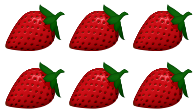
MULTIPLICATION GUIDELINES

Year One

Multiplication is related to doubling and counting groups of the same size

Pictorial arrays & repeated addition



Looking at columns
2 + 2 + 2
3 groups of 2

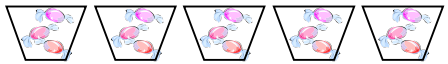
Looking at rows
3 + 3
2 groups of 3

Counting using a variety of practical resources

Counting in 2s e.g. counting socks, shoes, animal's legs…
Counting in 5s e.g. counting fingers, fingers in gloves, toes…
Counting in 10s e.g. fingers, toes…

Pictures / marks

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



Application of counting patterns to solve one- step problems, calculating answers using concrete objects, pictorial representations and arrays

Year Two

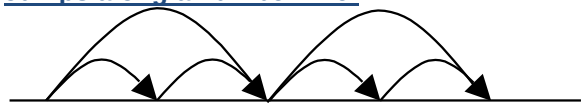
Arrays and repeated addition

● ● ● ● 4 x 2 or 4 + 4
● ● ● ●
2 x 4 or 2 + 2 + 2 + 2

Commutative rule: multiplication can be done in any order

2 groups of 4 2 lots of 4

Jumps along a number line:



0 1 2 3 4 5 6 7 8

x = signs and missing numbers

7 x 2 = □ □ = 2 x 7
7 x □ = 14 14 = □ x 7
□ x 2 = 14 14 = 2 x □
□ x ∇ = 14 14 = □ x ∇

Know 2, 5, 10 times tables facts: seeing the pattern in number/ making links between times tables

Doubling multiples of 5 up to 50

15 x 2 = 30

Partition

Children need to be secure with partitioning numbers into 10s and 1s and partitioning in different ways: 6 = 5 + 1 so
e.g. Double 6 is the same as double five add double one.

AND double 15
10 + 5
↓ ↓
20 + 10 = 30

OR

X	10	5	
2	20	10	= 30

Solve multiplication problems in contexts using arrays, repeated addition, mental methods, facts and inverse relationships