

Maths - Year 3

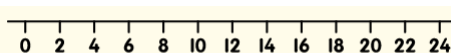
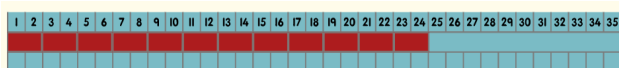
Calculating 10: Learning multiplying facts and looking for patterns

Key Vocabulary		Mathematical Skills
Multiple	The Product of two whole numbers, larger than one.	- To connect sequences of multiples with products in multiplication tables. - Explain visual patterns of multiples on a hundred square or a 0 - 100 number line. - Understand that multiplying or dividing by 1 leaves the number unchanged. - Understand that 'times 0' always produces 0. - Notice that, sometimes, tables have common multiples. - Use the 2 times table to help them with the 4 times table. - To develop fluent recall of the 2, 3, 4, 5, 8 and 10
Ordinal number words	First, Second, Third etc.	
Product	The number resulting from multiplying two or more numbers together.	
Sequence	An ordered list of numbers, shapes or objects.	

Mathematical Methods

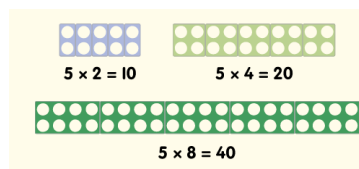
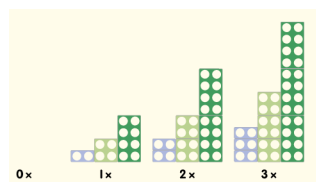
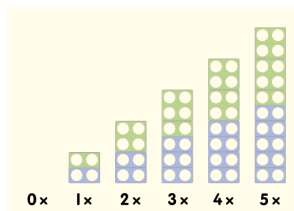
- Understand the relationship between number sequences, number lines and times tables e.g.

2 times table.



$0 \times 2 = 0$
 $1 \times 2 = 2$
 $2 \times 2 = 4$
 $3 \times 2 = 6$ etc.

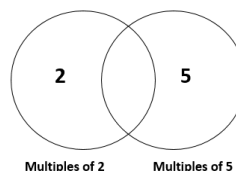
- Explore the relationship between the 2, 4 and 8 times tables.



- Explore the relationship between the 5 and 10 times tables.

Can you..?

- Draw and complete the Venn diagram



- How many ways can you find to reach these numbers, using multiplication? a) 24 b) 30 c) 50

- If $3 \times 2 = 6$, then $3 \times 4 =$ If $\times 2 = 12$, then $6 \times 4 =$

- Any puts 10p in her money box each day/ She wants to save 70p for a balloon. How many days will it take her?

- Explain how knowing the 4 times table can help you with other times table facts.