

Multiplication: Orange (Y1)

Mental Work
 Derive and recall

- doubles of all numbers to 10, e.g. double 6


Work mentally (with jottings if needed)

- count on from zero in ones, twos, fives or tens (and use patterns of last digits, e.g. 0 and 5 when counting in fives)


Vocabulary
 Groups of

Practical work
 Lay foundations for multiplying by maximising opportunities when counting.


Children will experience equal groups of objects and will count in 2s and 10s and begin to count in 5s. They will work on practical problem solving activities involving equal sets or groups.



Use of bead strings to model 'groups of'.




Laying the table with plates and cutlery
 "5, 10, 15, 20..."
 5 times table



"2, 4, 6, 8, 10..."
 2 times table

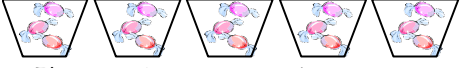
		5		10
		15		20
		25		30

$5 \times 3 = 15$
 read as 5 groups of 3
 5 groups of 3 using cubes




Count in 5s and 10s

To see patterns in number
 Use 100 grid to discuss patterns counting in 2s, 5s and 10s (see pattern in final digit).

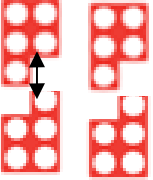


There are 3 sweets in one bag.
 How many sweets are there in 5 bags?



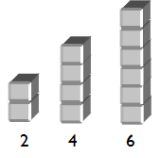
"10, 20, 30, 40, 50..."
 e.g. dropping coins in a money box


Use Numicon plates



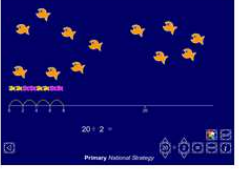
2 lots of 5 make 10
 4 lots of 5 make 20

To support the concept of 'steps'
 Build cube towers by adding two more each time.







How much money in the box?
 How many 10ps are in the box?
 If I added two more 10ps what would I have counted to?
 How many 10ps are now in the box?



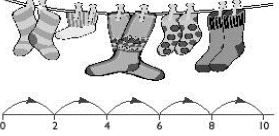
Grouping ITP

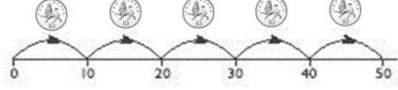
Introduce arrays

$2 \times 4 = 8$ 

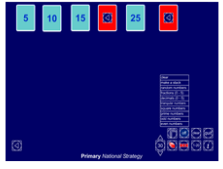
$4 \times 2 = 8$ 

Number lines
 Simple number lines alongside visual examples.





Use moving objects, e.g. 10p coins.



20 Cards ITP

Recording
 Missing number calculations

CHILDREN SHOULD NOT MOVE ON TO THE NEXT STAGE IF:

- 1) they are not ready
- 2) they are not confident