Grade 3–6 Maths – Term 2

In Term 2, students will move to a focus on developing their understanding of the four operations. Within middle and senior primary school there is a large focus on multiplication and division. This includes building fluency with multiplication facts (Grade 3 and 4) and extending these to larger numbers and more complex problems (Grade 5 and 6). Students will explore how multiplication and division are related, use arrays, grouping, and sharing to represent problems, and apply a range of mental and written strategies to solve them. At our school, we emphasise flexible thinking and understanding over formal vertical algorithms, supporting students to explain their reasoning and choose efficient strategies. Learning will be supported through hands-on materials, visual representations, games, and problem-solving tasks in real-life contexts.

Families can support learning at home by:

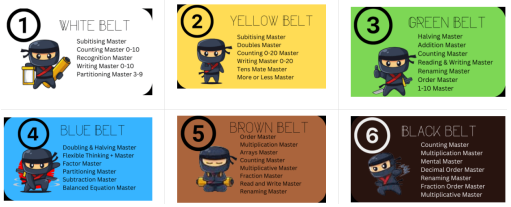
- Encouraging your child to practise multiplication facts regularly in short bursts (e.g. 5–10 minutes), focusing on accuracy and recall **without pressure**.
- Using everyday situations to explore multiplication and division, such as grouping items (e.g. “We have 12 strawberries and 3 people—how many each?”) or repeated addition (e.g. “4 bags with 5 apples in each”).
- Asking your child to explain how they worked something out, rather than just giving an answer, to build understanding and confidence.
- Practising counting in groups (e.g. by 2s, 3s, 4s, 5s, 10s) to support fact development and number patterns.
- Using arrays (rows and columns) with household items (e.g. arranging counters, food, or toys) to model multiplication concepts.
- Exploring division as sharing and grouping, for example dividing snacks evenly or working out how many groups can be made.
- Playing games that involve multiplication and division, such as card games, dice games, or online fact practice games.
- Encouraging mental maths by asking questions like “What is 4 × 6?” or “If we double 8, what do we get?” or “How could we solve 15 ÷ 3?”
- Using real-life contexts such as cooking, shopping, or sports scoring to apply multiplication and division in meaningful ways.

Regular, short opportunities to practise and talk about multiplication and division help build fluency, flexible thinking, and confidence in Maths.

Online Links

***All these games can be adapted to larger numbers.**

- Times Table Rock Stars: https://play.ttrockstars.com/auth/school/student/192372/password
- NRICH: https://nrich.maths.org/maths-home-age-7-11
- Maths Masters: Practice your child’s maths masters skills with them. Skill Sheets available at: https://eps.vic.edu.au/Learning/students/



Middle-Senior School's Game Board

Multiplication & Division Games with Manipulatives

Choose a game, or three to enjoy practicing number skills!

🍬 Array Building with Counters **Focus:** Understanding multiplication as rows and columns **Materials:** Counters (or buttons, beans), grid paper **How to Play:** Call out a multiplication fact (e.g. 3 × 4). Students build a **rectangular array**: 3 rows of 4 counters. Write the matching equation: 3 × 4 = 12 Extension: Flip it (commutative property → 4 × 3) and see the same product. ✅ Great for making multiplication **visual and concrete**.	**🍕 Pizza Party – Equal Sharing (Division)** **Focus:** Division as sharing **Materials:** Paper pizza slices (or play dough), small figures or toys **How to Play:** Give a number of "slices" (e.g. 12). Ask: "How can we share 12 slices among 4 friends?" Use figures and slices to share equally. Record: 12 ÷ 4 = 3 🧠 Try different total slices and different group sizes!	**🧱 Multiplication Towers (Using Linking Cubes)** **Focus:** Groups of numbers **Materials:** Linking cubes **How to Play:** Say a multiplication fact (e.g. 4 × 2). Students build **4 stacks of 2 cubes each**. Count total cubes to confirm the answer: 8. Compare: Which stack (fact) is tallest? Why? 📏 Good for comparing different multiplication facts and **conceptualizing size**.
🎯 Target Product **Focus:** Fact fluency and strategy **Materials:** Dice, counters, mini whiteboards, 100s charts **How to Play:** Roll two dice. Multiply the numbers. Example: 5 × 3 = 15 Use that number to place that many counters on a board or to move spaces on a 100s chart. **Variation:** Roll 3 dice, choose 2 to multiply, and explain the choice.	**🐸 Frog Jumps on Number Line** **Focus:** Repeated addition/multiplication **Materials:** Number line (paper or floor), frog toy or marker **How to Play:** Say a multiplication: 6 × 2 Move the frog 6 jumps of 2 on the number line Count: 2, 4, 6, 8, 10, 12 🔁 Try reverse: Start at 12, hop back in 2s to divide.	**🧮 Fact Family Triangles** **Focus:** Relationship between multiplication and division **Materials:** Fact family triangle cards or printable cutouts **How to Play:** Students use counters or number cards to build a triangle with 3 related numbers (e.g. 3, 4, 12). Write all related facts: 3 × 4 = 12; 4 × 3 = 12; 12 ÷ 4 = 3; 12 ÷ 3 = 4 ✏️ Helps reinforce how multiplication and division are **inverse operations**.