

Step 1

Statutory Guidance

Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

<u>Possible representations</u>

e.g. $2 \times 3 =$

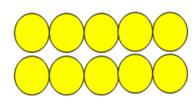
There are two bowls with three apples in each. How many apples are there altogether?





Non- Statutory guidance

They make connections between arrays, number patterns, and counting in twos, fives and tens.

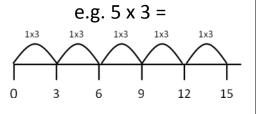


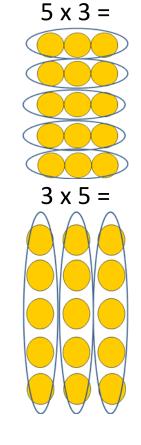
Step 2

Statutory Guidance

Solve problems involving multiplication using materials, arrays, repeated addition, mental methods, and multiplication facts, including problems in contexts.

Possible representations





Step 3

Statutory Guidance

Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.

e.g. 34 x 8 =				
×	30	4		
8	240	32	= 272	

Multiplication facts include: 2,3,4,5,8 and 10

Step 4

Statutory Guidance

Multiply two-digit and three-digit numbers by a one digit number using the formal written layout.

e.g. 347 x 7 =

		3	4	7
	×			7
•	2	4	2	9

Multiplication facts up to 12 x 12

Step 5

Statutory Guidance

Multiply numbers up to 4 digits by a one – or two-digit number using the formal written method,

e.g. 2741 x 6 =

	2		4	1
	X			6
1	6		4	6
	4	2		

including long multiplication for twodigit numbers

	2	
	2	4
×	1	6
1	4	4
2	4	0
	8	

Step 6

Statutory Guidance

Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.

e.g. 2741 x 66 =

		2	² 7	4	1
		×		6	6
	1	6	4	4	6
1	6	4	4	6	0
1	8	0	9	0	6
	1		1		

From Fractions section:

Multiply one-digit numbers with up to two decimal places by whole numbers

2 . 4 1 x 6 1 4 . 4 6