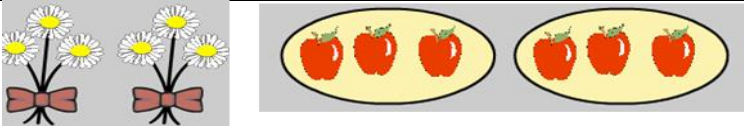
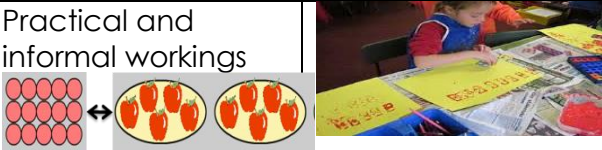
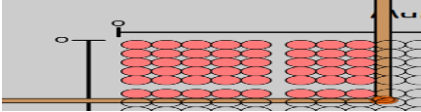
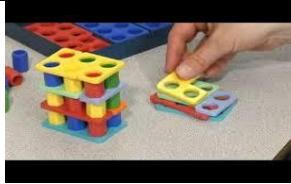
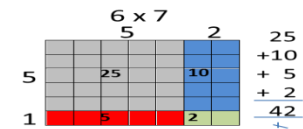
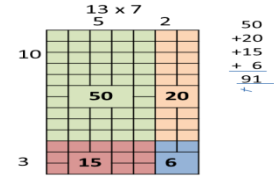


YR- Children ... solve problems, including doubling, halving and sharing. [Expected] Solve practical problems that involve combining groups of 2/5/10. [Exceeding]		2 lots of 3 = $3+3 = 3 \times 2 =$ double 3 Show is a variety of different ways
Y1- Solve one-step problems using concrete objects, pictorial representations and arrays (with the support of the teacher)	Practical and informal workings  3 lots of 5 = $5+5+5 = 5 \times 3$	
Y2- Calculate statements for multiplication within the multiplication tables and write them using the multiplication and equals signs. [Show multiplication of two numbers can be done in any order.]	Practical moving to abstract visual to support learning times tables facts. 	$5 \times 6 = 30$ $30 = 5 \times 6$ $? = 30$ $30 = ?$ 
Y3 Write/calculate statements using the multiplication tables that they know (progressing to formal written methods). TU x U (multiplier is 2/3/4/5/8/10)		Use dienes or numicon with smaller numbers to show the values represented. 
Y4 Use formal written layout: TU x U HTU x U Convert between different units of measure [eg km to m; hr to mi]	 Also use maths dienes OR value coins to visually show value of numbers.	x $\begin{array}{r} 7 \\ 10 \overline{) 70} \\ 3 \overline{) 21} \end{array}$ Column addition method to add if necessary.
Y5 Use a formal written method (including long x for TU nos) TU x TU HTU x U / HTU x TU ThHTU x U Convert between units of measure (eg km/m; m/cm; cm/mm; kg/g; litre and ml)	Y6 Multi-digit numbers (up to 4 digits) x TU whole number using the formal method of long multiplication. Multiply one-digit numbers with up to two decimal places by whole numbers	SEE PLAN OVER LEAF Using NEW value coins and dienes to support learning.

Additional information-MULTIPLICATION