Resource for Year 1 Core Curriculum

Multiplication: Use repeated addition for two: 2, 4, 6, 8 , ... 20

The main outcome from this skill is to identify repeated addition as adding the same number over and over again and to get them to spot the pattern that the two times table makes. Therefore, when you do the activities below with the children, try to record it as a calculation so the child can see the pattern as repeated addition.

Spot the pattern
Use a number line or 100 square and mark the number that you get every time you add on 2. This will help the child to identify the pattern that the 2 times table creates

Make a resource
Use scrap paper and draw something that represents 2 (eg, a rabbit with 2 ears) - ten times. Explain that you are going to add up all the ears. Take the first picture and count the number of ears and write the total under the rabbit. Now take the next picture and count on in 2. (The child can count the ears to help them.) Write the new total under this rabbit. Keep going until you get to 20. Now you can use these as a resource for future sessions to practise counting in 2s.

Numicon
Put all the 2 pieces in a bag and each time you pull one out add it to the last. Have a Numicon number line in front of you so the child can see that by adding 2 each time they are making a new number. This may help them to identify the number they have made more easily.
   o   What do you notice about all the numbers we are making? (even numbers)
   o   Can you predict what the next number will be based on the pattern?

Counters
Put the counters into sets of 2s. Starting with one set of 2 counters, add another set of 2. If the child counts the counters separately, ask them if there is a quicker way of doing this. You could place the counters into the tens frame to help the child to recognise the number they are making more quickly.

What's in my purse?
If you have access to plastic money you could play this game. Tell the child you have X amount of 2ps in your purse and ask them to work out how many you have in total. You could use the Numicon to help.
   o   Which piece of Numicon will represent my 2p coin?
   o   Can you use the Numicon to make the total?
The child can then check by laying the 2 pieces on top to see if they were right.

Counting people

Draw smiley faces on your counters. Draw a square on your whiteboard and explain that this is the classroom. Put your counters in pairs on the whiteboard.

- o How many pairs of children are there in the classroom?
- o How many children are there in total in the classroom?

Hopscotch

Write out the numbers in the 2 times table on scrap paper and lay them out on the floor. Ask the child to hop along them, saying the numbers as they go. If you are sat at a table, make a mini version and get them to hop along with their fingers. As they get more confident, spread the numbers out so that they are not in a straight line so the child has to make a decision about which number to jump on next.

Key Language for repeated addition

There are _____ equal groups with _____ in each group

Show me the number sentence for adding four twos _____ + _____ + _____ + _____ = _____

(2 + 2 + 2 + 2 = 8)

What is that as a number sentence using times? (4 times 2 = 8)