

Year 3 Maths – WB:
19/10/2020

**Times Table week – Assess 2x table, Learn
3x table multiplication and division facts,
'Know your Pupils'**

Day 1: We are learning...

L.O. to assess and review the 2 times table.

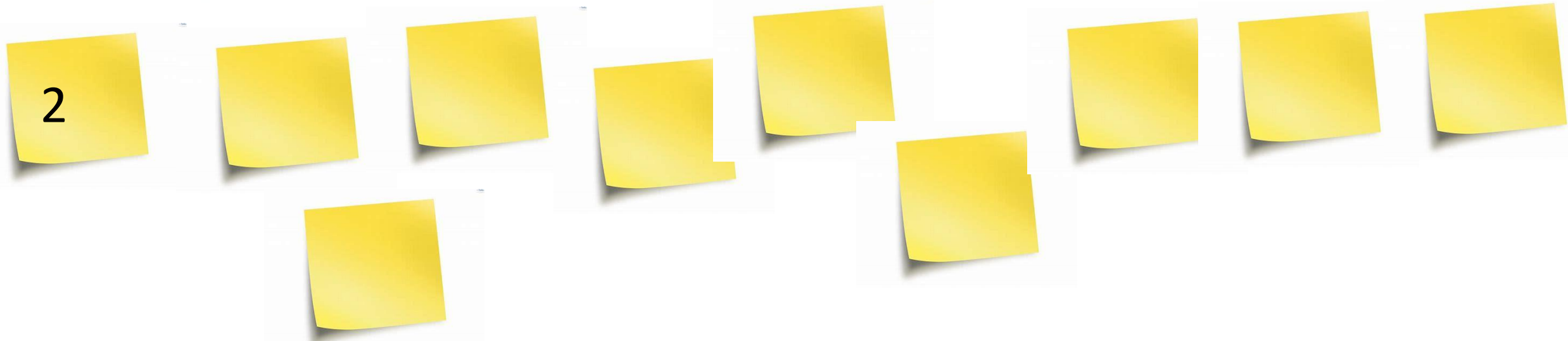
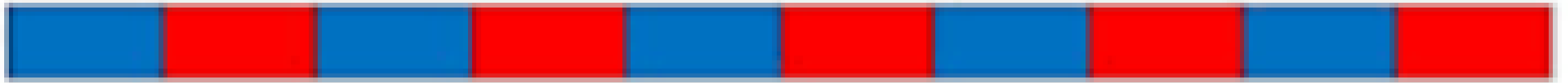


Listen to the counting in 2s song:

<https://www.youtube.com/watch?v=GvTcpfSnOMQ>

Now let's chant the
2x table!

Now we will count in 2s using the counting stick....



How many times two is 18? 12? 20? etc

What is the 'pattern' with the two times table?

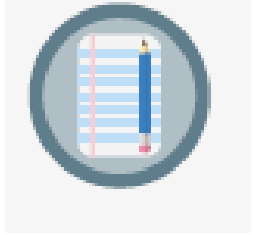


Look at the pattern.
Describe it to your partner.

Double the number to find the answer e.g. $10 \times 2 = 20$ is the same as $\text{double } 10 = 20$

All the multiples of 2 are even – they have 0, 2, 4, 6, 8 in the ones.

Your task – today we will assess your knowledge of the 2 times table:



- Step 1

Step 1 2x table	
$0 \times 2 =$	$12 \times 2 =$
$1 \times 2 =$	$11 \times 2 =$
$2 \times 2 =$	$10 \times 2 =$
$3 \times 2 =$	$9 \times 2 =$
$4 \times 2 =$	$8 \times 2 =$
$5 \times 2 =$	$7 \times 2 =$
$6 \times 2 =$	$6 \times 2 =$
$7 \times 2 =$	$5 \times 2 =$
$8 \times 2 =$	$4 \times 2 =$
$9 \times 2 =$	$3 \times 2 =$
$10 \times 2 =$	$2 \times 2 =$
$11 \times 2 =$	$1 \times 2 =$
$12 \times 2 =$	$0 \times 2 =$

You have two minutes to complete each assessment!



Mad Maths Minutes
2x Table (? X 2) Practice Set A

$5 \times 2 =$ $3 \times 2 =$

$6 \times 2 =$ $0 \times 2 =$

$0 \times 2 =$ $5 \times 2 =$

$3 \times 2 =$ $10 \times 2 =$

$4 \times 2 =$ $11 \times 2 =$

$1 \times 2 =$ $9 \times 2 =$

$10 \times 2 =$ $2 \times 2 =$

$8 \times 2 =$ $12 \times 2 =$

$12 \times 2 =$ $8 \times 2 =$

$2 \times 2 =$ $7 \times 2 =$

$9 \times 2 =$ $4 \times 2 =$

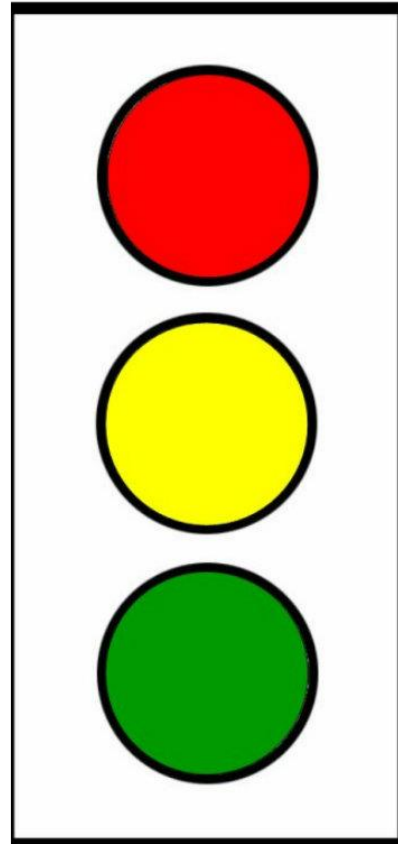
$7 \times 2 =$ $12 \times 2 =$

$11 \times 2 =$ $0 \times 2 =$

$1 \times 2 =$ $1 \times 2 =$

$6 \times 2 =$ $7 \times 2 =$

Time to reflect on our learning!



I don't get it!
I need some
help
understanding.

I think I
understand
but I need a
little support.

I understand
and can try
this on my
own.



I can do this!



I'm getting there.



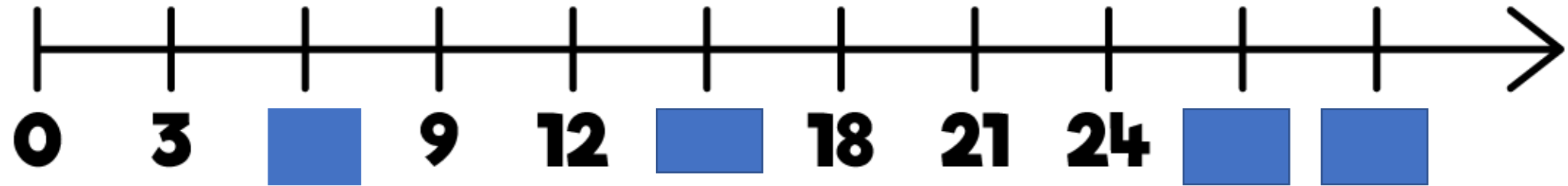
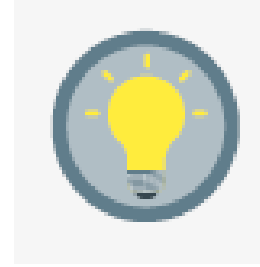
I need help!

Day 2: We are learning...

L.O. to multiply by 3s.

Practice counting in threes using the video:
https://www.youtube.com/watch?v=I_cn87hOCDM

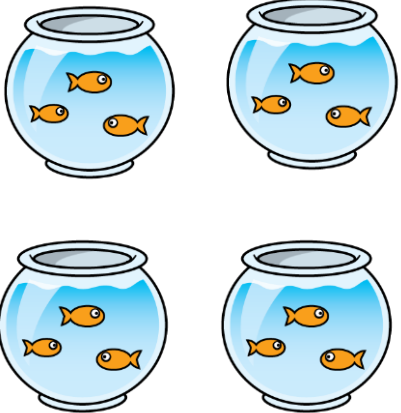
Let's activate our learning!



Fill in the missing numbers on the number line.

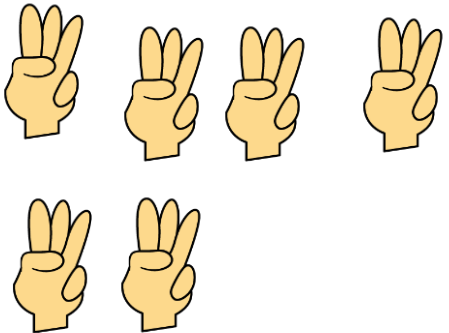
Let's learn about equal groups.

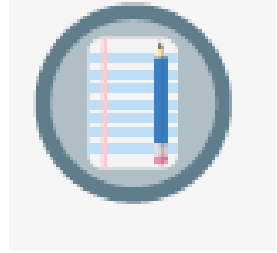


Build it	Say it	Calculate it
 Four goldfish bowls are arranged in a 2x2 grid. Each bowl contains three goldfish, representing four equal groups of three.	<p>There are _____ equal groups.</p> <p>There are _____ in each group.</p> <p>There are _____ altogether.</p>	

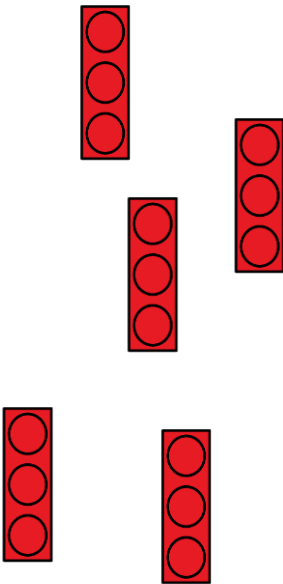
Let's try another one.



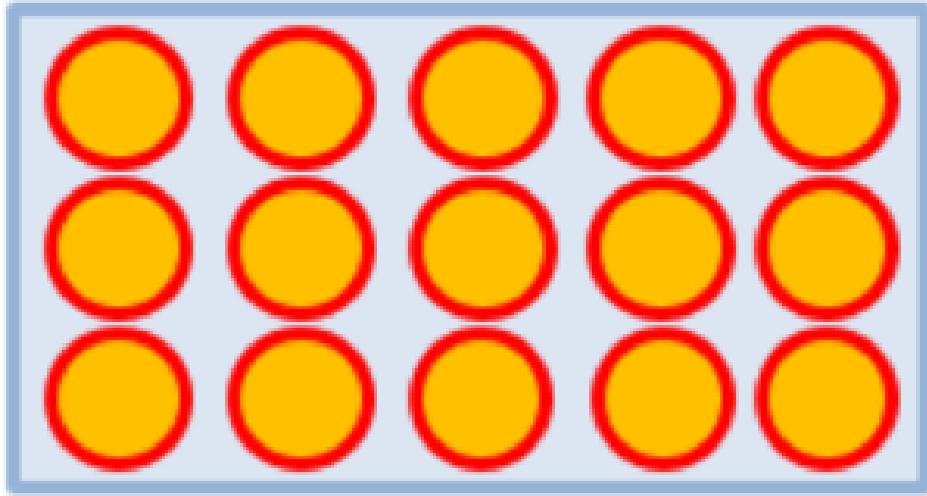
Build it	Say it	Calculate it
 Six yellow hands are arranged in two rows. The top row contains four hands, and the bottom row contains two hands. Each hand is held in a way that shows three fingers, representing the number 3.	<p>There are _____ equal groups.</p> <p>There are _____ in each group.</p> <p>There are _____ altogether.</p>	



Now try it yourself (Guided practice).

Build it	Say it	Calculate it
	<p>There are _____ equal groups.</p> <p>There are _____ in each group.</p> <p>There are _____ altogether.</p>	

Let's try with an array.



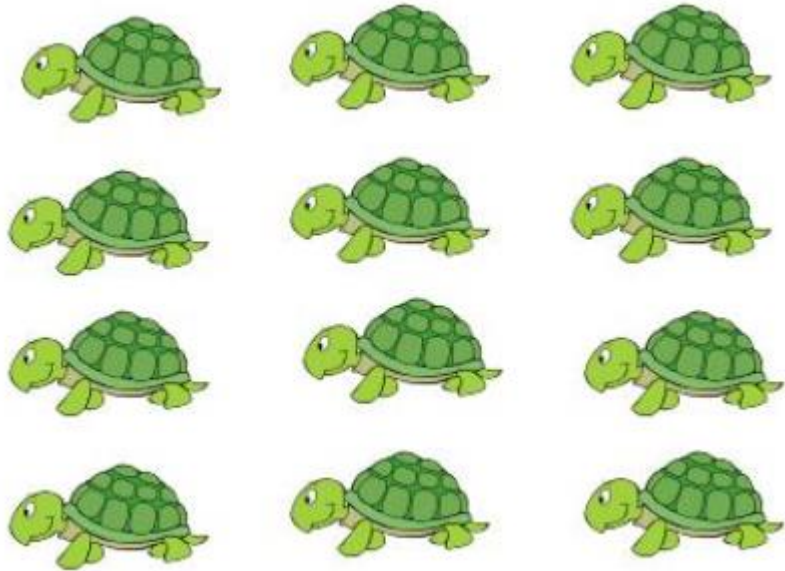
_____ rows of _____
_____ columns of _____

Which 3x table fact does this array show?

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

Now try it yourself.



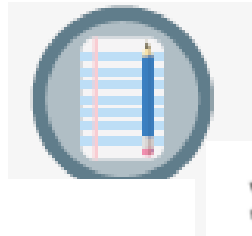
_____ rows of _____
_____ columns of _____

Which 3x table fact does this array show?

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

Your task



1 Complete the sentences.

Write an addition sentence and a multiplication sentence for each picture.



There are equal groups of



There are equal groups of



There are equal groups of

There are five towers with 3 cubes in each tower.
How many cubes are there altogether?

+ + + + =

× =



Write the multiplication statements for this array:



× =

× =

Write two multiplication sentences for each part of the question.

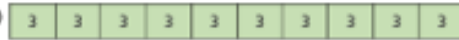
a)



× =

× =

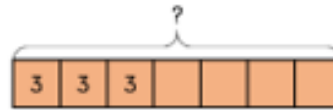
b)



× =

× =

There are 7 tricycles in a playground.
How many wheels are there altogether?
Complete the bar model to find the answer.



Which is the odd one out?
Tick your answer.



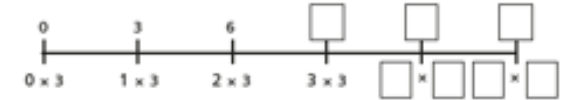
Explain your answer.
Is there more than one answer?



Spot the swap
3, 6, 9, 18, 15, 12, 21, 24

EXT DAY 2

Complete the number line.



There are 3 tables with 6 children on each table.
How many children are there altogether?

lots of =

× =

There are 6 children.
Each child has 3 sweets.
How many sweets altogether?

Use concrete or pictorial representations to show this problem.

Write another repeated addition and multiplication problem and ask a friend to represent it.

If $5 \times 3 = 15$, which number sentences would find the answer to 6×3 ?

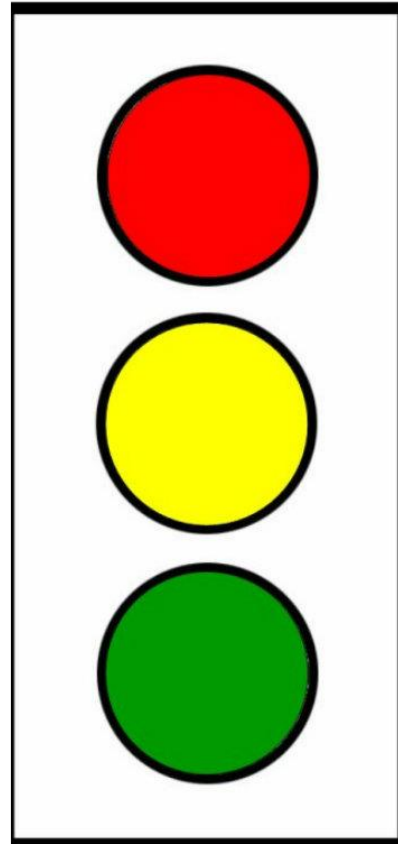
- $5 \times 3 + 6$
- $5 \times 3 + 3$
- $15 + 3$
- $15 + 6$
- 3×6

Explain how you know



Do you agree with Dara?
Explain why.

Time to reflect on our learning!



I don't get it!
I need some
help
understanding.

I think I
understand
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I understand
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I can do this!



I'm getting there.



I need help!

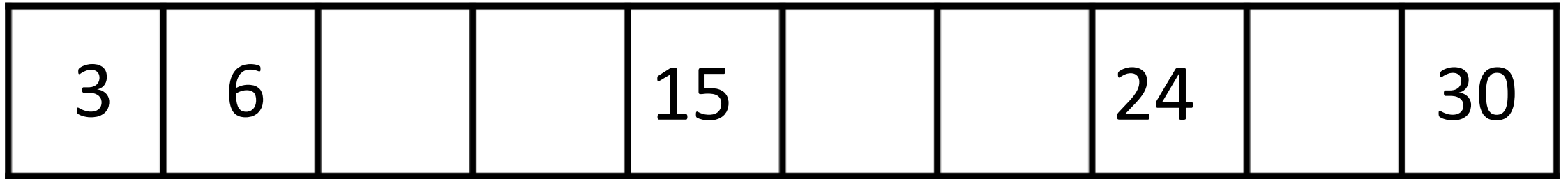
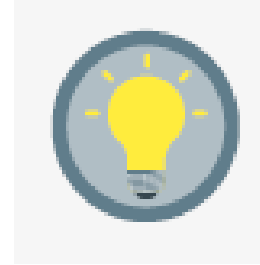
Day 3: We are learning...

L.O.to divide by 3.

Practice counting in threes using the video:

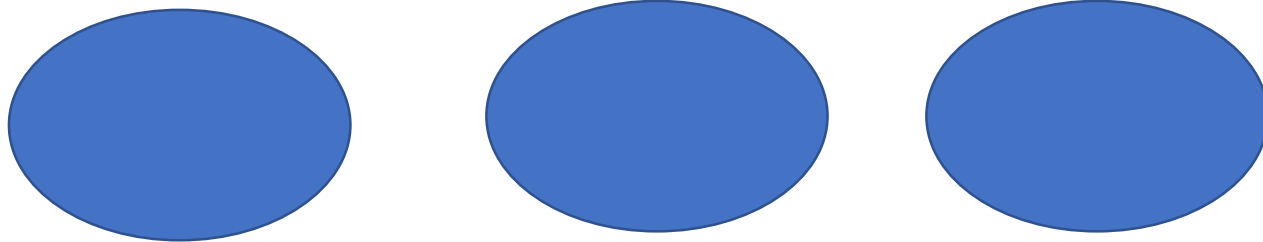
https://www.youtube.com/watch?v=l_cn87hOCDM

Let's activate our learning!



What is missing from the number track?

Let's learn about grouping



There are 9 cubes.
There are ____ plates.
Each plate has _____
cubes.

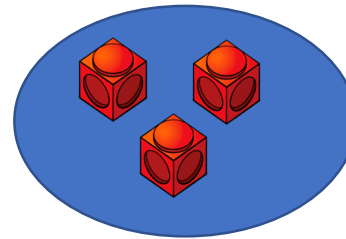
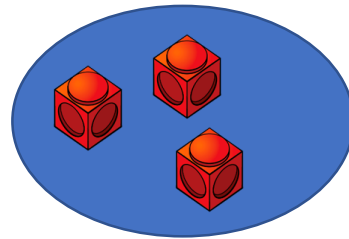
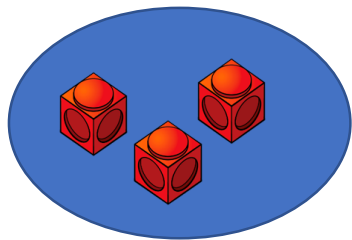
9 divided into _____
equal groups is ____.

$$9 \div 3 = \underline{\quad}$$

Let's learn about grouping



Check your answers

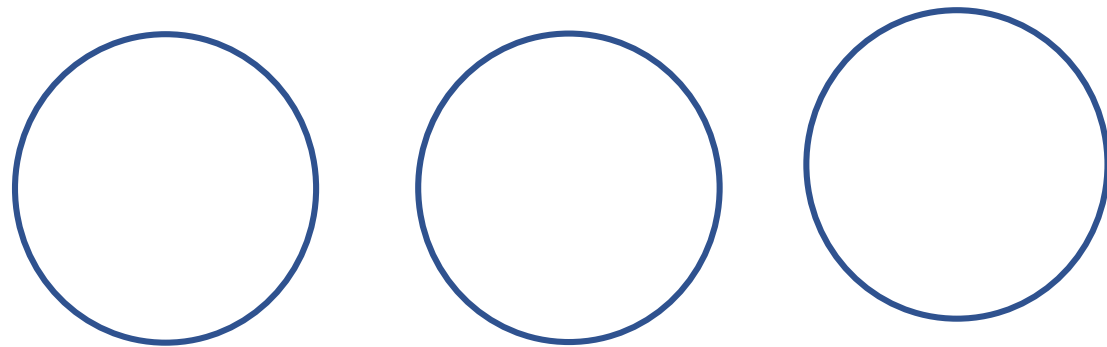
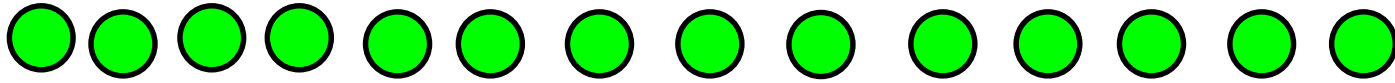
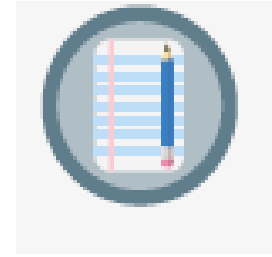


There are 9 cubes.
There are 3 plates.
Each plate has 3
cubes.

9 divided into 3
equal groups is 3.

$$9 \div 3 = 3$$

Now try grouping yourself

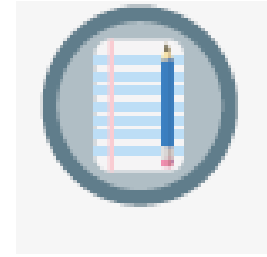


There are 15 counters.
There are ___ hoops.
Each hoops has _____
cubes.

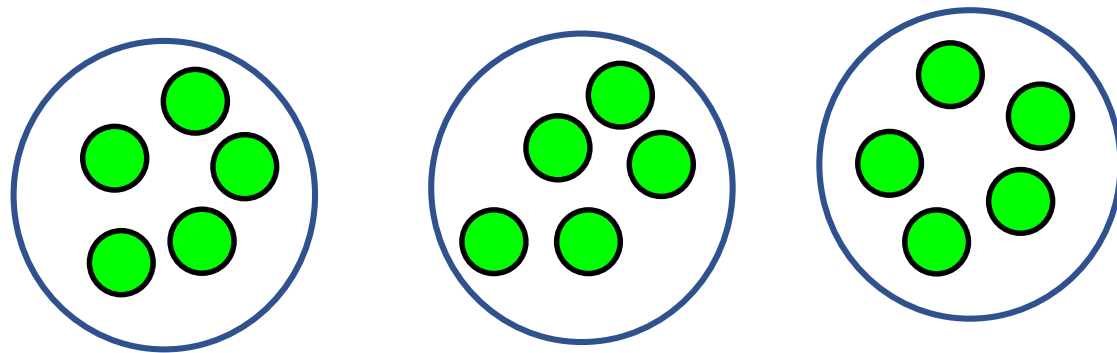
15 divided into _____
equal groups is ____.

$$15 \div 3 = \underline{\quad}$$

Now try grouping yourself



Check your answers



There are 15 counters.
There are 3 hoops.
Each hoop has 5
cubes.

15 divided into 3
equal groups is 5 .

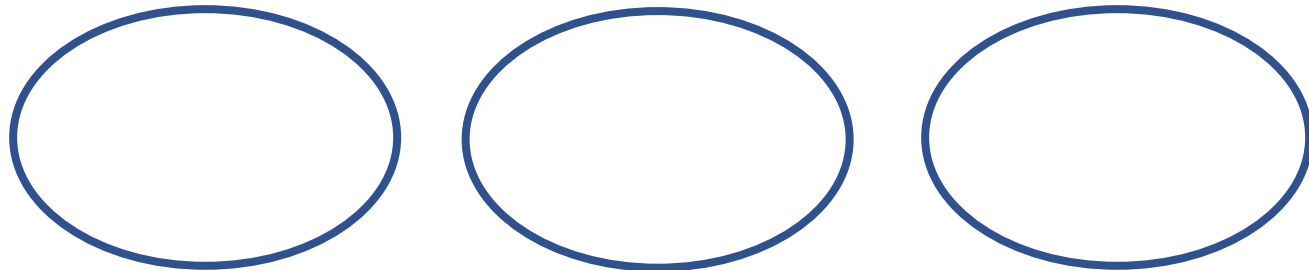
$$15 \div 3 = \underline{\quad}$$

Ms Benjamin has 21 pencils. She puts them into 3 pencil cases. How many are in each pencil case?

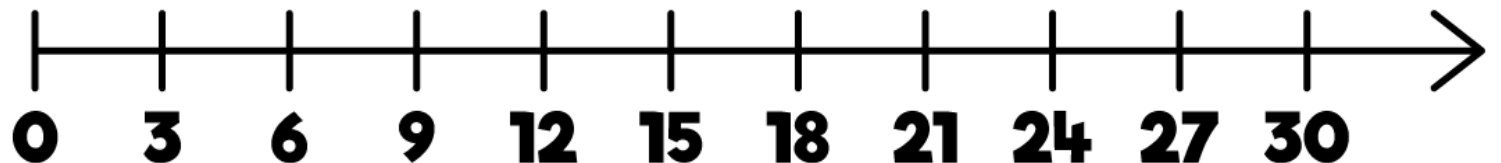
What is the number sentence?

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

You can share the pencils into three groups. How many in each group?



You can count in 3s up to 21 – how many times will you need to count in 3s?



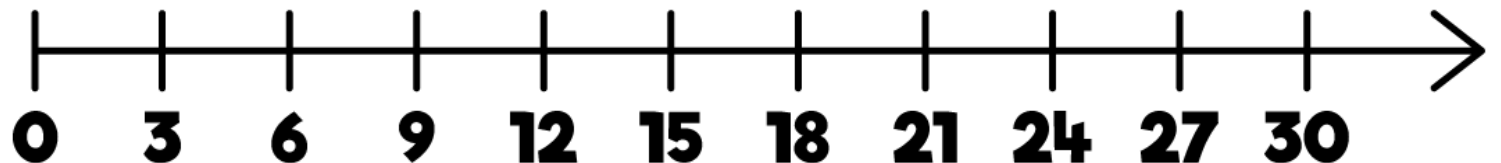
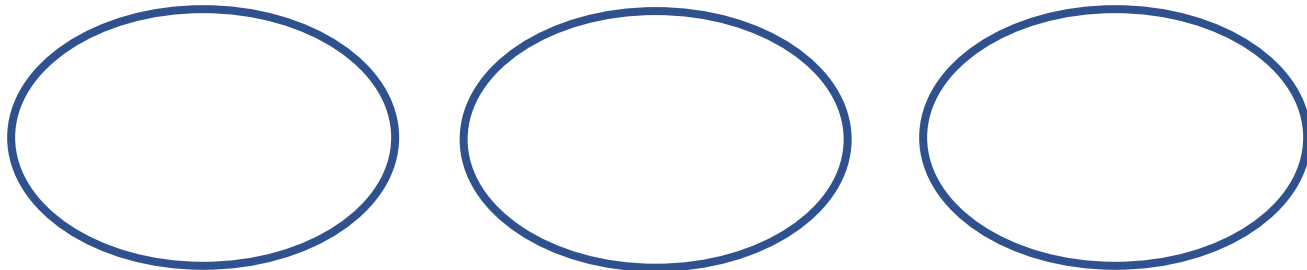
Now your turn: There are 27 apples in the shop. Jim puts them into 3 bags. How many are in each bags?

What is the number sentence?

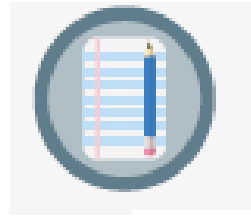
You can share the apples into three groups. How many in each group?

You can count in 3s up to 27 – how many times will you need to count in 3s?

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$



Your task



SKILLS Day 3



Complete the sentences.

There are 12 cubes.

There are plates.

Each plate has cubes.

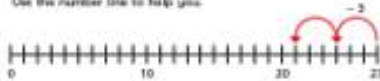
12 divided into equal groups is

Mo has 15 pencils.
He shares them equally into 3 pots.



How many pencils will there be in each pot?

There are 27 cakes.
A box can hold 3 cakes.
How many boxes of 3 cakes can be filled?
Use the number line to help you.



Divide 18 counters into groups of 3 counters.

Draw a picture to show what this would look like.

CORE Day 3

Circle the counters in groups of 3 and complete the division.



$$\underline{\quad} \div 3 = \underline{\quad}$$

Circle the counters in 3 equal groups and complete the division.



$$\underline{\quad} \div 3 = \underline{\quad}$$

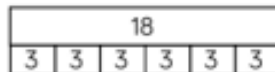
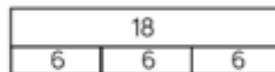
There are 15 pieces of fruit. They are shared between 3 bowls equally. How many pieces of fruit are in each bowl?
Use cubes/counters to represent fruit and share between 3 circles.



Jack has 18 seeds.

He plants 3 seeds in each pot.

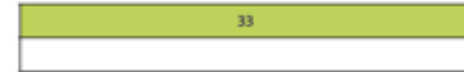
Which bar model matches the problem?



Explain your choice.

EXT Day 3

Complete the bar model for the division $33 \div 3 = 11$



Is there more than one way to do this?

Complete the division statements for each problem.

- Esther has 21 balloons.
She puts them into 3 party bags.
How many balloons are in each party bag?
- Nijah has 36 apples.
In each box there are 3 apples.
How many boxes are there?
- 24 children stand in groups of 3.
How many groups are there?

Share 33 cubes between 3 parts.

Complete:
There are 3 parts with cubes in each part.
 $33 \div 3 = \underline{\quad}$

Put 33 cubes into groups of 3

Complete:
There are parts with 3 cubes in each part.
 $33 \div 3 = \underline{\quad}$

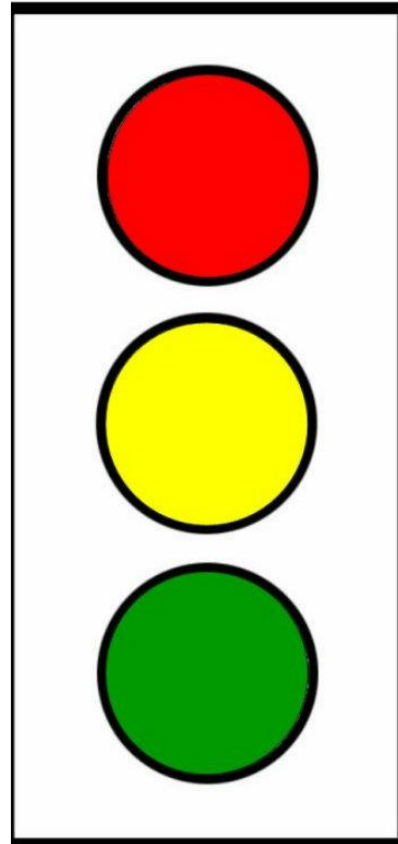
What is the same about these two divisions?
What is different?

Numbers that follow each other when you count are called consecutive numbers.
Three consecutive numbers can form a staircase.
Here is 4, 5 and 6.



When you add three consecutive numbers, the total can always be divided equally by 3.
Is this statement correct?
Talk about it with a partner.

Time to reflect on our learning!



I don't get it!
I need some
help
understanding.

I think I
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I understand
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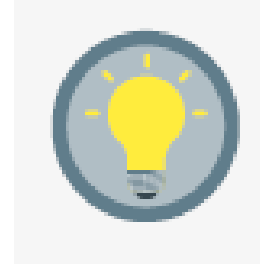
Day 4: We are learning...

L.O.to practice the 3x table.

Watch the video to practice 3x table.

https://www.youtube.com/watch?v=t03yW7Oxsoc&list=RDt03yW7Oxsoc&start_radio=1

Let's activate our learning!

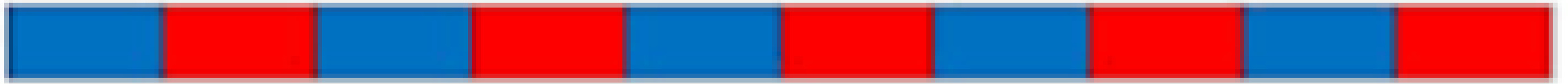


THREE TIMES TABLE	
$3 \times 1 =$	3
$3 \times 2 =$	6
$3 \times 3 =$	9
$3 \times 4 =$	12
$3 \times 5 =$	15
$3 \times 6 =$	18
$3 \times 7 =$	21
$3 \times 8 =$	24
$3 \times 9 =$	27
$3 \times 10 =$	30
$3 \times 11 =$	33
$3 \times 12 =$	36

©Love To Sing

Chant the three times table!

Now we will count in 3s using the counting stick....



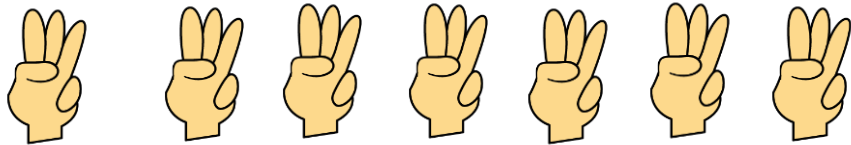
How many times three is 6? 12? 27? etc

Which multiplication and division facts are being represented?



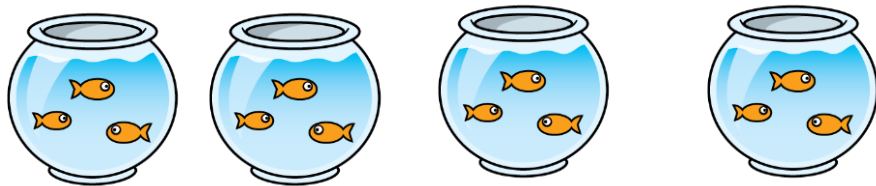
$$\underline{\quad} \times 3 = \underline{\quad}$$

$$\underline{\quad} \div 3 = \underline{\quad}$$



$$\underline{\quad} \times 3 = \underline{\quad}$$

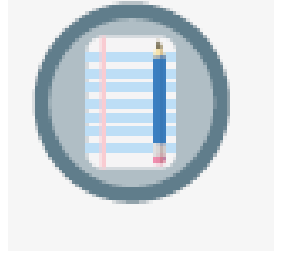
$$\underline{\quad} \div 3 = \underline{\quad}$$



$$\underline{\quad} \times 3 = \underline{\quad}$$

$$\underline{\quad} \div 3 = \underline{\quad}$$

How will I find out the missing number?



$$\square \div 3 = 5$$

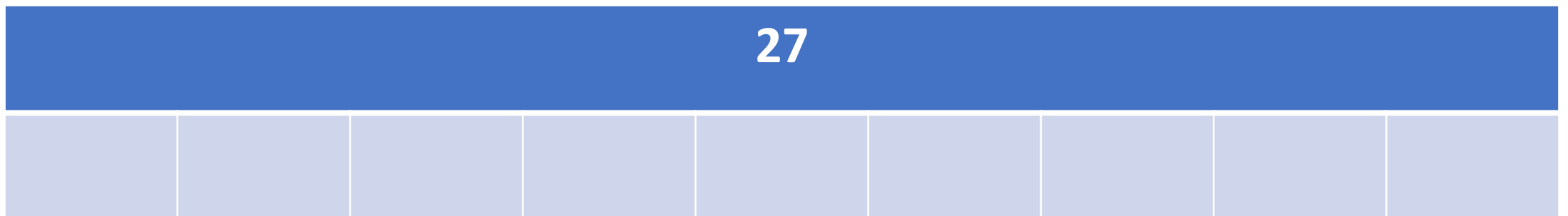
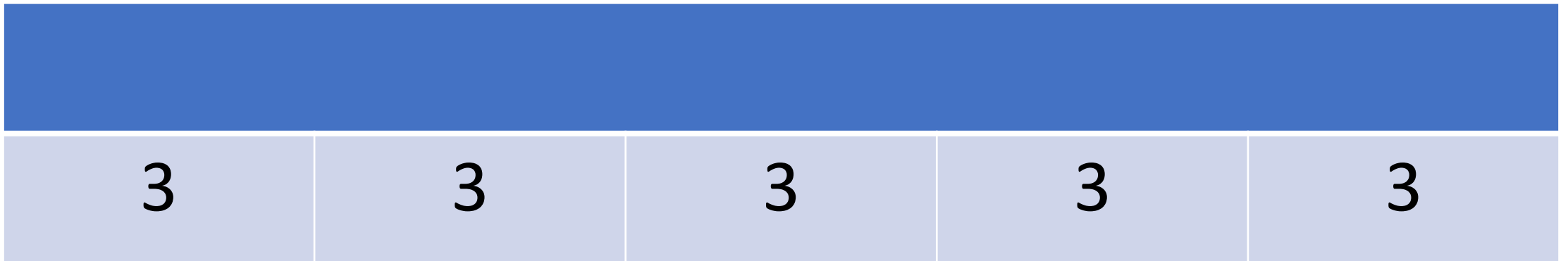
$$3 \times \square = 27$$

Can I use the
inverse
operation?

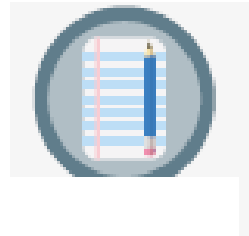
Can I count in
3s?

Now let's look at a bar model:

What is the missing number?
How do you know?



Your task



SKILLS Day 3

1 What multiplications are represented?



2 Dani makes an array using counters.



Write two multiplication and two division facts represented by the array.

Complete the number sentences.

1 triangle has 3 sides. $1 \times 3 = 3$

3 triangles have ___ sides. $__ \times __ = __$

___ triangles have 6 sides. $__ \times __ = 6$

___ triangles have 3 sides. $__ \times __ = 15$



Complete the number sentences.

a) $6 \times 3 = \square$ d) $\square + 11 = 3$ e) $12 \div 3 = \square$
 b) $3 \times \square = 27$ f) $\square + 3 = 5$ g) $\square \times 3 = 0$

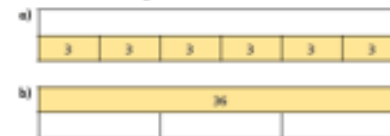
Complete the number sentences.

a) $2 \times 3 = \square$ h) $6 \div 3 = \square$
 4 $\times 3 = \square$ 12 $\div 3 = \square$
 8 $\times 3 = \square$ 18 $\div 3 = \square$

Fill in the missing number facts.

$1 \times 3 = __$ $__ \times 3 = 30$
 $2 \times __ = 6$ $8 \times __ = 24$
 $__ = 3 \times 3$ $6 \times 3 = __$
 $9 \times 3 = __$ $21 = __ \times 3$

Work out the missing values in each bar model.



Mo has 7 packets of 3 stickers.

Eva has 3 packets of 9 stickers.

Who has the greatest number of stickers?

3 Write <, > or = to compare the statements.

a) $33 \div 11$ 3 d) $9 \div 3$ 3×6 e) 3×4 $18 \div 3$
 b) 27 $30 \div 3$ f) $6 \div 3$ $6 \div 3$ g) $0 \div 3$ $3 \div 3$

4 Complete the multiplications.

Are the answers odd or even?

$1 \times 3 = \square$

$2 \times 3 = \square$

$3 \times 3 = \square$

$\square \times 3 = 12$

5) What would the next multiplication be?

6) What do you notice about the products?

7) Will the product of 11×3 be odd or even?

Use the fact that $12 \times 3 = 36$ to work out the calculations.

13×3 3×15 14×3 24×3

How did you work this out?

Did you find the answers in the same way as your partner?

Tick the number sentences that can be solved using the image.



Start this rhythm:

Clap, clap, click, clap, clap, click.

Carry on the rhythm, what will you be doing on the 15th beat?

How do you know?

What will you be doing on the 20th beat?

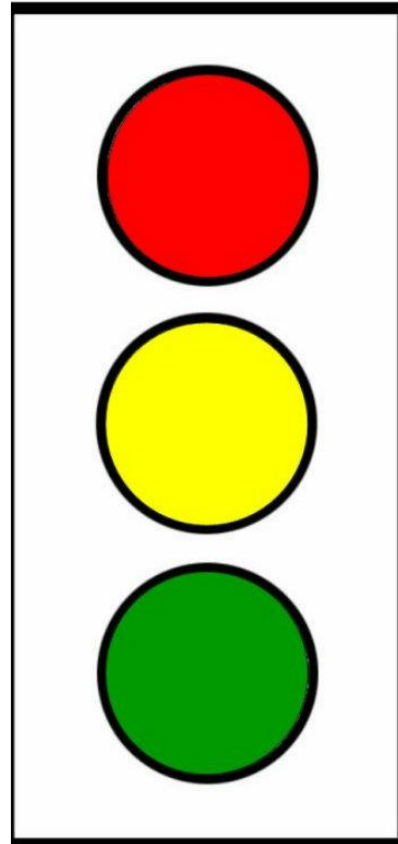
Explain your answer.

Colour all the numbers in the 3 times-table.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

What two patterns do you notice?

Time to reflect on our learning!



I don't get it!
I need some
help
understanding.

I think I
understand
but I need a
little support.

I understand
and can try
this on my
own.



I can do this!



I'm getting there.



I need help!

Day 5: We are learning...

Assessment using 'Know Your Pupils'

In September all children will sit a short baseline test on <http://www.knowyourpupils.com/>

Throughout the year, we will complete a short test every week on paper and a half termly online test at <http://www.knowyourpupils.com/>

Once children have achieved 80% 3 times (in their online test), or 100% once, they are given their award (sticker added to chart) related to whichever test they were sitting.

This is how we log in:

School code: 3043605

Username: Teacher

Password: Wembley12

What is your date of birth? You need
this to login!!

You will need to complete Test 1.