

Year 2 TIMETABLE (w.c. 18th January)

Hi everyone! We hope you enjoyed last week's activities. It was so lovely to see so many of you on the Zoom call and to catch up on what the rest of you have been up to. I have planned in another Zoom call for Tuesday; more information will follow via Parentmail. Mrs McDonagh and I are really enjoying the time we are spending with those of you who are in school. We have loved hearing from so many of you so please continue to use the class e-mail address freely. Grown-ups, if you have any questions or need any support please do not hesitate to e-mail and we will get back to you as soon as possible.

Take care and see you soon,
Mr Penny

Healthy body, healthy mind:

Stay peaceful and have a go at one of these each day:

Dinosaur disco yoga: <https://www.youtube.com/watch?v=DIHPF7Cd3DI>

Story Hive Yoga: <https://youtu.be/X655B4ISakg>

Kickapoo the Kangaroo: <https://youtu.be/VmmbWcOtblU>

Reading

Explore Epic: <https://www.getepic.com/>

Oxford Owl has many eBooks you can read. Parents can become a member for free. <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>




Once logged in select ebooks. There are 100s of books to choose. Enjoy!

Reading and games: <https://www.starfall.com/h/ltr-classic/>

This week's focus piece (this is the piece of work that children must send into the class e-mail address):

History – your drawing of Queen Elizabeth I on Day 3

Please ensure that this is sent in by Friday morning at 9am.

	English (45 minutes – 1 hour: to include phonics)	Maths (45 minutes - 1 hour)	Other	Ongoing		
Day 1	<p>Watch the video on the Literacy Shed called the Book of Butterflies. https://www.literacyshed.com/butterflies.html</p> <p>Pause the video at 50 seconds when all of the butterflies have come out of the book.</p> <p>Look at the pictures of butterflies under this timetable and think about the wonderful colours and patterns on their wings.</p> <p>Your task is to come up with some really interesting descriptions of the butterflies. You can use the adjectives (descriptive words) on the sheet below or even some of your own! Please come up at least one descriptive phrase for each of the 4 butterfly pictures. You may even use two adjectives before the noun each time. Examples: beautiful red wings delicate colourful butterfly</p>	<p>Log onto the White Rose website. This week we are following Spring Week 2, which is all about Multiplication and Division https://whiterosemaths.com/homelearning/year-2/</p> <p>Watch the video for lesson 1 and then complete the sheet, which is below. Lesson 1 – Use arrays</p> <p>When you have completed the sheet, mark your answers with the answers sheet provided.</p>	<p>Music Today you're going to learn the song <i>The Castle on the Hill</i> which is sung to the tune of the wheels on the bus (the lyrics are below the timetable). Explore your voice. Can you sing it at the top of your voice, (sorry parents), at a whisper, very quickly, really slowly? Can you find things around the house that might work as instruments to play alongside the song? Have fun with it! If you'd like to send a video in of you singing then please do!</p>	<p>Phonics: Today I would like you to look at some more work on alternate sounds for 'ou' https://www.youtube.com/watch?v=hS-VIE2fWhw</p> <p>Daily Reading Read a book from home to a parent for 10 minutes.</p>		
Day 2	<p>Re-watch the video on the Literacy Shed called the Book of Butterflies. https://www.literacyshed.com/butterflies.html</p> <p>Today I would like you to focus on verbs (doing or being words). We will be using doing words to describe the movement of the butterflies.</p> <p>Here are some verbs you could use: flew, fluttered, twirled, swirled, soared, hovered, twisted</p> <p>I would like you to write some sentences (around 3-4) about the butterflies using a verb to describe their movements.</p> <p>Here are a couple of examples: The butterflies fluttered around in the air.</p>	<p>Log onto the White Rose website. This week we are following Spring Week 1, which is all about Multiplication and Division https://whiterosemaths.com/homelearning/year-2/</p> <p>Watch the video for lesson 2 and then complete the sheet, which is below. Lesson 2 – Make Doubles</p> <p>When you have completed the sheet, mark your answers with the answers sheet provided.</p>	<p>Science Today you are going to think about objects and the materials they are made from. Work through the PowerPoint <i>Objects and Materials</i> (on the class page).</p> <p>Now you need to find the worksheet named <i>Objects and Materials</i> under this timetable and complete it with 3 objects you can find at home. Here is an example of how to complete the worksheet.</p> <table border="1" data-bbox="1236 1289 1736 1428"> <tr> <td></td> <td>The scissors are made from metal and plastic.</td> </tr> </table>		The scissors are made from metal and plastic.	<p>Phonics: Some work looking at the alternate sound for 'ea' https://www.youtube.com/watch?v=0wVqAKgocB0</p> <p>Reading: Watch the video of Mr Penny reading a story using the link below: https://youtu.be/4uWfCXiBSfA</p> <p>Now I would like you to compare this story to the video of The Way Home we watched in our English work last week (the video is based on the story I have just read to you). Write down one thing the same about both stories. Write down one</p>
	The scissors are made from metal and plastic.					

	Beautiful butterflies swirled and twirled around.			thing different in the two stories. Which story did you prefer and why?
Day 3	<p>Today I would like you to read the fact sheet about the explorer Tom Wicks and his travel notes (both found under this timetable). He is the character from the video and he is a butterfly expert.</p> <p>Now I would like you to answer the questions on the next 2 pages about the fact sheet and Tom Wicks' travel notes.</p>	<p>Log onto the White Rose website. This week we are following Spring Week 1, which is all about Multiplication and Division https://whiterosemaths.com/homelearning/year-2/ Watch the video for lesson 3 and then complete the sheet, which is below. Lesson 3 – 2 times-tables</p> <p>When you have completed the sheet, mark your answers with the answers sheet provided.</p>	<p>History Today you are going to be leaning more about monarchs. Firstly, have a look at the images of Kings and Queens on the sheet below this timetable. Do you recognise any of these monarchs from the pictures? Do you recognise any of their names? What makes them look like kings or queens?</p> <p>Now have a look at the second picture of Elizabeth I. This a painting from about 450 years ago. It shows when Elizabeth became Queen during her coronation. She is wearing a crown, she is holding a sceptre and an orb and she is sitting on a throne.</p> <p>Now have a go at drawing this picture with any pencils or colours you have. Don't worry about all of the details from the picture, just try your best and add labels for the sceptre, orb and crown when you have finished.</p>	<p>Phonics: Some work looking at the alternate sound for 'c' https://www.youtube.com/watch?v=1pN_0caLakI</p> <p>Reading: Read a book from home to a parent for 10 minutes.</p>
Day 4	<p>Re-watch the video on the Literacy Shed called the Book of Butterflies. https://www.literacyshed.com/butterflies.html</p> <p>Pause the video at 50 seconds when all of the butterflies have come out of the book.</p> <p>As we know, this is a very exciting part of the video as all of the butterflies come out of the book and fly into the air.</p> <p>I would like you to look back at your work from Monday and Tuesday and think about the adjectives and verbs you used in your writing – you may want to use some of these ideas again.</p>	<p>Log onto the White Rose website. This week we are following Spring Week 1, which is all about Multiplication and Division https://whiterosemaths.com/homelearning/year-2/ Watch the video for lesson 4 and then complete the sheet, which is below. Lesson 4 – 5 times-table</p> <p>When you have completed the sheet, mark your answers with the answers sheet provided.</p>	<p>ICT Artists assemble! Today you will need steady hands and your imagination. You will be using the Paint programme to create a picture of a castle. Add as much detail as you can and try to use different colours, shapes and lines. There is a rubber tool if you make a mistake or want to make any changes. Save your masterpiece and send it to us if you fancy. If you don't have the Paint programme on your device then follow this link: https://jspaint.app/#local:3acb77789d858</p>	<p>Phonics: Some work looking at an alternate sound for 'ch' https://www.youtube.com/watch?v=SWqFCjKa3bg</p> <p>Reading: Complete the reading comprehension under this timetable and use the answer sheet provided to mark your work.</p>

	<p>Your task is to write a short description of this scene. There is an example of some descriptive writing below this timetable, which you can use to support your work. If you do use the descriptive writing model to support you then please be careful that you use your own ideas too.</p>			
<p>Day 5</p>	<p>Today we are going to complete the work from yesterday looking at the descriptive piece of writing about the butterflies coming out of the book.</p> <p>Firstly, I would like you to complete your writing from yesterday and add to it if you need to.</p> <p>Then I would like you to complete some editing steps:</p> <ul style="list-style-type: none"> - Make sure that you have capital letters and full stops in the correct places. - Check any spellings that you are unsure of. - Have you used the best possible word choices? <p>When you are happy with the editing work, please illustrate your descriptive writing with a picture. Use the video and the images below this timetable to support you.</p>	<p>Log onto the White Rose website. This week we are following Spring Week 1, which is all about Multiplication and Division https://whiterosemaths.com/homelearning/year-2/ Watch the video for lesson 5 and then complete the sheet, which is below. Lesson 5 – 10 times-table</p> <p>When you have completed the sheet, mark your answers with the answers sheet provided.</p>	<p>PSHE Doing your school work at home can be quite strange can't it? Today we're going to think about how we learn best. For some of you that might be in the classroom and for some of you that might be at home. What stops us from learning? For me it's being able to see the kitchen and thinking about what yummy snack I could have instead of doing my work! Have a chat with your grown up if you can. If they are busy then sit and have a quiet think by yourself. Please draw a picture of your working area at home. Make a list of all the things that help you and of any things that make it a bit trickier. Can you write a couple of sentences about which areas of your learning you are really enjoying and perhaps anything that you have discovered you're really quite good at!</p>	<p>Phonics: Some work looking at an alternative sound for 'ou'. https://www.youtube.com/watch?v=k7gEsE26I6E</p> <p>Reading: Read a book from home to a parent for 10 minutes.</p>

The Castle on the Hill Song

(Sing to the tune of 'Wheels on the Bus'.)

The castle on the hill is old and strong,

Old and strong, old and strong.

The castle on the hill is old and strong,

For the king!

The castle on the hill has tall turrets,

Tall turrets, tall turrets.

The castle on the hill has tall turrets,

For the king!

The castle on the hill's within a moat,

In a moat, in a moat.

The castle on the hill's within a moat,

For the king!

The castle on the hill has a draw bridge,

Has a draw bridge, has a draw bridge.

The castle on the hill has a draw bridge,

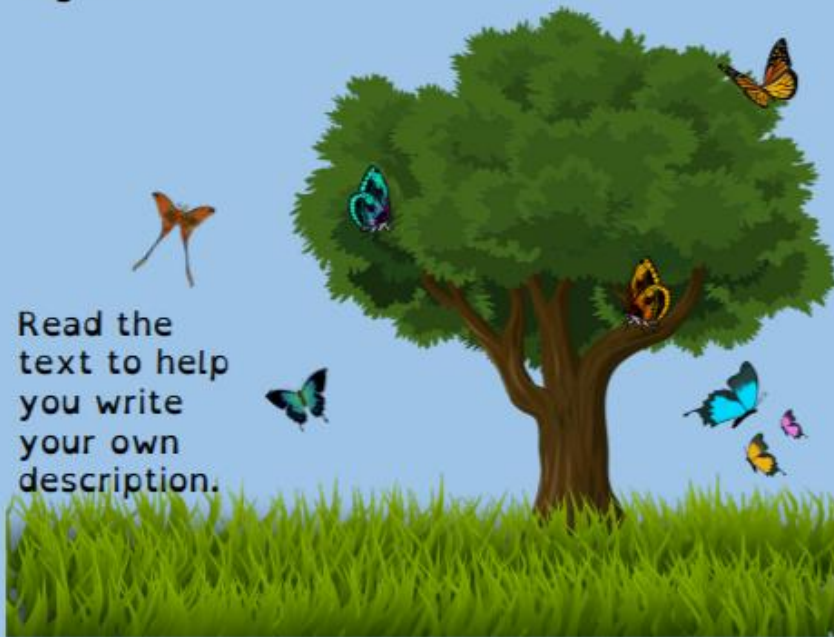
For the king!



beautiful	soft	delicate	bright
pretty	long	fragile	gentle
thin	vivid	colourful	spotted
striped	light	small	large
lovely	patterned	swift	quick
soft	insect	silent	peaceful

The book opened and the butterflies flew up, up, up into the sky. They had wings of all different colours. Some butterflies were bright yellow, some butterflies were brilliant blue and some butterflies had beautiful emerald green wings. There were large butterflies and small butterflies. There were butterflies with spots, some with stripes and even some with pretty patterns. They twirled, fluttered and flapped their paper wings before coming to rest in the big tree.

Read the text to help you write your own description.



Name: Tom Wicks

Job: Explorer/butterfly Expert



What do you do?

I travel around the world looking for rare and beautiful butterflies. When I find one, I watch it and take photographs of it. Then I write about it for my book of butterflies.



What is your favourite butterfly?

I love the blue morpho butterfly because it has bright blue wings.

Where do you go to find the butterflies?

I find many of the butterflies in jungles and forests and some are in my own back garden.

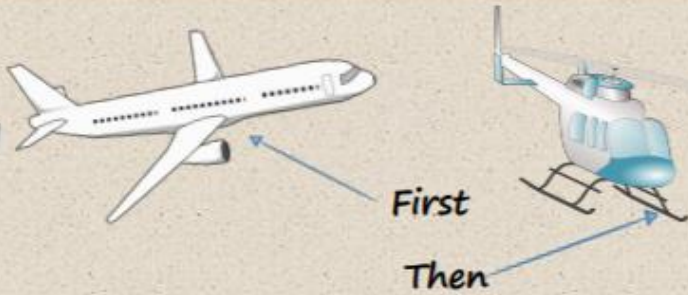
Which butterfly would you most like to see?

I would love to see a golden birdwing butterfly. They have very large golden wings and they are quite rare.



Monday

Set off early



Arrived in late at night



Tuesday

Woke up because of



Explored the



Found 10 different



Slept in



Saw footprints...scary!

Name: Tom Wicks



Job: Explorer/butterfly Expert

Which is Tom's favourite butterfly?



Where does Tom find the butterflies?

Why do you think Tom takes photographs and writes about the butterflies?

Would you like Tom's job? Explain why?

Look at Tom's travel notes on Resource 6b



How did Tom travel on Monday? Name two ways.

How many butterflies did he see on Monday? Why do you think that was?

What did he see on Tuesday that scared him?

Which day do you think he preferred? Why?



Objects and Materials

I can tell the difference between an object and the materials it is made from.



Draw and label three objects. Then write a sentence explaining what material/s the objects are made from.

Kings and Queens



Queen Elizabeth I
1558-1603



King James I
1603-1625



Queen Victoria
1837-1901



Queen Elizabeth II
1952-now



Crown

Sceptre

Orb



Willow's Dream Rocket

Willow had always wanted to go to the Moon. It always looked so pretty in the sky at night. She would watch it from her bedroom window when she was meant to be asleep. Lots of people wondered if the Moon was really made out of cheese and Willow wanted to be the person who found out.

Q1: Where had Willow always wanted to go?

Q2: What did lots of people think that the Moon was made out of?

Tick **one**.



rock	<input type="radio"/>	stars	<input type="radio"/>
cheese	<input type="radio"/>	metal	<input type="radio"/>

Willow had asked her grandma for a rocket for her birthday but Grandma said that rockets were very expensive so she bought her a toy car instead. That was no use. Willow knew that she would never get to the Moon in a toy car. "Hmmm, how else can I get there?" Willow wondered.



Q3: **Circle** the thing that Willow wanted for her birthday and **underline** the thing that she got instead.



Moon

rocket

bed

toy car

cheese

Q4: Which word does Grandma use to describe rockets?



At last, she had a great idea. If she couldn't buy a rocket, she would make one instead. Willow searched the house looking for all the things she would need. She gathered together three cardboard boxes, an empty toilet roll tube, an old egg box, two plastic bottles and an old cushion. She drew, folded, cut and glued all night long, until her rocket was complete. In the morning, she dragged it into the garden.

Q5: Did it take Willow a long time to make the rocket?

yes no

Explain how you know.



Q6: What do you think that Willow will do next?





Willow's Dream Rocket **Answers**

Q1: Where had Willow always wanted to go?

the Moon

Q2: What did lots of people think that the Moon was made out of?

Tick **one**.

rock

cheese

stars

metal

Q3: **Circle** the thing that Willow wanted for her birthday and **underline** the thing that she got instead.

Moon

rocket

bed

toy car

cheese

Q4: Which word does Grandma use to describe rockets?

expensive

Q5: Did it take Willow a long time to make the rocket?

yes **no**

Explain how you know.

Accept any answer which specifically relates to the part of the text which says 'all night long', such as, 'It says she was working all night long.'

Q6: What do you think that Willow will do next?

Accept any reasonable prediction based on the text, such as:

- **Willow tried to get the rocket to fly.**
- **Willow's rocket worked and she went to the Moon.**

Use arrays

- 1 How many pears are there?



$$\square + \square + \square = \square$$

$$\square \times \square = \square$$

There are pears.

- 2 How many stars are there?



$$\square + \square = \square$$

$$\square \times \square = \square$$

There are stars.

- 5 Draw an array to show 7×3
Complete the number sentence.

$$7 \times 3 = \square$$

Is there more than one way to draw the array?

- 6 Draw three different arrays to show 12

- 3 Write two additions and two multiplications for the array.



$$\square + \square + \square = \square$$

$$\square \times \square = \square$$

$$\square + \square + \square + \square = \square$$

$$\square \times \square = \square$$

What do you notice?

- 4 Write two multiplications for this array.



$$\square \times \square = \square$$

$$\square \times \square = \square$$

- 7 Draw dots to show each multiplication in two ways.

The first one has been done for you.

Multiplication	Array 1	Array 2
3×8		
2×5		
4×9		
6×1		

- 8 Can you see the multiplications 5×4 and 4×5 in the array?



Talk about it with a partner.

Use arrays

1 How many pears are there?



$$\boxed{5} + \boxed{5} + \boxed{5} = \boxed{15}$$

$$\boxed{3} \times \boxed{5} = \boxed{15}$$

There are $\boxed{15}$ pears.

2 How many stars are there?



$$\boxed{6} + \boxed{6} = \boxed{12}$$

$$\boxed{2} \times \boxed{6} = \boxed{12}$$

There are $\boxed{12}$ stars.

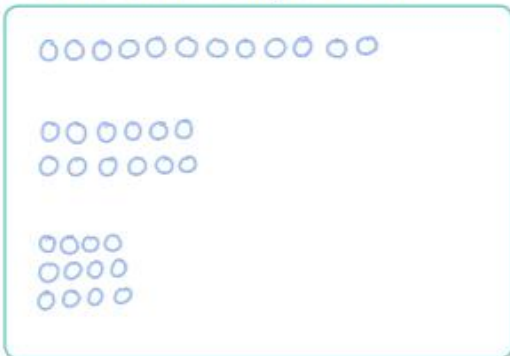
5 Draw an array to show 7×3
Complete the number sentence.



$$7 \times 3 = \boxed{21}$$

Is there more than one way to draw the array?

6 Draw three different arrays to show 12



3 Write two additions and two multiplications for the array.



$$\boxed{4} + \boxed{4} + \boxed{4} = \boxed{12}$$

$$\boxed{3} \times \boxed{4} = \boxed{12}$$

$$\boxed{3} + \boxed{3} + \boxed{3} + \boxed{3} = \boxed{12}$$

$$\boxed{4} \times \boxed{3} = \boxed{12}$$

What do you notice?

4 Write two multiplications for this array.



$$\boxed{2} \times \boxed{9} = \boxed{18}$$

$$\boxed{9} \times \boxed{2} = \boxed{18}$$



7 Draw dots to show each multiplication in two ways.

The first one has been done for you.

Multiplication	Array 1	Array 2
3×8		
2×5		
4×9		
6×1		

8 Can you see the multiplications 5×4 and 4×5 in the array?



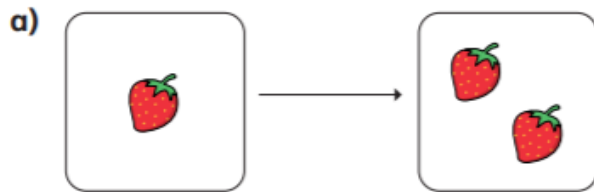
Talk about it with a partner.



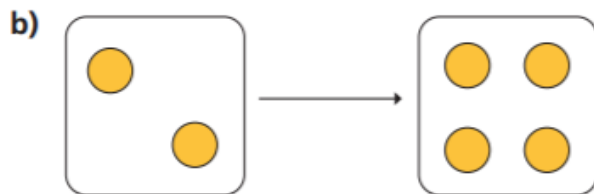
Make doubles

1 Complete the sentences.

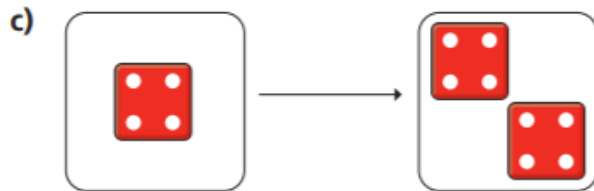
Use the pictures to help you.



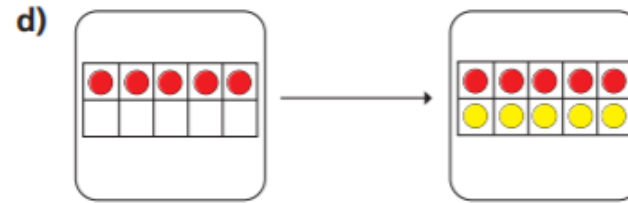
Double 1 is



Double 2 is



Double is



Double

is

2 Match the doubles to the additions.

Double 3

$6 + 6$

Double 6

$7 + 7$

Double 10

$3 + 3$

Double 7

$10 + 10$

3 Fill in the gaps.

a) Double 15 is

b) Double 11 is

c) Double 12 is

d) Double 20 is

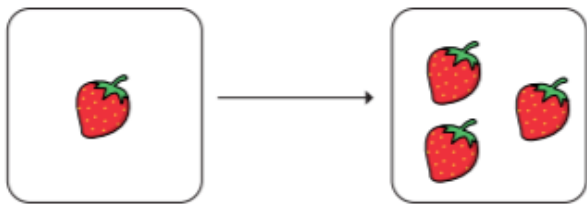
e) Double is 8

f) Double is 16

4



I have doubled the number of strawberries.



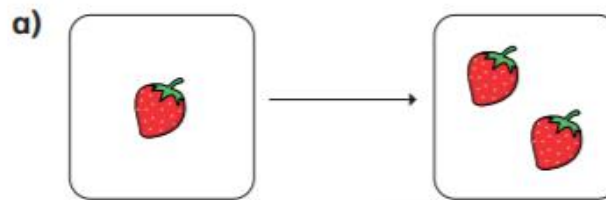
Do you agree with Mo? _____

Talk about it with a partner.

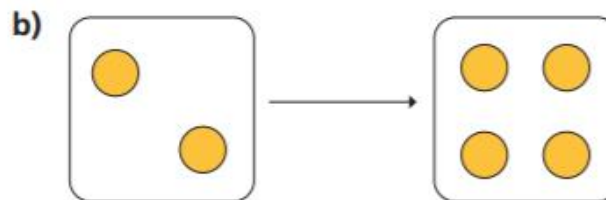
Make doubles

1 Complete the sentences.

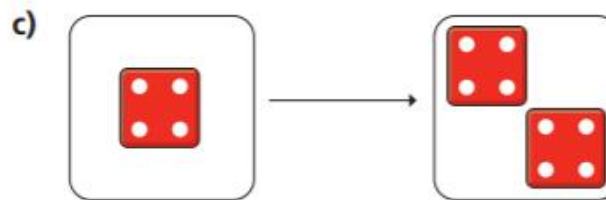
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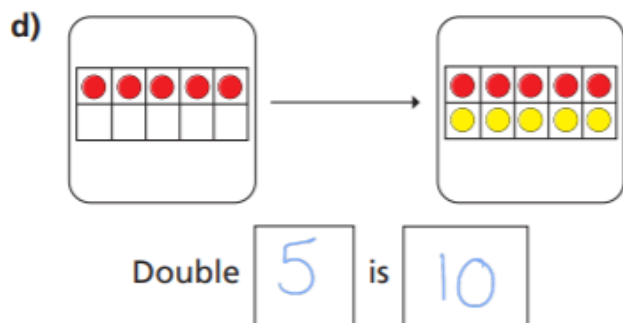
Double 1 is



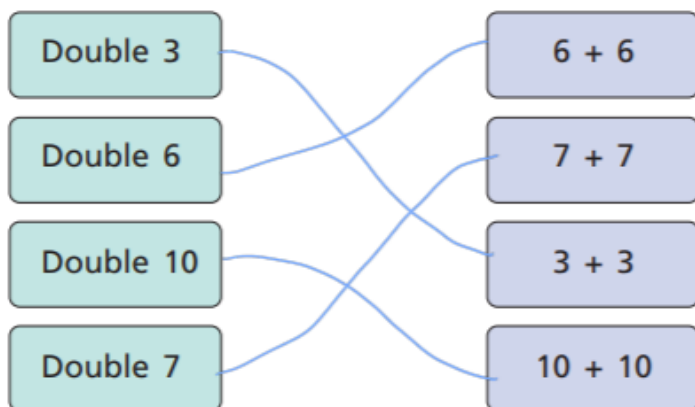
Double 2 is



Double is



2 Match the doubles to the additions.



3 Fill in the gaps.

a) Double 15 is

b) Double 11 is

c) Double 12 is

d) Double 20 is

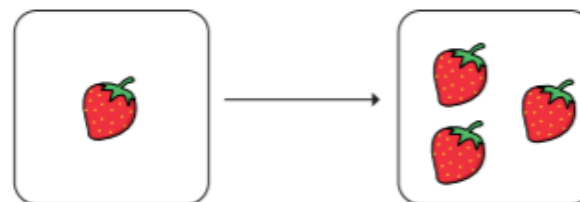
e) Double is 8

f) Double is 16

4



I have doubled the number of strawberries.



Do you agree with Mo? No

Talk about it with a partner.

The 2 times-table

1 Write a fact from the 2 times-table to match the picture.

a)



$$\square \times \square = \square$$

b)



$$\square \times \square = \square$$

c)



$$\square \times \square = \square$$

4 Complete the number sentences.

a) $3 \times 2 = \square$

f) $\square = 12 \times 2$

b) $\square = 9 \times 2$

g) $2 \times \square = 2$

c) $2 \times 5 = \square$

h) $2 \times 0 = \square$

d) $2 \times \square = 4$

i) $14 = 2 \times \square$

e) $12 = \square \times 2$

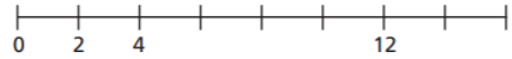
j) $\square \times 2 = 22$

5 Teddy has £8

Rosie has twice as much money as Teddy.
How much money does Rosie have?

Rosie has £

2 a) Complete the number line.



b) Which times-table does the number line show?

Tick your answer.

1 times-table 2 times-table

3 times-table

How do you know?

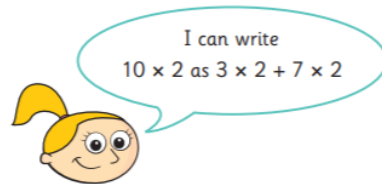
3 Complete the array and times-table fact so that they match.

a)  $2 \times 2 = \square$

b)  $2 \times 5 = \square$

c)  $2 \times \square = 8$

6 Eva is writing 10×2 in different ways.



Find three more ways that you can write 10×2

Use counters to help you.

$$\square \times \square + \square \times \square$$

$$\square \times \square + \square \times \square$$

$$\square \times \square + \square \times \square$$

Compare answers with a partner.

The 2 times-table

1 Write a fact from the 2 times-table to match the picture.

a)



$$\boxed{5} \times \boxed{2} = \boxed{10}$$

b)



$$\boxed{7} \times \boxed{2} = \boxed{14}$$

c)



$$\boxed{4} \times \boxed{£2} = \boxed{£8}$$

4 Complete the number sentences.

a) $3 \times 2 = \boxed{6}$

f) $\boxed{24} = 12 \times 2$

b) $\boxed{18} = 9 \times 2$

g) $2 \times \boxed{1} = 2$

c) $2 \times 5 = \boxed{10}$

h) $2 \times 0 = \boxed{0}$

d) $2 \times \boxed{2} = 4$

i) $14 = 2 \times \boxed{7}$

e) $12 = \boxed{6} \times 2$

j) $\boxed{11} \times 2 = 22$

5 Teddy has £8

Rosie has twice as much money as Teddy.
How much money does Rosie have?

Rosie has £ $\boxed{16}$

2 a) Complete the number line.



b) Which times-table does the number line show?

Tick your answer.

1 times-table 2 times-table ✓
3 times-table

How do you know?

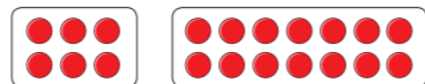
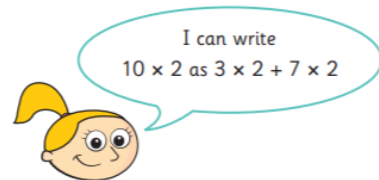
3 Complete the array and times-table fact so that they match.

a) $2 \times 2 = \boxed{4}$

b) $2 \times 5 = \boxed{10}$

c) $2 \times \boxed{4} = 8$

6 Eva is writing 10×2 in different ways.



Find three more ways that you can write 10×2

Use counters to help you.

$$\boxed{1} \times \boxed{2} + \boxed{9} \times \boxed{2}$$

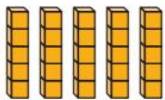
$$\boxed{2} \times \boxed{2} + \boxed{8} \times \boxed{2}$$

$$\boxed{4} \times \boxed{2} + \boxed{6} \times \boxed{2}$$

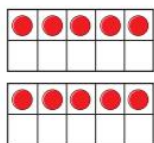
Compare answers with a partner.



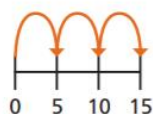
1 a) Match the picture to the times-table fact.



3×5



2×5

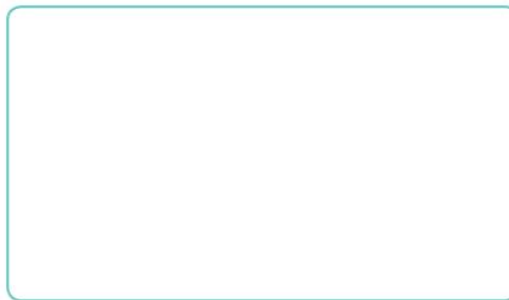


1×5



5×5

b) Draw a picture to show 4×5



2 a) Complete the number line.



b) Which times-table does the number line show?

Tick your answer.

1 times-table 2 times-table

5 times-table

How do you know?



3 Complete the number sentences.

a) $5 \times 5 = \square$

f) $\square = 11 \times 5$

b) $\square = 9 \times 5$

g) $5 \times \square = 5$

c) $5 \times 6 = \square$

h) $5 \times 0 = \square$

d) $5 \times \square = 40$

i) $10 = 5 \times \square$

e) $35 = \square \times 5$

j) $\square \times 5 = 60$

4 How much money does Ron have?



Complete the multiplication.

$\square \times \square = \square$

Ron has \square p.

5 Write $<$, $>$ or $=$ to compare the calculations.

7×5 \bigcirc 5×8

6×5 \bigcirc $4 \times 5 + 2 \times 5$

2×5 \bigcirc $3 \times 5 - 1 \times 5$

12×2 \bigcirc 2×12

6 A sandwich costs £2 and a box of crayons costs £5



Jack buys 5 sandwiches and 3 boxes of crayons. How much does he spend in total?

Jack spends £ \square



The 5 times-table



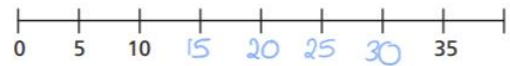
1 a) Match the picture to the times-table fact.

3×5
 2×5
 1×5
 5×5

b) Draw a picture to show 4×5

Various answers e.g.

2 a) Complete the number line.



b) Which times-table does the number line show?
Tick your answer.

- 1 times-table 2 times-table
 5 times-table

How do you know?



3 Complete the number sentences.

- a) $5 \times 5 = 25$ f) $55 = 11 \times 5$
 b) $45 = 9 \times 5$ g) $5 \times 1 = 5$
 c) $5 \times 6 = 30$ h) $5 \times 0 = 0$
 d) $5 \times 8 = 40$ i) $10 = 5 \times 2$
 e) $35 = 7 \times 5$ j) $12 \times 5 = 60$

4 How much money does Ron have?



Complete the multiplication.

$10 \times 5p = 50p$

Ron has 50 p.

5 Write $<$, $>$ or $=$ to compare the calculations.

- $7 \times 5 < 5 \times 8$
 $6 \times 5 = 4 \times 5 + 2 \times 5$
 $2 \times 5 = 3 \times 5 - 1 \times 5$
 $12 \times 2 = 2 \times 12$

6 A sandwich costs £2 and a box of crayons costs £5



Jack buys 5 sandwiches and 3 boxes of crayons.
How much does he spend in total?

Jack spends £ 25

The 10 times-table

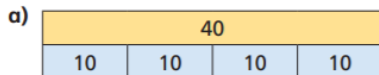
1 How many cookies are there?



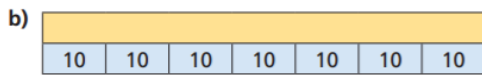
$$\square \times 10 = \square$$

There are \square cookies.

2 Complete the multiplication fact to match the bar model.



$$\square \times \square = \square$$



$$\square \times \square = \square$$

5 Complete the number sentences.

a) $2 \times 10 = \square$ f) $\square = 10 \times 10$

b) $\square = 7 \times 10$ g) $10 \times \square = 10$

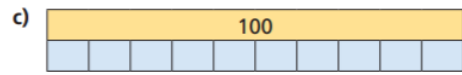
c) $10 \times 4 = \square$ h) $10 \times 0 = \square$

d) $10 \times \square = 110$ i) $30 = 10 \times \square$

e) $80 = \square \times 10$ j) $\square \times 10 = 90$

6 Eva is 7 years old.
Her gran is 10 times older.
How old is Eva's gran?

Eva's gran is \square years old.

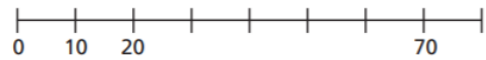


$$\square \times \square = \square$$

3 Draw a bar model to represent 5×10



4 a) Complete the number line.



b) Which times-table does the number line show?

Tick your answer.

10 times-table 5 times-table 1 times-table

How do you know?

7 Four children each have some money.

Teddy has this money.



Dora

I have twice as much money as Teddy.

I have five times as much money as Teddy.



Rosie

I have ten times as much money as Dora.



Jack

How much money do they each have?

Teddy has \square p Dora has \square p

Jack has \square p Rosie has \square p

The 10 times-table

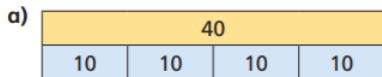
1 How many cookies are there?



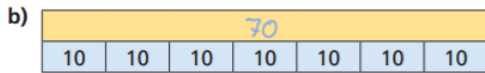
$$6 \times 10 = 60$$

There are 60 cookies.

2 Complete the multiplication fact to match the bar model.



$$4 \times 10 = 40$$



$$7 \times 10 = 70$$

5 Complete the number sentences.

a) $2 \times 10 = 20$ f) $100 = 10 \times 10$

b) $70 = 7 \times 10$ g) $10 \times 1 = 10$

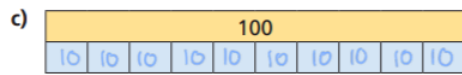
c) $10 \times 4 = 40$ h) $10 \times 0 = 0$

d) $10 \times 11 = 110$ i) $30 = 10 \times 3$

e) $80 = 8 \times 10$ j) $9 \times 10 = 90$

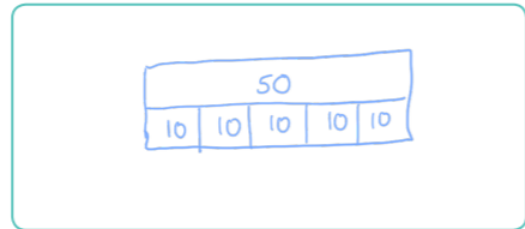
6 Eva is 7 years old.
Her gran is 10 times older.
How old is Eva's gran?

Eva's gran is 70 years old.

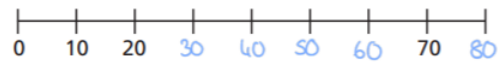


$$10 \times 10 = 100$$

3 Draw a bar model to represent 5×10



4 a) Complete the number line.



b) Which times-table does the number line show?

Tick your answer.

10 times-table 5 times-table 1 times-table

How do you know?

5 Complete the number sentences.

a) $2 \times 10 = 20$ f) $100 = 10 \times 10$

b) $70 = 7 \times 10$ g) $10 \times 1 = 10$

c) $10 \times 4 = 40$ h) $10 \times 0 = 0$

d) $10 \times 11 = 110$ i) $30 = 10 \times 3$

e) $80 = 8 \times 10$ j) $9 \times 10 = 90$

6 Eva is 7 years old.
Her gran is 10 times older.
How old is Eva's gran?

Eva's gran is 70 years old.

7 Four children each have some money.

Teddy has this money.



I have twice as much money as Teddy.

Dora

I have five times as much money as Teddy.



Rosie

I have ten times as much money as Dora.



Jack

How much money do they each have?

Teddy has 4 p Dora has 8 p

Jack has 20 p Rosie has 80 p