Stage 1 –Multiplication

Times Tables

Learning tables should begin during this stage with the 2, 5, and 10 times tables. You can practice these by singing songs, reciting the tables out loud, counting in steps and by counting objects.

Children will count repeated groups of the same size in practical contexts. They will solve practical problems that involve combining groups of 2,5 or 10. eg socks, fingers, cubes.

'Six pairs of socks. How many socks altogether? 2,4,6,8,10,12'

'Three pots of ten crayons. How many crayons altogether? 10, 20, 30'

Examples of questions:

How many lots of .. make ..?

What are we counting in steps of?

What is the number sentence?

How do you know what steps to count in?

How many groups do we have?

How many are in each group?

Arrays

Children should be taught how to represent multiplication using arrays. Children should use concrete resources to practically work with arrays along with pictoral representations.

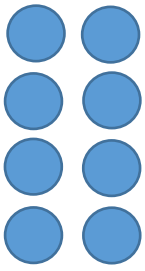
5 groups of two= 5 x 2 =

2 groups of five =

2 x 5 =

'Five groups of two faces. How many faces altogether? 2,4,6,8,10'
'Two groups of five faces. How many faces altogether? 5,10'

4 x 2 =



Encourage children to say the question out loud – 4 times 2, 4 lots of 2.

What am I making lots of?

How many lots of this amount do I need?

Encourage children to think about commutativity – what is 2 lots of 4, 2 times 4?

Vocabulary

Number
Numeral
Multiplication
Multiplied by
Multiple
Doubling
Array
Patterns
Lots of
Groups of