

Year 1	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
Year 2	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Vocabulary

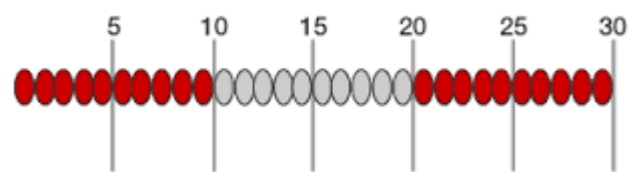
Multiply, times, lots of, groups of, repeated addition

Divide, share equally, group, remainder

Strategies

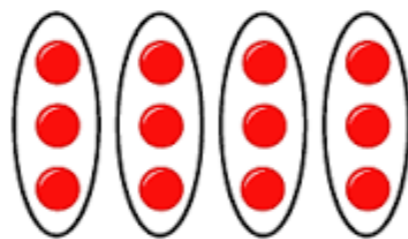
Multiplication: Counting in steps with bead strings, sets of objects, coins, on a hundred square etc., arrays and number line to show commutative laws, repeated addition on a number line

Division: Sharing using manipulatives and pictorial representations, grouping as repeated subtraction on number line



$4 \times 5p = 20p$

$5p + 5p + 5p + 5p = 20p$



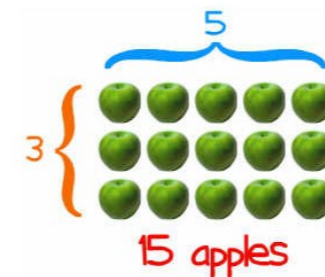
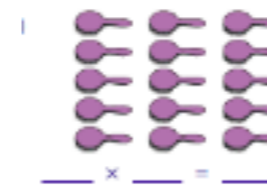
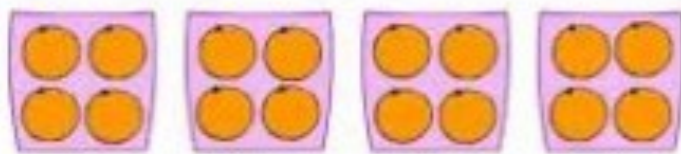
$12 \div 3 = 4$



Three groups of two is equal to six.
Six divided into three equal groups is equal to two.

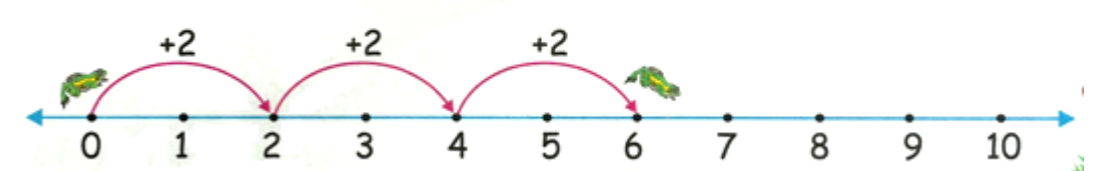
(a) Divide these 16 oranges equally between 4 families.

Each family gets 4 oranges.



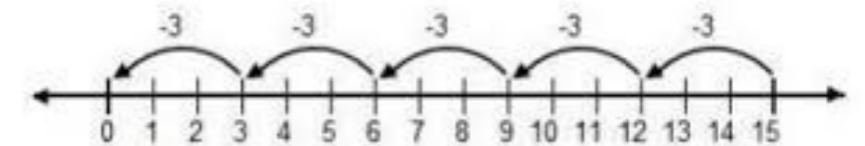
So there are four related facts:

- $3 \times 5 = 15$
- $5 \times 3 = 15$
- $15 \div 3 = 5$
- $15 \div 5 = 3$

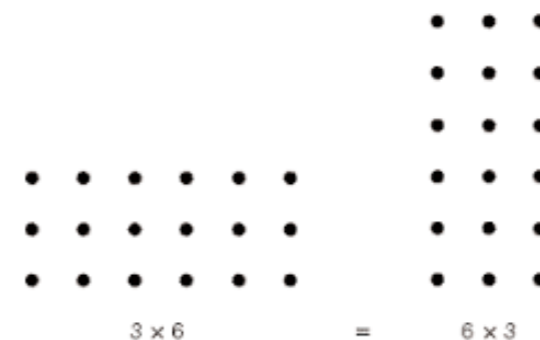


$3 \times 2 = 6$

$15 \div 3 = 5$ is the number of times you can subtract 3 from 15 before you get to 0.



$15 - 3 - 3 - 3 - 3 - 3 = 0$
 $15 \div 3 = 5$



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Mastery	Mastery with Greater Depth
Sarah is filling party bags with sweets. She has 20 sweets altogether and decides to put 5 in every bag. How many bags can she fill?	How else could 20 sweets be put into bags so that every bag had the same number of sweets? How many bags would be packed each time?

Mastery	Mastery with Greater Depth
Two friends share 12 sweets equally between them. How many do they each get? Write this as a division number sentence. Make up two more sharing stories like this one. Chocolate biscuits come in packs (groups) of 5. Sally wants to buy 20 biscuits in total. How many packs will she need to buy? Write this as a division number sentence. Make up two more grouping stories like this one.	Two friends want to buy some marbles and then share them out equally between them. They could buy a bag of 13 marbles, a bag of 14 marbles or a bag of 19 marbles. What size bag should they buy so that they can share them equally? What other numbers of marbles could be shared equally? Explain your reasoning.