then think about as many numbers as possible that multiply together to make the number shown. This can be increased by using two cards e.g. 4 and 2 make 42.

Other key areas to develop:

Place Value Battle: Divide the pack into two. Turn over three cards each then move the cards around to make the largest number possible. Increase the difficulty by increasing the number of cards.

Addition or Subtraction Battle: Similar to times table snap, turn over a card each, then add or subtract the two numbers shown. To increase difficulty, turn over two cards each to make a two-digit number. E.g.



23 + 

45 = 68

Ordering numbers from smallest to largest.

Rounding numbers to the nearest 10, 100 and 1000.

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Part I - Beginners

A thorough knowledge of times tables is essential to your child's progress in maths. Please look through the suggested activities provided to help your child start confidently at Meath Green Junior School.

· Have a multiplication facts poster up at home so your child can see it regularly.

· Get your child to recite the tables (1 times 3 is 3, 2 times 3 is 6, 3 times 3 is 9 etc., rather than simple rote call, e.g. 3, 6, 9)

· Write out the particular table you are working on.

· Listen to a times tables CD.

During your child's transition day, they were taught some engaging ways to develop their times tables knowledge. We have provided cards for you to use in a variety of ways.

Here are the examples they were taught:

Cards have the numbers 1 to 12 on them. Initially, you could use them in order to encourage your child to stay on track as they learn a new table. Ideally, they will be mixed up and picked at random. So if you are practising the 8x table and you pick a 7, your child will work out 7x8.

The cards can also be used by a child independently. To target 7x table for example, write 1 on one side and 7 on the other, 2 on one side and 14 on the other etc. Put the cards with the numbers 1 to 12 facing up. Muddle the cards up. Pick out one at random e.g. 6 – your child should be able to say straight away that 6 x 7 is 42. As the answer is on the reverse, they can practise this way round too! Put the 'answers' facing up. If your child picks up, for example 42, ask them what 42 ÷ 7 is.

Make up 'real life' problems.
- An apple costs 8p. If I buy 9 apples, how much does it cost?
- I have a 36cm piece of ribbon. I need 4cm lengths – how many can I make?

Roll two ordinary dice provided. Multiply the two numbers together. When your child can do this really quickly, get them to include addition too. E.g. first I roll a 4 and a 5 – total 9. I then roll a 2 and a 3 – total 5. What is 9 x 5?

Perhaps your child could design a game or activity to help learn a particular table and share it with the rest of their class!

There are many online games and apps if your child learns well in this way. Also, please visit the school website www.mgjs.org (click on Children, Kids' Zone and then Maths.)