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| **Understanding the concept of multiplication:*** Repeated addition
* Can be represented as an array
* It is the inverse of division
* It is commutative
* It is associative
 |
|  | **Doubling** | **Repeated Addition** | **Arrays** | **Arrays using known facts** | **Grid Method** |
| **Skill – Practical/Fluency** | e.g. 3 + 3 3 + 3 = 6 or Double 3 is 6 | e.g. 2 + 2 + 2642Children should then be encouraged to use the language of multiplication to enable them to correctly write multiplication number sentences**e.g. 3 lots of 2 = 6** This can be modelled as equal jumps on a number line too | e.g. 3 x 41 group of 3 4 groups of 33 groups of 32 groups of 33 + 3 + 3 + 3 =3 x 4 = 12This array would be 3 x 4 not 4 x 33 x 4 should be spoken as 3, 4 times not 3 lots of 4 as that would be wrote 4 + 4 + 4. | e.g. 5 x 13

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Use known facts (5 x 10) = 50(5 x 3) = 15 | e.g. 24 x 5

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| **x** | **20** | **4** |
| **5** | 100 | 20 |

Then add up 100 and 20 to find the totale.g. 24 x 5 = 120 |
| **Vocabulary** | DoubleSameEqual | DoubleSameEqualRepeatLots of | ArrayTimesLots ofGroups ofRowColumnRepeatRepresentationMultiply | ArrayTimesLots of Groups ofMultiplyRowColumnFactsRepeatProductMultipleFactor | GridMultiplyProductMultipleFactorColumn RowPartition  |
| **Skill – Knowledge****(Address this knowledge through taught input and diagnostic questioning)** | * Understanding the meaning of the language ‘same’
* Understanding basic equivalence
 | * Understanding of counting in 2’s, 5’s and 10’s
* Understanding equal groups of 2, 5 and 10
 | * Understanding the difference between a row and a column
* Understanding of the x symbol
 | * Double any multiple of 10 up to 100
* Understanding that doubling is adding any number to itself
* Understanding that doubling is multiplying by 2
* Recall multiplication tables
 | * Understanding of partitioning a 2 digit number into tens and ones
* Understanding the language of multiplication
 |
| **Skill - Evaluation** | Evaluate learning through REACH questioning and evidence of mathematical vocabulary in pupil voice and responses |