


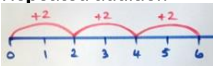




Multiplication KS1

EYFS	<p>Reception: ELG Number 2020</p> <ul style="list-style-type: none"> • Have an understanding of number to 10, linking names of numbers, numerals, their value, and their position in the counting order. • Subitise (recognise quantities without counting) up to 5. • Automatically recall number bonds for numbers 0-5 and for 10, including corresponding partitioning facts. <p>Reception: ELG Numerical Patterns 2020</p> <ul style="list-style-type: none"> • Automatically recall double facts up to 5+5 • Compare sets of objects up to 10 in different contexts, considering size and difference • Explore patterns of numbers within numbers up to 10, including evens and odds. 		
Year	1		2
<p>Layers of vocabulary</p>  <p>Appendix 1a Beck's Tiers of Vocabulary</p> <p>Appendix 1b: Vocabulary book</p>	<p>Basic to subject specific (Beck's Tiers): count in ones, twos... tens... array, groups of, equal groups odd, even</p> <p>Instructional vocabulary: carry on, continue repeat what comes next? find, choose, collect use, make, build tell me, describe, pick out, talk about, explain, show me, read, write, record</p>		<p>Basic to subject specific (Beck's Tiers): lots of, groups of \times, times, multiply, multiplied by multiple of once, twice, three times... ten times... times as (big, long, wide... and so on) repeated addition array row, column double, halve share, share equally</p> <p>Instructional vocabulary: carry on, continue, repeat, what comes next? predict describe the pattern describe the rule find, find all, find different, investigate</p>
NC 2014	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.		Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs.
<p>Developing Conceptual/ Procedural Understanding</p>	<p>Grouping</p>  <p>2 frogs on each lily pad</p> <p>GROUPING ITP Pictures to show 2 groups of 3 or 3 groups of 2 etc.</p>	<p>Arrays (rectangular arrangements to show equal groups)</p> 	<p>Repeated addition</p>  <p>Introduce the \times symbol once repeated addition is understood.</p> <p>Commutativity</p>

Multiplication KS1

	<p>Doubles</p>	<p>5 frogs on each lily pad $5 \times 3 = 15$</p>	<p>Grouping</p> <p>Building tables</p> <p>Build tables using counting stick- forwards and backwards and with missing jumps</p>	<p>Decision making</p> <p>How many number sentences can you write to describe this array? Can you use addition, multiplication and division?</p> <p>Explain your answers.</p>
Known facts	Count in multiples of twos, fives and tens.		Recall and use \times and \div facts for the 2, 5 and 10 \times tables, including recognising odd and even numbers.	
Essential Knowledge	Count in 2s	Doubles up to 10	2 \times table	Doubles up to 20
	Count in 10s	Double multiples of 10	10 \times table	Doubles of multiples of 5
	Count in 5s	Count in 2s, 5s and 10s	5 \times table	Count in 3s