
















Multiplication and Division: Matilda and Derek

<p>Aim: Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.</p>	<p>Success Criteria: I can multiply and divide by 2, 5 and 10. I can interpret an array. I can use the \div, \times and $=$ symbols.</p>	<p>Resources: Lesson Pack</p>
<p>I can write multiplication and division statements for the 2, 5 and 10 times tables.</p>	<p>Key/New Words: Multiply, lots of, multiplication, multiplication facts, equal groups, multiple, repeated addition, times, array, divided by, division facts.</p>	<p>Preparation: Differentiated Matilda and Derek Activity Sheet - 1 per child</p>

Prior Learning: It will be helpful if children have learned to write multiplication sentences and division statements (covered in Calculate Mathematical Statements (1) The Multiplying Machine and Calculate Mathematical Statements (2) Derek the Divider).

Learning Sequence

	<p>Cross Numbers! A multiplication and division crossword is shown on the Lesson Presentation. Divide the class into 2 groups: one group does the across clues and the other group does the down clues. The first team to complete all their questions is the winner!</p>	
	<p>Multiply and Divide: Introduce the theme of the lesson using the Lesson Presentation. Matilda can answer any multiplication question and Derek can answer any division question. Use the following slides to demonstrate how to write a division sentence from a context, and model division on a number line.</p>	
	<p>Your Challenge: Using the Lesson Presentation, children work in pairs to write a multiplication and a division sentence for Matilda and Derek based on arrays, pictures and contexts.</p>	
	<p>Multiply or Divide: Can the children work out whether the puzzle is a multiplication context or a division? What about when the puzzle is changed around?</p>	
	<p>Matilda and Derek: The children fill in the gaps on the differentiated Matilda and Derek Activity Sheet, writing multiplication and division sentences using the information provided.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="215 1193 576 1335">  <p>Children complete multiplication and division sentences and fill in jumps on a number line.</p> </div> <div data-bbox="614 1193 975 1335">  <p>Children write multiplication and division sentences and fill in jumps on a number line.</p> </div> <div data-bbox="1013 1193 1374 1361">  <p>Children write multiplication and division sentences, filling in jumps on a number line and writing a context from an array.</p> </div> </div>	
	<p>Final Puzzle: Both machines have produced the answer 5 on the Lesson Presentation slide. Can the children suggest possibilities for the number sentences that went in?</p>	

Masterit

Shopit: Children buy several same cost items from the class shop or are given a total amount to spend. Can they write a multiplication or division sentence for what they have bought?

Collaborateit: Children work together to write as many multiplication or division sentences as they can with the same answer. For example, "How many multiplication and division sentences can you write that equal 10?"

Describeit: Invite children to find examples from their day-to-day lives of multiplication and division, describe them to the class and work together to write a number sentence. This might be shopping with parents, time taken to swim lengths, how many meals they eat in 3 days, etc.