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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Count in 2s, 5s and 10s | Learn 2s, 5s and 10s.  Multiplication and division facts. | Learn 3s, 4s and 8s.  Multiplication and division facts. | Learn 6s, 7s, 9s, 11s, 12s.  Multiplication and division facts. | Develop speed and accuracy across all times tables.  Introduce square numbers.  Use multiplication and division facts to develop scaling. | Develop speed and accuracy.  Introduce decimal scaling using division and multiplication facts. |
| Daily and varied teaching activities.  Skip Counting:   * Chanting and songs e.g. Percy Parker, Mathletics, Education City, YouTube. * Show and use visuals whilst chanting for each multiplication.   Develop learning and relationships between multiples as well as distributive law:   * Number Dial (ITP) and counting stick – use out of order.   7 x 6 =  5 x 6 + 2 x 6  Variation:  Show all multiplication facts in a variety of ways such as arrays, pictures, diagrams, dienes and calculation. Make connections throughout teaching with fractions, measurement and geometry. ‘The answer is only the beginning’ – Understand *why* an answer is correct or incorrect.    Use the diagram above to find multiples e.g. Dogs’ legs = 4 x 3 = 12 Money = 5 x 4 = 20  Time for investigating patterns and to find relationships between multiples of all times tables. Use of investigative questioning and requirement of ‘proof’ in the answers  e.g. Do all multiples of 5 end in 5?  If I double and double again, is it the same as x4?    Pick two of the above numbers and find the product. I think that there will be more odd answers than even answers, am I right or wrong?  -Investigate relationships of numbers between calculations.  Example:  *“Why is the answer the same for both of these calculations?”*  *6 x 8 = 48*  *12 x 4 = 48*  double half  Mathematical vocabulary (distributive and commutative law) taught explicitly and used regularly with children.  Teach **distributive law** within all times tables using arrays. The distributive law describes how two operators may be used together when linked in a particular way. The distributive law of arithmetic says that multiplication is distributed over addition as in *a x ( b + c) = a x b + a x c*  3 x 6 =    Teach the **commutative law**. A commutative operation is one in which the order of combining the two objects does not matter. (This can be taught within multiplication and addition).  a x b = b x a    Tara Loughran multiplication games to practise *fluenc*y.   * Race Track Game * Bump Multiply * Choose Your Points * Circle Targets * Find the Calculation * Inverse Circles * Four in a Row – mixed * Box My Counter | | | | | |