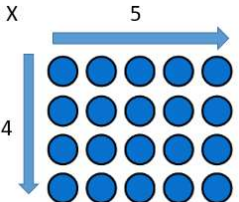
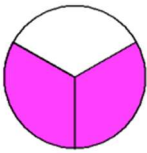


Multiplication Tables Master	Counting Master	Renaming Master	Order Master	Arrays Master												
<p>Recalling multiplication equations written or verbally.</p> <p>Example: 4 groups of 2 7 groups of 5 10 groups of 4 4 groups of 5 6 groups of 2 5 groups of 5</p>	<p>Skip counting by 2s, 5s and 10s from any starting point.</p> <p>Example: Students are asked to skip count by 2's starting at the number 7... 7,9,11,13.....</p>	<p>Identifying how many hundreds, tens and ones are in a 3-digit number.</p> <p>Example:</p> <table border="1"><tr><td colspan="2">103</td></tr><tr><td>10 tens</td><td>3 ones</td></tr></table> <table border="1"><tr><td colspan="2">103</td></tr><tr><td>10 tens</td><td>3 ones</td></tr></table> <table border="1"><tr><td colspan="2">745</td></tr><tr><td>7 hundreds</td><td>45 ones</td></tr></table>	103		10 tens	3 ones	103		10 tens	3 ones	745		7 hundreds	45 ones	<p>Ordering numbers using 3, 4 and 5-digit numbers.</p> <p>Example: Start with random 3 digits numbers written down. E.g. 324, 344. 281. 706. 104</p> <p>Students write the 3-digit numbers in order from either, smallest to largest OR largest to smallest.</p> <p>E.g. 104, 281, 324, 344, 706</p>	<p>Using multiplication to work out the total of each array.</p> <p>Example: Students are asked how many dots are there using multiplication.</p> 
103																
10 tens	3 ones															
103																
10 tens	3 ones															
745																
7 hundreds	45 ones															
<p>Ideas:</p> <p>Roll two 10-sided dice or two playing cards and students write the multiply of both numbers.</p> <p>*Multiplication doesn't require the numbers to be completed in a particular order.</p>	<p>Ideas:</p> <p>Start with a random number between 1-20 and get students to count on from either 2s, 5s or 10s and continue on for around 10 answers.</p> <p>*Get the students to look for patterns within their answers.</p>	<p>Ideas:</p> <p>Students can be given a t-chart with ones, tens and hundreds in each column to assist with working these out.</p> <p>Give students a number and they have to verbally respond to how many hundreds, tens and ones make that number.</p>	<p>Ideas:</p> <p>Roll a 10-sided dice three times. Do this a total of 10 times to make 10 different 3-digit numbers.</p> <p>*Order these from smallest to largest or vice versa.</p>	<p>Ideas:</p> <p>Place a bunch of counters, money or objects in straight lines making a square or rectangles. Get students to count how many objects/counters are in the vertical and horizontal line to multiply those two numbers together.</p>												
<p>Online Resources:</p> <p>Multiplication Games: https://www.topmarks.co.uk Search for Meteor Multiplication</p> <p>Or</p> <p>Super Maths Bowling</p>	<p>Online Resources:</p> <p>Counting Games : https://www.lovemaths.me Select games Select Number 3-6 Skip Counting Something</p>	<p>Online Resources:</p> <p>Renaming Games : https://www.lovemaths.me Select games Select Number 3-6 From Here to There (Place Value)</p> <p>https://www.scootle.edu.au Search Wishball hundreds</p>	<p>Online Resources:</p> <p>Ordering Games: https://www.topmarks.co.uk Search for Sequences</p> <p>Or</p> <p>Caterpillar Ordering</p>	<p>Online Resources:</p> <p>Array Games: https://www.scootle.edu.au Search The Array</p>												

Fraction Master $\frac{1}{2}$, $\frac{1}{4}$, & $\frac{1}{3}$	Reading and Writing Master	Addition Master	Subtraction/Inverse Master
<p>Identifying the shaded and unshaded fractions for each picture.</p> <p>Example: Students are asked to identify what fraction of the shape is shaded and unshaded.</p>  <p>Shaded: $\frac{2}{3}$ Unshaded: $\frac{1}{3}$</p>	<p>Reading and writing numbers up to 999.</p> <p>Example: Students are given a number to write down. This number must be written correctly with no reversals.</p> <p>Students are also asked to read a list of numbers out.</p>	<p>Adding two-digit numbers together vertically.</p> <p>Example: Students are given an addition equation to solve and are asked to demonstrate this using vertical addition.</p> $\begin{array}{r} 28 \\ +36 \\ \hline 64 \end{array}$	<p>Solving subtraction equations verbally or written.</p> <p>Example: Students are given a subtraction equation where they have to explain their working out verbally or written.</p> <p>Example: 25-12 is...13</p> <p>Get students to then use the three numbers from the equation to create a fact family. For example: 12+13=25 13+12=25 25-13=12 25-12=13</p>
<p>Ideas:</p> <p>Using a square piece of paper, students can fold a piece of paper into half, quarters and thirds. Students shade in a fraction and identify the shaded and unshaded fractions.</p>	<p>Ideas:</p> <p>Using random numbers between 0 and 1000, call out numbers for the student to write on a whiteboard or a piece of paper.</p>	<p>Ideas:</p> <p>Using playing cards/dice make two 2-digit numbers and write them out vertically. Practise answering these addition sums ensuring you are working from right to left.</p>	<p>Ideas:</p> <p>Using playing cards/dice make two 2-digit numbers and write them out vertically. Practise answering these subtraction equations and ensuring they are working right to left. Get the student to explain their working out verbally.</p> <p>Students can then practise turning their equation into fact families.</p>
<p>Online Resources:</p> <p>Fraction Circles: https://toytheater.com/fraction-circles/</p>	<p>Online Resources:</p> <p>Reading and Writing Games: https://www.lovemaths.me Select games Select Number 3-6 3 Guesses</p>	<p>Online Resources:</p> <p>Addition Games: https://www.topmarks.co.uk Search for Hit the Button</p>	<p>Online Resources:</p> <p>Subtraction/Inverse Games: https://www.topmarks.co.uk Search for Number Fact Families</p>