

Multiplication - Year 4

Continue with a range of equations as in Year 2 but with appropriate numbers. Also include equations with missing digits

$$\square 2 \times 5 = 160$$

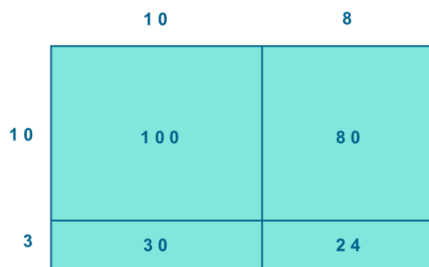
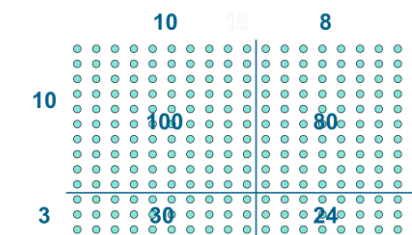
Mental methods

Counting in multiples of 6, 7, 9, 25 and 1000, and steps of 1/100.

Solving practical problems where children need to scale up. Relate to known number facts. (e.g. how tall would a 25cm sunflower be if it grew 6 times taller?)

Written methods (progressing to 3d x 2d)

Children to embed and deepen their understanding of the grid method to multiply up 2d x 2d. Ensure this is still linked back to their understanding of arrays and place value counters.



Multiplication - Year 5

Continue with a range of equations as in Year 2 but with appropriate numbers. Also include equations with missing digits

Mental methods

X by 10, 100, 1000 using moving digits ITP

Use practical resources and jottings to explore equivalent statements (e.g. $4 \times 35 = 2 \times 2 \times 35$)

Recall of prime numbers up 19 and identify prime numbers up to 100 (with reasoning)

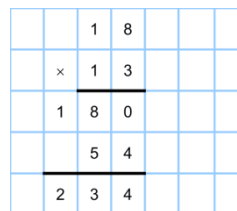
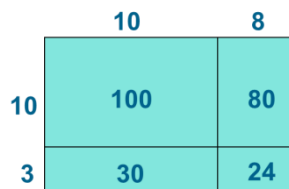
Solving practical problems where children need to scale up. Relate to known number facts.

Identify factor pairs for numbers

Written methods (progressing to 4d x 2d)

Long multiplication using place value counters

Children to explore how the grid method supports an understanding of long multiplication (for 2d x 2d)



Multiplication - Year 6

Continue with a range of equations as in Year 2 but with appropriate numbers. Also include equations with missing digits

Mental methods

Identifying common factors and multiples of given numbers

Solving practical problems where children need to scale up. Relate to known number facts.

Written methods

Continue to refine and deepen understanding of written methods including fluency for using long multiplication

X	1000	300	40	2
10	10000	3000	400	20
8	8000	2400	320	16

$$\begin{array}{r}
 2 3 1 \\
 1342 \\
 \times 18 \\
 \hline
 10736 \\
 13420 \\
 \hline
 24156 \\
 \hline
 1
 \end{array}$$