THIRD SPACE LEARNING

# Ultimate Times Tables

Teacher notes for Year 1 games and activities

Year 1

## Overview

| Activity | Individual activity | Pairs activity | Small group activity | Whole class activity | Resources needed |
|---|---|---|---|---|---|
| 1) Up the Stairs | × | × | | | • Linking cubes |
| 2) In the Two's Band | | | × | × | • 1 musical instrument per pupil<br>• Resource 1 |
| 3) Race in Two | | × | | | • Resource 1 per pupil |
| 4) At the Zoo in Two | × | | | | |
| 5) The Sound of 2s | | | × | × | • A tin/ metal container<br>• Marbles/ counters/ coins<br>• Mini whiteboards |
| 6)- Three Fives | | × | | | • Resource 2 per pair<br>• 10 counter of one colour per pupil |
| 7) Make the Fives | | | | × | • Large number of items (e.g. cubes/ counters) |
| 8) Fives Tennis | | × | | | |
| 9) 5s Blast Off | | | × | × | |

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| Activity | Individual activity | Pairs activity | Small group activity | Whole class activity | Resources needed |
|---|---|---|---|---|---|
| 10) Hoop the Fives | | | × | × | • Hoops<br>• Large area<br>• Resource 3 per team<br>• Obstacles (optional) |
| 11) Sticks | | | × | | • Link cubes (40 of one colour, 50 of another) per group |
| 12) Fives in the Forest | × | | | | • Resource 4 per pupil |
| 13) Mean 90 | | | × | × | • Mini whiteboards |
| 14) Speedy Tens | | × | | | • Resource 3 per pair |
| 15) 2s, 5s and 10s Out and About | | × | × | | • (If available) camera<br>• Mini whiteboard / paper |
| 16) Group It | | | × | | • An area |

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# Up the Stairs

**Focus**: Counting in multiples of 2.

**Aim**: Make a staircase using multiples of 2.

**Resources**:

- Linking cubes

Instructions:

1. Pupils make a staircase using groups of two, each 'step' should increase by two.

**Key questions:**

- What do you notice about the stairs?
- Which numbers are represented?
- How many cubes will be in the next step?
- How many cubes were in the previous step?

**Extension:**

- Label each step with the multiples of 2.

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# In the Two's Band

**Focus**: Counting in and recognising multiples of 2.

**Aim**: Make music while counting in twos.

**Resources**:

- 10 musical instruments, resource 1

Instructions:

1. As a class count from 0 to 20 in twos.

2. Give 10 pupils a musical instrument each and an associated number card e.g. tambourine = 4, triangle = 12.

3. Count from 0 to 20 again in twos. Each time the number on a card is said, the pupil holding this card plays their musical instrument.

4. Once 20 is reached, swap around the cards and the musical instruments so that 10 different pupils have a card with the associated instrument, and repeat counting from 0 to 20 as a class.

**Key questions:**

- Which number is before / after your number?
- What do you notice about the ones digits we are saying?
- If I had the number 7, would I get to play my instrument? Why / why not?

**Extension:**

- Play with a different multiple.

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# Race in Two

**Focus**: Counting in and recognising multiples of 2.

**Aim**: Get the most cards.

**Resources**:

- One set of resource 1 per pair

Instructions:

1. Put pupils into similar ability pairs and give one set of resource 1 to each pair.
2. Pupils take it in turns to reveal a card. When a card is revealed, pupils race to be the first to accurately count in twos from 0 until they reach the number on the card. Whoever says the number first, wins the card.
3. The player with the most cards at the end is the winner.

**Key questions:**

- Which numbers will you say? Which will you not say?
- What does counting in twos mean?

**Extension:**

- Play with numbers above 20.

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# At the Zoo in Two

**Focus**: Counting in and recognising multiples of 2.

**Aim**: Find out how many kangaroos each person has seen.

Instructions:

1. Give pupils the information. Pupils should work out how many kangaroos each child has seen.
2. Kian counts eight legs in the kangaroo area. Hope counts 12 legs. Aina counts 20 legs.

**Key questions:**

- Tell the pupils that kangaroos have 2 legs
- How can you calculate how many kangaroos each pupil saw?
- Could someone have seen seven legs?

**Extension:**

- Show the pupils a multiple of two - how quickly can they work out how many kangaroos there are?

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# The Sound of 2s

**Focus**: Counting in and recognising multiples of 2.

**Aim**: Count the total number of points your teacher adds to the tin.

**Resources**:

- Tin or a metal container; marbles, counters or coins; mini whiteboards

Instructions:

1. Tell pupils to close their eyes and tell them that you are going to drop items into a tin (make sure the objects will make a noise). Each item is worth two points.
2. Drop items into the tin and ask pupils to open their eyes and write the total points on their whiteboards.

**Key questions:**

- How can you work out how many points there are?
- What do you notice about the ones when counting in twos?
- What is one more / one less than the number of points there are?

**Extension:**

- Take turns to be the person dropping items into the tin. (Make small groups and pupils can take it in turns to drop items into a tin.)

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# Three Fives

**Focus**: Counting in and recognising multiples of 5.

**Aim**: Put three of your counters in a row on the grid.

**Resources**:

- One copy of resource 2 per pair; 10 counters of one colour each

Instructions:

1. Pupils aim to make a row of three counters on the grid. To place a counter, they need to point at a number and accurately count to it in fives.

2. If they make a mistake and it is spotted by their partner, they can't place the counter.

**Key questions:**

- How do you know your partner has counted correctly?
- Can you spot a pattern when we count in fives?
- How many times have you counted in five to get to [number]?

**Extension:**

- Say how many groups of five make each number on the grid. (Ask pupils to do this without counting up.)

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# Make the Fives

**Focus**: Counting in and recognising multiples of 5.

**Aim**: Make the number said using groups of five.

**Resources:**

- Large number of items e.g. cubes or counters

Instructions:

1. Say a multiple of 5.
2. Partners show the number you have said using groups of five.
3. As a class, count in fives together to the number you have said.

**Key questions:**

- How many groups of five will you need to make?
- How do you know if a number can be made from groups of five?
- Which number could you not make from groups of five?
- What is one more/ less group of five than your number?

**Extension:**

- Once you have played the game a few times, take it in turns to be the 'caller' and check each other's answers.

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# Fives Tennis

**Focus**: Counting in and recognising multiples of 5.

**Aim**: Be the first person to say 50.

Instructions:

1. In partners, take it in turns to say multiples of 5 from 0 to 50.
2. If a partner makes a mistake, they are out. You could change this so they lose a point or their partner gains a point. The first person to say 50 wins.

**Key questions:**

- How do you know your partner has counted correctly?
- Can you spot a pattern when we count in fives?
- How many times have you counted in five to get to [number]?

**Extension:**

- Pick a different number to be the goal number instead of 50.
- Play tennis with another multiple, for example with multiples of 10.

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# 5s Blast Off

**Focus**: Counting in and recognising multiples of 5.

**Aim**: As a group count in multiples of five from 0 to 50.

Instructions:

1. Sit the class in a circle (groups of 7 to 12). Count in fives from 0 to 50 one at a time. Explain that they don't need to go around the circle (but this is a good strategy to ensure no two people speak at the same time).
2. If two people speak at the same time, start again.

**Key questions:**

- Which multiple of five comes next?

**Extension:**

- Explain your strategy for counting from 0 to 50 in the quickest time (with no mistakes).

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# Hoop the Fives

**Focus**: Counting in and recognising multiples of 5.

**Aim**: Use the digit cards to show how many multiples of five your teacher has said.

**Resources:**

- Hoops; large area; resource 3 per team

Instructions:

1. Put pupils into groups. Put one hoop per group at the opposite end of the room (you can include obstacles to make this more challenging). Give each group a set of cards.

2. Call out a list of 10 numbers, including several multiples of 5. Once the 10 numbers have been called, one pupil from each group runs to the hoop with the card showing the number of multiples of 5 listed.

3. Pupils stay in the hoop with their card hidden and reveal one by one. The pupil then returns back to the group and another pupil is selected for the next round.

**Key questions:**

- Which strategy could you use to find the answer?
- Can you find a quicker way to find the answer?

**Extension:**

- Show in the hoop how many fives are in [multiple of five].

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# Sticks

**Focus**: Counting in and recognising multiples of 2 and 5.

**Aim**: Make the number given using sticks of 2 or 5.

**Resources:**

- Link cubes (40 cubes in one colour and 50 cubes in another colour per group)

Instructions:

1. Give pupils link cubes and instruct them to make 20 sticks of two cubes and 10 sticks of five cubes.

2. Call out a number that is a multiple of 2 or 5 and tell pupils to show this number using the sticks they have made.

**Key questions:**

- Gather lots of link cubes and share them between pupils. Pupils can be in partners or small groups.
- What do you notice about a number that is a multiple of 2 and 5? Which number can be made using sticks of 2 or 5?
- Which number can we not make out of sticks of 2 / sticks of 5?

**Extension:**

- Predict how many sticks of 2 or 5 you will need to make [number].

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# Fives in the Forest

**Focus**: Counting in and recognising multiples of 5.

**Aim**: Follow the stepping stones through the forest by counting in multiples of 5.

**Resources:**

- Resource 4 each

Instructions:

1. Pupils need to get from the hut to the opposite side of the forest. They can only count in consecutive multiples of 5. They can write on blank stones.

**Key questions:**

- Which number have you started on?
- Which number comes next?
- Which stones can you not step on?

**Extension:**

- Find another route through the forest.
- Pupils can create their own game using a blank grid for others to play.

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# Mean 90

**Focus**: Counting in and recognising multiples of 10.

**Aim**: Predict who will say the 'mean 90' in each round.

**Resources:**

- Mini whiteboards

Instructions:

1. Stand the whole class in a circle with whiteboards.
2. Go round the circle, counting in multiples of 10 from 0 to 100.
3. Whoever says 90 is out. When this happens, the whole class (including anyone who is out) predicts who will be out next and write the name on their whiteboard.
4. There will be two winners: the final person standing and the person who has correctly predicted who will be out the most times.

**Key questions:**

- Which number do you have to say? What do you notice about multiples of 10?
- How can you guess who will be out next?

**Extension:**

- Change the 'mean' number to a different multiple of 10.

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# Speedy Tens

**Focus**: Counting in and recognising multiples of 10.

**Aim**: Say the correct answer first to win the most cards.

**Resources**:

- Resource 3 per pair

Instructions:

1. Partners turn over a card one at a time. The first person to calculate the number on the card multiplied by 10 wins the card.
2. The player with the most cards at the end wins.

**Key questions:**

- How can you calculate the answer?
- What pattern do you notice with multiples of 10?

**Extension:**

- Make cards with multiples of 10 on them, turn over the cards and say how many groups of 10 make the number on the card.

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# 2s, 5s and 10s Out and About

**Focus**: Counting in and recognising multiples of 2, 5 and 10.

**Aim**: Find groups of 2, 5 and 10 around the school.

**Resources:**

- If available, a camera per group.
- Mini whiteboard / pen and paper per group.

Instructions:

1. Put pupils in groups. Instruct them to find items around the school that are grouped into 2s, 5s or 10s. Photograph the items or make a note of what they have found.

**Key questions:**

- Is it easier to find groups of 2, 5 or 10?
- Why is it quicker to count in groups instead of ones?

**Extension:**

- Add further conditions. For example, in one photo, can you show two groups of two?

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# Group It

**Focus**: Counting in and recognising multiples of 2, 5 and 10.

**Aim**: Find what your teacher describes.

**Resources**:

- An area to explore (ideally outside).

Instructions:

1. Say how many items you want pupils to find and how you want them to group the items (for example, 10 stick in groups of 5).

**Key questions:**

- How many items did you find in total?
- How can you group them to make them easier to count?

**Extension:**

- Tell pupils to find a number of items and organise them into groups (e.g. find 40 stones and put them into groups of 10).

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