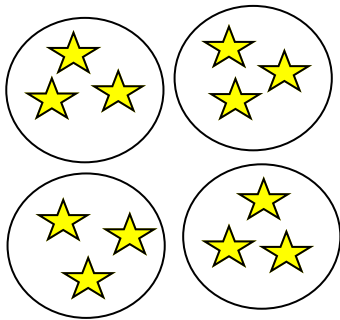


Parent strategies to support multiplication Year 2

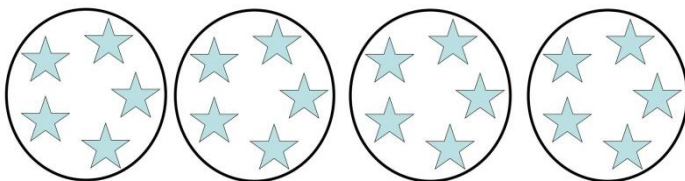
We count in 2s 5s 10s (3s) and talk about the patterns. The multiples of 2 are all even, multiples of 5 have a 5 or 0 as their ones digit, multiples of 10 have a 0 as their ones digit. 20 is a multiple of 2, 5 and 10.

We begin by talking about equal groups and how many in each group.



Here we see 4 equal groups with 3 in each group and the total is 12.

$$4 \text{ equal groups of } 3 = 12$$



Then we relate equal groups to repeated addition.

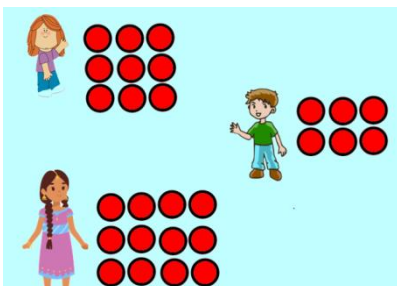
$$4 \text{ equal groups of } 5 \text{ is the same as } 5 + 5 + 5 + 5 = 20$$

Then we relate the term "equal groups of" to the sign \times

$$5 \text{ equal groups of } 2 = 10$$

$$2 + 2 + 2 + 2 + 2 = 10$$

$$5 \times 2 = 10$$



We represent multiplication using arrays.

Can you see 3×3 / 2×3 / $4 + 4 + 4 + 4$?

Arrays can help us to see that 3×4 has the same total as 4×3 .

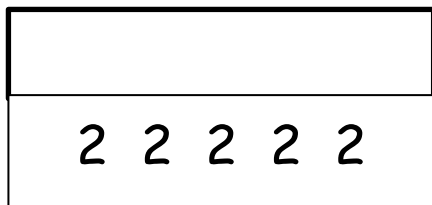
We draw out our thinking and use practical resources to solve word problems.

Tim had 6 rabbits and he gave them 2 carrots each. How many carrots altogether?

It costs 3p for a sweet. Tim buys 6 sweets. How much does he spend?

We can also use bar models to help us to solve word problems.

There were 5 dogs in the park. They had 2 bones each. How many bones altogether?



Try to learn the facts for the 2 5 10X table

Fractions: Halves

We relate the concept of equal grouping to dividing a shape into equal parts. We talk about which shapes are divided in half and which are not. We talk about $\frac{1}{2}$ meaning a whole one divided into 2 equal parts and this is one part.

We share numbers into two equal groups to find a half. It is really useful to know the halves of numbers to 20 by heart.