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 2,3,4 5, 8 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 counting in steps of the other numbers to introduce other facts. 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.

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

Numeracy Homework
Stage 3.3

Time taken_____   Date:_____

X	2	4	8	3	6	12	5	10	7	11	9
2											
3											
4											
5											
8											
10											

Time taken_____   Date:_____

X	2	4	8	3	6	12	5	10	7	11	9
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3											
4											
5											
8											
10											

Time taken _____   Date:_____

X	2	4	8	3	6	12	5	10	7	11	9
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3											
4											
5											
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10											

Time taken_____   Date:_____

X	2	4	8	3	6	12	5	10	7	11	9
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4											
5											
8											
10											

Time taken_____   Date:_____

X	2	4	8	3	6	12	5	10	7	11	9
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3											
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Time taken _____   Date:_____

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Time taken_____   Date:_____

X	2	4	8	3	6	12	5	10	7	11	9
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Time taken_____   Date:_____

X	2	4	8	3	6	12	5	10	7	11	9
2											
3											
4											
5											
8											
10											

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

6's

Teacher: Team! Team! Good as gold! Let me see your fingers roll ….
the sixes!

Class: Yeah!

$6 - 12 - 18 - 24 - 30 \dots 36 - 42 - 48 - 54 - 60$

Teacher: And team 5P says…..

Class: 66, 72. How'd you do? How'd you do?
(turn and shake partners hands)
We can do our sevens too!

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

7's

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

Class: Yeah! (Army style)

7 – 14 – 21 (stomp stomp)
28 – 35 (stomp stomp)
42 – 49 (stomp stomp)
56 – 63 (stomp stomp)
70! (both hands in the air)
77 – 84 (stomp stomp)
If you want we'll give you more!

9's

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

Class: Yeah!

9 – 18 – 27 – 36 – 45 – 54 – 63 – 72 – 81
– 90 – 99 – 108

Teacher: (Nod)

Class: Whoop there it is! I say, whoop there it is!
(put hands together and move in front of body in a circle)

Time taken_____   Date:_____

X	2	4	8	3	6	12	5	10	7	11	9
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Time taken_____   Date:_____

X	2	4	8	3	6	12	5	10	7	11	9
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Time taken _____   Date:_____

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Time taken_____   Date:_____

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Time taken_____   Date:_____

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