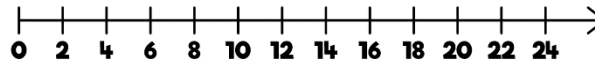
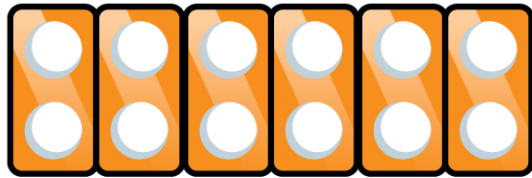
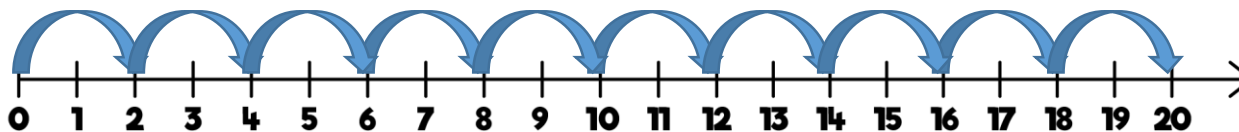
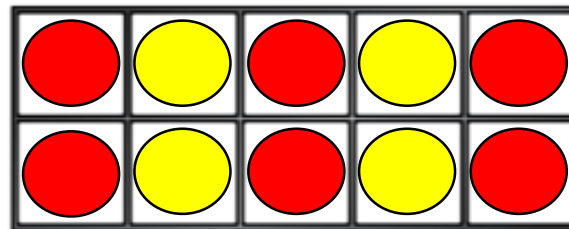


## Skill: 2 times table

Year: 2



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50



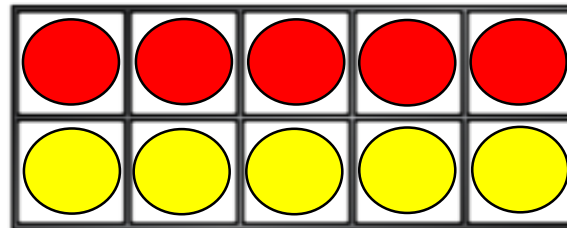
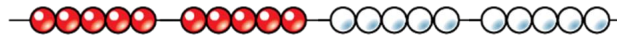
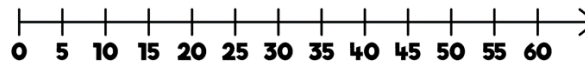
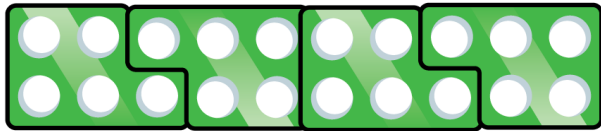
Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

Look for patterns in the two times table, using concrete manipulatives to support. Notice how all the numbers are even and there is a pattern in the ones.

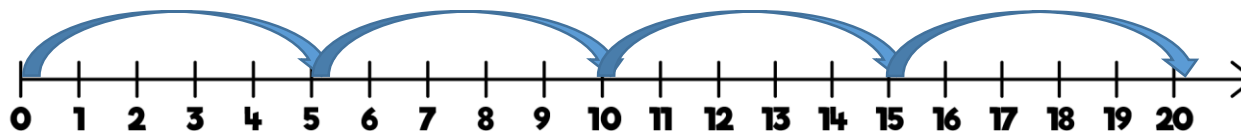
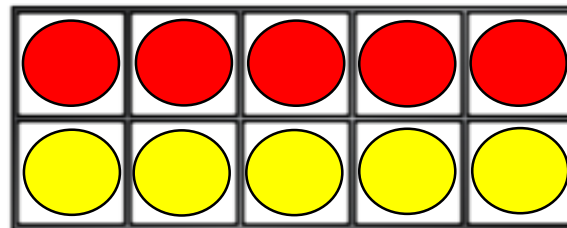
Use different models to develop fluency.

## Skill: 5 times table

Year: 2



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

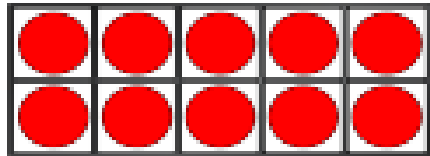
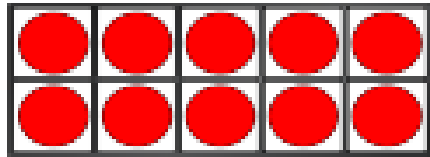
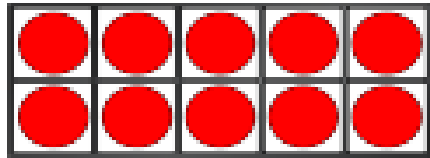
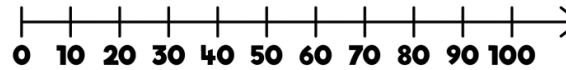
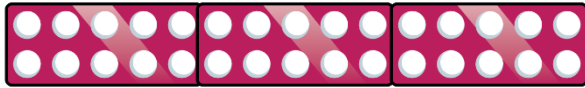


Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

Look for patterns in the five times table, using concrete manipulatives to support. Notice the pattern in the ones as well as highlighting the odd, even, odd, even pattern.

## Skill: 10 times table

Year: 2



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

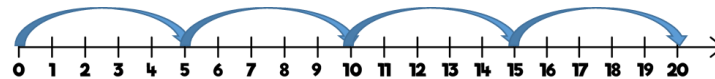
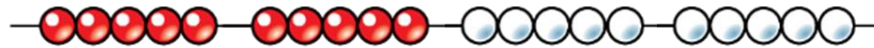
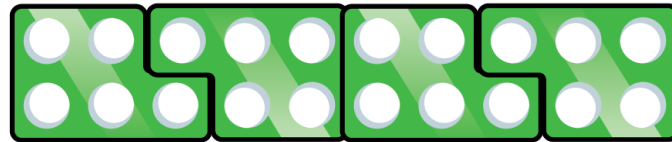
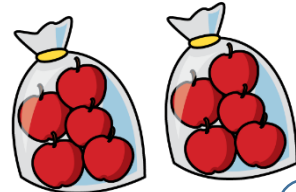
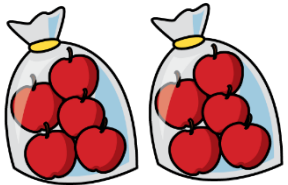


Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

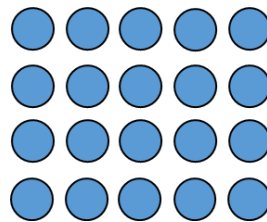
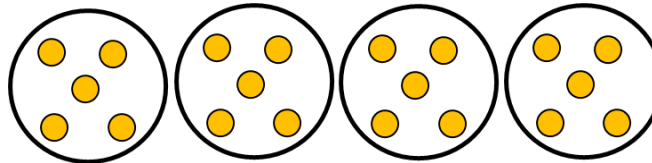
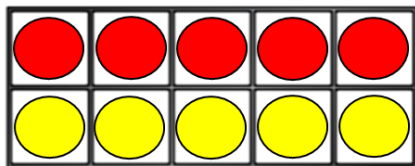
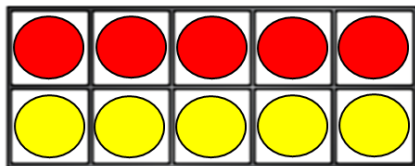
Look for patterns in the ten times table, using concrete manipulatives to support. Notice the pattern in the digits—the ones are always 0, and the tens increase by 1 ten each time.

## Skill: Solve 1-step problems using multiplication

Year: 1/2



One bag holds 5 apples.  
How many apples do 4 bags hold?



$$5 + 5 + 5 + 5 = 20$$

$$4 \times 5 = 20$$

$$5 \times 4 = 20$$

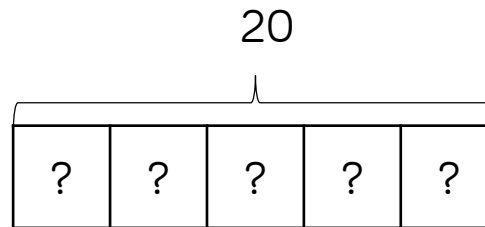
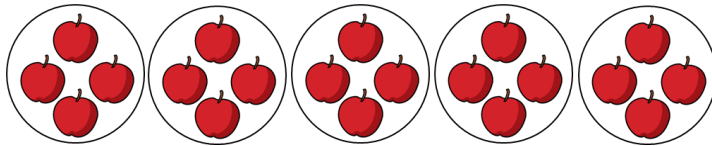
Children represent multiplication as repeated addition in many different ways.

In Year 1, children use concrete and pictorial representations to solve problems. They are not expected to record multiplication formally.

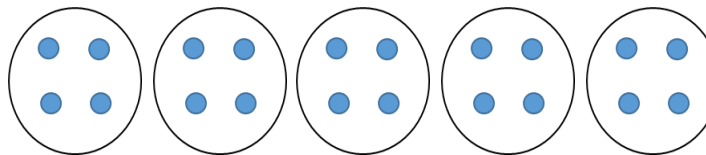
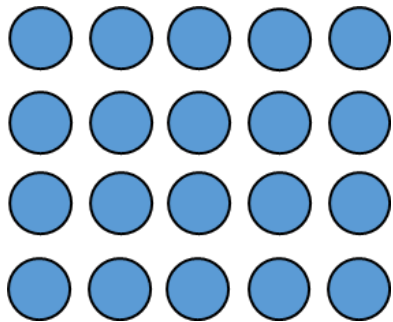
In Year 2, children are introduced to the multiplication symbol.

**Skill: Solve 1-step problems using multiplication (sharing)**

**Year: 1/2**



There are 20 apples altogether.  
They are shared equally between 5 bags.  
How many apples are in each bag?



$$20 \div 5 = 4$$

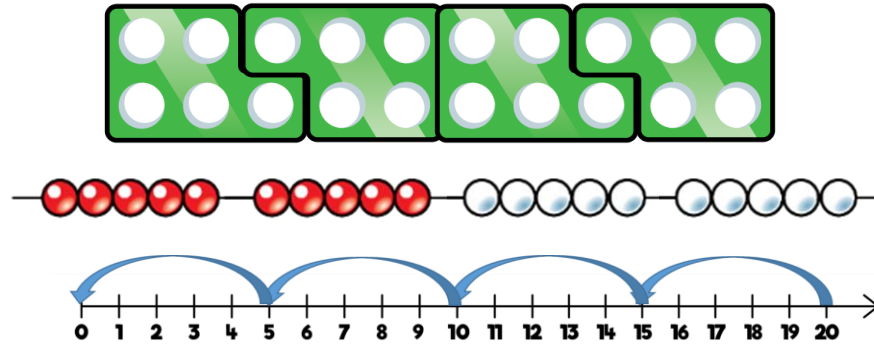
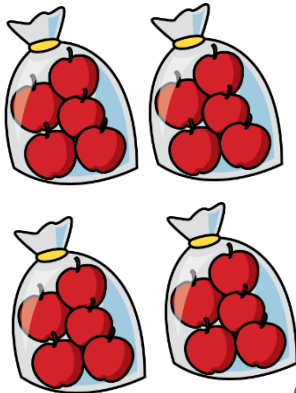
Children solve problems by sharing amounts into equal groups.

In Year 1, children use concrete and pictorial representations to solve problems. They are not expected to record division formally.

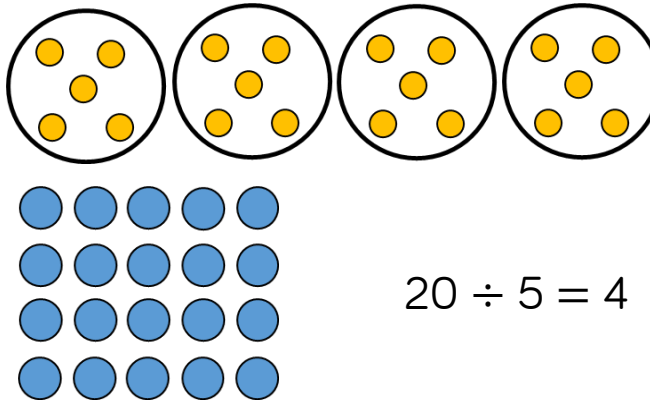
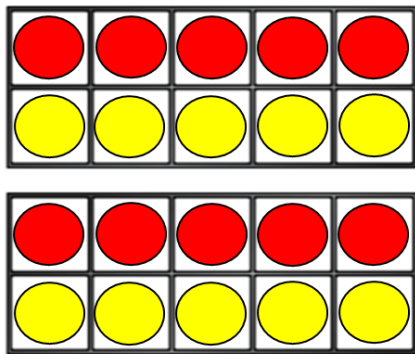
In Year 2, children are introduced to the division symbol.

## Skill: Solve 1-step problems using division (grouping)

Year: 1/2



There are 20 apples altogether.  
They are put in bags of 5.  
How many bags are there?



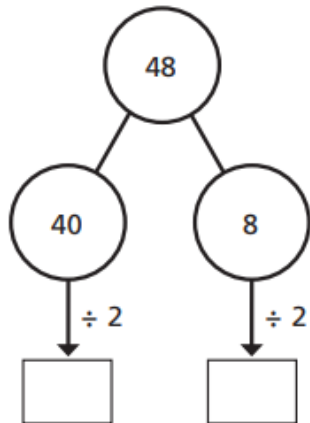
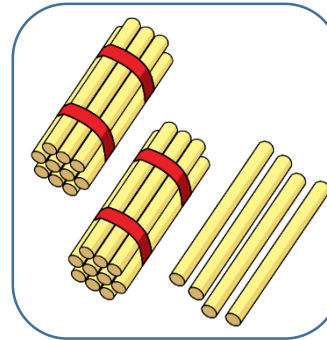
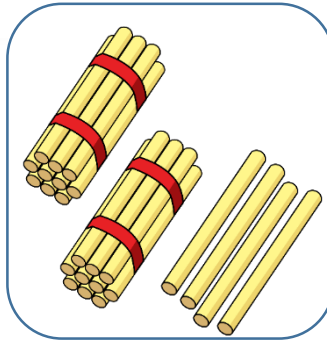
$$20 \div 5 = 4$$

Children solve problems by grouping and counting the number of groups. Grouping encourages children to count in multiples and links to repeated subtraction on a number line. They can use concrete representations in fixed groups such as number shapes which helps to show the link between multiplication and division.

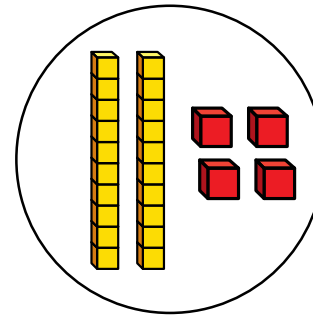
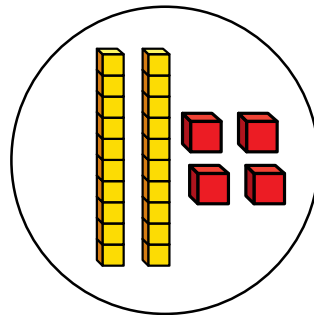
## Skill: Divide 2-digits by 1-digit (sharing with no exchange)

Year: 3

Tens	Ones
10 10	1 1 1 1
10 10	1 1 1 1



$$48 \div 2 = 24$$



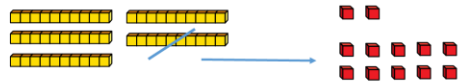
When dividing larger numbers, children can use manipulatives that allow them to partition into tens and ones.









Straws, Base 10 and place value counters can all be used to share numbers into equal groups.

Part-whole models can provide children with a clear written method that matches the concrete representation.

## Skill: Divide 2-digits by 1-digit (sharing with exchange)

Year: 3/4

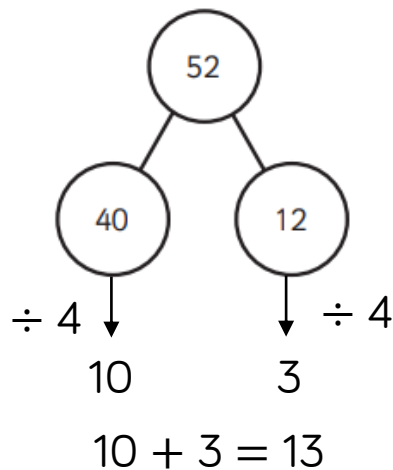










Tens	Ones
	
	
	
	

52

52			
?	?	?	?

$$52 \div 4 = 13$$



Tens	Ones
	
	
	
	

When dividing numbers involving an exchange, children can use Base 10 and place value counters to exchange one ten for ten ones.

Children should start with the equipment outside the place value grid before sharing the tens and ones equally between the rows.

Flexible partitioning in a part-whole model supports this method.