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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 6Variation: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 = 20Time for investigating patterns and to find relationships between multiples of all times tables. Use of investigative questioning and requirement of ‘proof’ in the answerse.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 halfMathematical 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 aTara 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
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