

Multiplication Strategies: Summer A

We will talk about the multiplication symbol (\times) and how it can be interpreted as, 'lots of'. 5×2 can be read as, "5 lots of 2":

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5×2 (5 lots of 2) becomes $2 + 2 + 2 + 2 + 2$

The children will be able to then count in 2s five times = 10

We will explore how, like addition, multiplication calculations reach the same answer when reversed:

$$2 \times 10 = 20$$

$$10 \times 2 = 20$$

We will explore this concept practically.

The children will then be taught to use an array to tackle multiplication calculations, for example:

This array can be interpreted as 5×3 (5 lots of 3) or 3×5 (3 lots of 5).

The children could either count up in 5s (three times) or count up in 3s (five times). $5 \times 3 = 15$ and $3 \times 5 = 15$.

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The children will be wise to count up in 1s, 2s, 5s or 10s, given the option to, as that is what they have been taught to do so far. Of course, as they progress through the school, they will become more fluent at counting up in 3s and other numbers too. The ground work done in Reception and Year 1 will significantly help the children to learn their, 'times tables' further up the school.

At This Point The children Should Know:

- All doubles up to $10 + 10 = 20$
- All corresponding halves.
- How to count in 2s, 5s and 10s forwards **and** backwards.
- All pairs to 10 including $10 + 0 = 10$ and $0 + 10 = 10$
- That pairs to 10 can be reversed: $2 + 8 = 10$ so $8 + 2 = 10$