The Ultimate Times Tables Resource Pack

Games and Activities (Teacher Notes)

Year 2

THIRD SPACE LEARNING

Overview

Activity	Individual activity	Pairs activity	Small group activity	Whole class activity	Resources needed
1 - Twos Tennis		x			
2 - Take the Twos		x			• Resource 1 per pair
3 - Bingo				x	• Mini whiteboards
4 - Feisty Forty-Five				x	• Mini whiteboards
5 - Fishy Fives				x	
6 - Ready for Take Off?			x		
7 - Roll for Tens		x			• 12 sided dice per pair
8 - Tens Meet in the Middle				x	• Resource 2 • An area
9 - Race the Tens		x		x	• Resource 3 • An area
10 - Picture Perfect		x			
11 - Amazing Arrays		x			• Counters
12 - Fizz Buzz				x	
13 - Four in a Row		x			• Resource 4 per pair • Counters
14 - Multiplication in the Wild			x		• (If available) cameras
15 - Escape to the Moon		x			• Resource 5 per pair • 6 sided die per pair • Counter each
16 - Multiples on the Run				x	• A large area

Twos Tennis

Focus: Counting forwards and backwards in and recognising multiples of 2.

Aim: Count forwards and backwards in twos without making a mistake.

Instructions:

1. In pairs, pupils need to take it in turns to count in twos from 0 to 24. If someone makes a mistake or takes more than 3 seconds, the other person wins a point.

Key questions:

- How do you know your partner has said the correct answer?
- What do you notice about the numbers we say when we count in twos?
- Do we say the same numbers when counting backwards as forwards?

Extension:

- Play the game with other multiples e.g. multiples of 5 or 10.

Take the Twos

Focus: Recognising multiplication facts from the 2 times tables.

Aim: Win the most cards by saying a multiplication calculation that gives the answer on the card.

Resources: Resource 1 per pair

Instructions:

1. Put pupils into pairs and give each pair a set of resource 1.
2. In turns, pupils reveal a card and race to be the first person to say a multiplication fact in the two times table for the number in the card.
3. Whoever says the correct fact first wins the card.

Key questions:

- Is there more than one multiplication fact for this number?
- How can you check your answer and your partner's answer?
- Which number is the easiest to turn over? Why?

Extension:

- Say a multiplication fact then all the related multiplication and division facts for that calculation.

Bingo

Focus: Related division facts for the two times tables.

Aim: Be the first to cross off all of your numbers.

Resources: Mini whiteboards

Instructions:

1. Tell pupils to write down four numbers between 1 and 12 on their whiteboards.
2. Call out a series of two times table division calculations. Vary the way the calculations are said (e.g. divided by, groups of). If the answer is a number on the pupil's whiteboard, they can cross it off (encourage them not to rub them off so they can prove their answers are correct).
3. When all four numbers are crossed out, they shout bingo.

Key questions:

- How do you know this is a division question? Which multiplication fact could you use to help you?

Extension:

- Use the 2, 5 and/ or 10 times tables.

Feisty Forty-Five

Focus: Counting in and recognising multiples of 5.

Aim: Predict who will be the next person to say 45 when counting in multiples of 5.

Resources: Mini whiteboards

Instructions:

1. Stand the whole class in a circle with whiteboards. Go round the circle, counting in multiples of 5 from 0 to 70.
2. Whoever says 45 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.
3. 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 will you say next? What do you notice about multiples of 5?
- How can you work out who will be out next?

Extension:

- Change the feisty number from 45 to another number.

Fishy Fives

Focus: Count in and recognise multiples of 5.

Aim: Say 'fish' instead of any multiple of 5.

Instructions:

1. Count from 1 to 60 in ones. When saying a multiple of 5, say fish instead. There are variations on this game. You can count individually around the class or you can add competition by including pupils being 'out' if they don't say 'fish'.

Key questions:

- What do you notice about the numbers we are replacing?
- Would we say fish more or less if we were replacing multiples of 2 or 10 with 'fish'? Why?

Extension:

- Count beyond 60 or use one of the variations.

Ready for Take Off?

Focus: Counting backwards in multiples of 5.

Aim: Count backwards from 70 to 0 in multiples of 5 without two people talking at the same time.

Instructions:

1. Sit the class in a circle (groups of 7 to 12). Count in fives (backwards) from 70 to 0 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.
3. When 0 is said, all pupils shout, "Take off!"

Key questions:

- What do you notice about the numbers you are saying?
- Would it be easier to do this in reverse (counting forwards not backwards)? Why?
- Would you say [number]? Why/ why not?
- Do you have a strategy you could use to avoid mistakes?

Extension:

- As a group develop strategies (e.g. count in a circle, hold up your hand before speaking) that could be used. Which strategy is the best? Why?

Roll for Tens

Focus: Fluency in the 10 times tables.

Aim: Be the first person to say the correct answer.

Resources: 12 sided dice per pair

Instructions:

1. In pairs, pupils roll a die and multiply the number shown by 10.
2. The winner is the first person to get 20 points.

Key questions:

- What do you notice about all the answers?
- How can you find the answer quicker?
- Can you think of another fact linked to the one you gave?

Extension:

- Give pupils two 6 sided dice. They then need to add the dice and multiply the answer by 10.

Tens Meet in the Middle

Focus: Fluency and recall of multiplication and division facts for the ten times tables.

Aim: Say a ten times table multiplication or division fact for the number your partner has.

Resources: Resource 2; An area

Instructions:

1. Give each pupil a card (you may need multiple copies of resource 2). Tell pupils to move around the space. When you say 'meet', pupils need to find a partner.
2. Pupils look at each other's card and say a division fact from the ten times table linked to their partner's card. When both partners have said a division fact, they swap cards and find a new partner.

Key questions:

- You may need multiple copies of resource 2 (depending on the size of your class)
- Is there another fact you could have given?
- Is there a division fact you could say?

Extension:

- Give all the related facts before moving on.

Race the Tens

Focus: Multiplication facts for the 10 times tables.

Aim: Select the card with the answer to the given question and take it to the other side of the room.

Resources: Resource 3 per pair; an area

Instructions:

1. Say a multiplication calculation. Partners need to use their multiples cards to show the answer. They then race the cards to the opposite side of the room.
2. The game finishes when all the multiples are on the opposite side of the room.

Key questions:

- Which multiplication could I call out that would have the same answer?
- Which multiplication fact do I need to say to get one of your remaining cards to the other side of the room?
- Which division fact is linked to this multiplication fact?

Extension:

- Pupils to give all the related facts for the given calculation.

Picture Perfect

Focus: Identify and use multiplication facts for the 2, 5 and 10 times tables.

Aim: Draw your secret fact clearly.

Instructions:

1. Discuss how to show different calculations (using arrays, groups, sets etc).
2. Pupils to pick a 'secret fact' from the 2, 5 or 10 times tables to draw. When they have finished, swap their picture with a partner and see if their partner can guess what their secret fact was.

Key questions:

- How can you work out which multiplication fact is represented?
- Could the image show more than one multiplication fact?
- Can you say the related division facts?

Extension:

- Add a focus, for example: draw your secret fact using groups.

Amazing Arrays

Focus: Identify and use multiplication facts for the 2, 5 and 10 times tables.

Aim: Arrange counters in arrays.

Resources: Counters

Instructions:

1. One pupil picks up a handful of counters and guesses how many counters they have.
2. The other pupil arranges the counters into an array showing the 1, 2, 5 or 10 times table.
3. The first pupil uses the array to say what the array shows.

Key questions:

- Are there any other arrays you could make from these counters?
- Why can't this number be arranged into a different array?
- Which division facts can be shown by this array?

Extension:

- Which numbers need to be represented by a single line?

Fives in the Forest

Focus: Identify multiples of 5 and 10.

Aim: Don't say multiples of 5 or 10.

Instructions:

1. Count from 0 to a multiple of 5 or 10 of your choice.
2. Instead of saying a multiple of 5, say fizz. Instead of saying a multiple of 10, say buzz. If the number is a multiple of 5 and 10, say fizz-buzz.

Key questions:

- What do you notice about the numbers that you are replacing with fizz and buzz?
- Why is buzz never said on its own?
- Which do we say more often, fizz or buzz?

Extension:

- Add 'pop' instead of a multiple of 2.

Four in a Row

Focus: Recognising and using the 2, 5 and 10 times table and related division facts.

Aim: Put four counters in a row.

Resources: Resource 4 per pair; counters

Instructions:

1. Pupils aim to make a row of four counters on the grid. To place a counter, they need to point at a number and say a multiplication fact related to the number.
2. If the fact is incorrect, they can't place the counter.

Key questions:

- How do you know the fact given is correct?
- Is there more than one multiplication fact you could give?
- Is there any number where you could only give one fact?
- Which number is the easiest/ hardest to cover? Why?

Extension:

- Say two multiplication facts for the number you want to cover.

Multiplication in the Wild

Focus: Multiplication and division facts for the 2, 5 and 10 times tables.

Aim: Find representations of the 2, 5 or 10 times tables around the school.

Resources: If available, cameras

Instructions:

1. Go around the school looking for items that represent multiplication or division facts for the 2, 5 and 10 times tables. Pupils can photo the representations if they are able to.

Key questions:

- Is there any times table that is easier to spot?
- Does one picture show more than one fact? Why/ why not?

Extension:

- Set a total number of representations they need to find (for example, find 30 representations).

Escape to the Moon

Focus: The 2, 5 and 10 times tables and related division facts.

Aim: Land on the moon first.

Resources: Resource 5 per pair; one 6 sided die per pair

Instructions:

1. In pairs, take it in turns to roll the die and move the number of spaces shown. Pupils must then read the instructions or complete the calculation they land on.
2. The first person to land on the moon wins.

Key questions:

- How can you check your answer is correct?
- Can you draw a picture to help you show the calculation?
- Is there another fact linked to the fact you landed on?

Extension:

- Give a related fact to the fact on the square you have landed on.

Multiples on the Run

Focus: Recognise and use multiples of 2, 5 and 10.

Aim: Earn your team points by knowing if a number is a multiple of 2, 5 or 10.

Resources: A large area

Instructions:

1. Put the pupils into groups and label each group 2, 5 or 10.
2. Call out a number. If the number said is a multiple of 2, the 2 group run and so on.
3. The first person to correctly run to the opposite side, wins their team a point. The first person to 20 points wins.

Key questions:

- How can you prove that the number is a multiple of your group number?
- Are there any other facts that help prove your number is a multiple of your group number?
- Which number would make all the groups run?

Extension:

- Ask pupils to identify all the facts to prove the number is a multiple of their number.