

Year 2: Multiplication: Know 10 times table to 10x10.

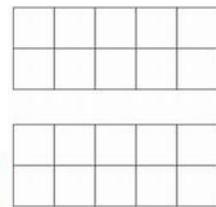
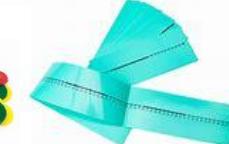
10 times table: First to 100.

Aim of the Game

Taking turns to collect base ten/dienes – who will reach 100 first?

You will need

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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



0-100 numberline

Before you play

1 ten = 10 ones – check this concept is secure.

- Explain we will be collecting groups of ten for the game. Show them the base tens / dienes and ask them to collect 1 group of ten. If they count out 10 ones, praise them and ask if they can find another way to get a group of ten (i.e. 1 ten). If they initially count out 1 ten, praise them then ask if they can prove that the 1 ten stick is a group of ten. We want them prove it by putting 10 ones alongside the 1 ten to show they are equal.

Counting in 10s – check

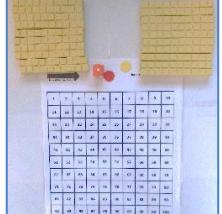
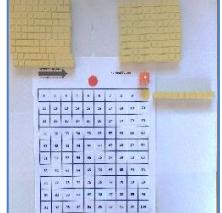
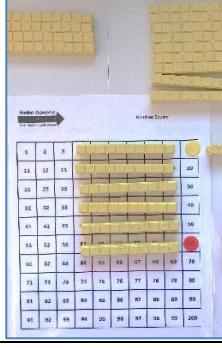
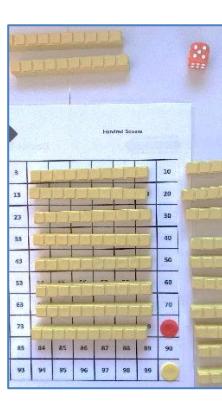
- Play number tennis counting in 10s (you say 10, they say the next number in the sequence then repeat with them going first, they may be ready to try going backwards too! Ideally be standing and miming hitting an imaginary ball with an imaginary racket with each number.) It's ok if they are not perfect at this – the next activity will help.

Understanding counting in 10s - check

- They may need support to count in 10s and even if they can count in 10s they may not have a deep understanding of the sequence. Building multiples of 10 with base 10/ dienes will strengthen their understanding.
- The child rolls a 0-9 die (0 is 10) to find out how many tens we need to collect. **“5 – I need to collect 5 groups of ten.”**
- Count the tens out **“1, 2, 3, 4, 5 tens. I have 5 groups of ten”**
- “What is 5 groups of ten equal to...?”**
- Count in 10s pointing to each ten stick **“10, 20, 30, 40, 50. 5 tens is equal to 50.”**

- Ask the child to find and circle the multiple of ten on the 100 square and number line.
- Child writes the number on a sticky note – nice and big!
- Continue until you have made all the multiple of tens to 100.
- Final task – can they stick the sticky notes on the table in order?

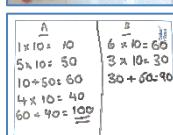
Play

	<p>Set up as shown – 100 square, 1-6 dice, 2 x 10 ten sticks, 2 counters.</p> <p>Player A rolls and reads dice.</p>
	<p>"I've rolled a 1 so I get 1 ten. 1 times 10 is 10."</p> <p>Use base ten/dienes to show the number.</p> <p>Move counter to the 10s number.</p>
	<p>Player B rolls and reads dice.</p> <p>"I've rolled a 6 so I get 6 tens. 6 times 10 is 60."</p> <p>Use base ten/ dienes to show the number.</p> <p>Move the counter to the 10s number.</p>
	<p>Continue to take turns adding multiples of ten until you get to 100.</p> <p>"How many tens do I need to win?" "How many ones do I need to get?" "How many have I got left?"</p> <p>If you roll too many you miss a turn.</p> <p>Play again with Player B going first this time. Keep score? Best of 3?</p>

Adapt



Race to complete a 10 frame with counters representing 10.



Jot down the multiplications and additions to get to 100 either alongside concrete or instead if ready.