Multiplication – Year 1

Selected National Curriculum Programme of Study Statements Pupils should be taught to:

- count in multiples of twos, fives and tens.
- 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.

The Big Ideas (NCETM)

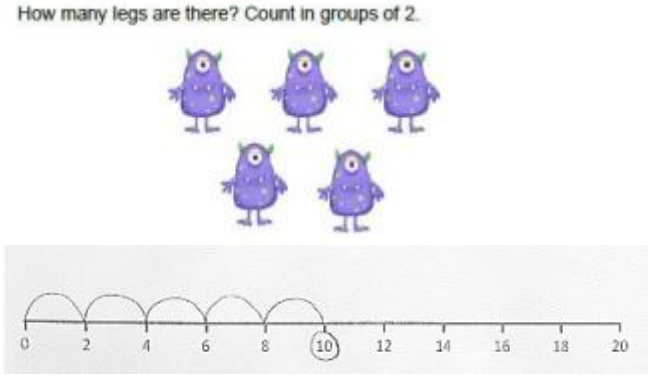
Counting in steps of equal sizes is based on the big idea of 'unitising'; treating a group of, say, five objects as one unit of five. Working with arrays helps pupils to become aware of the commutative property of multiplication, that 2 × 5 is equivalent to 5 × 2

Stage 1

Count in multiples of twos Number track

2	4	6	8	10	12	14	16	18	20

Solve one step multiplication, by calculating the answer using pictorial representations (twos)
Structured number line, e.g:



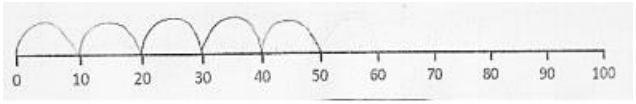
Stage 2

Count in multiples of tens Number track

10	20	30	40	50	60	70	80	90	100

Solve one step multiplication, by calculating the answer using pictorial representations (tens).
Structured number line, e.g:

There are 10 crayons in a box. How many crayons will I have if I buy 5 boxes?

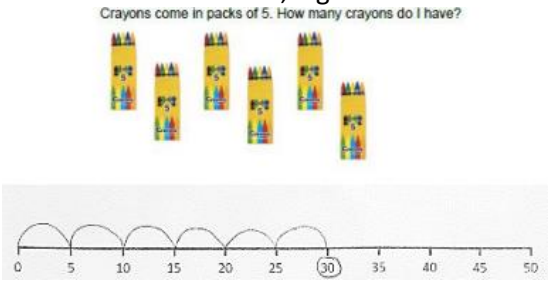


End of year expectation

Count in multiples of fives Number track

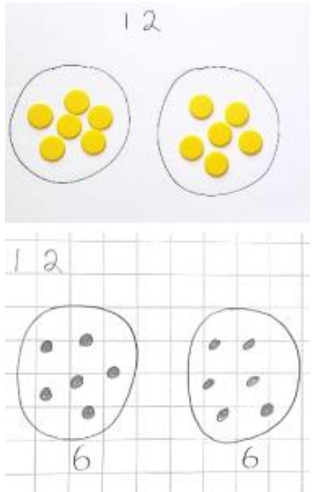
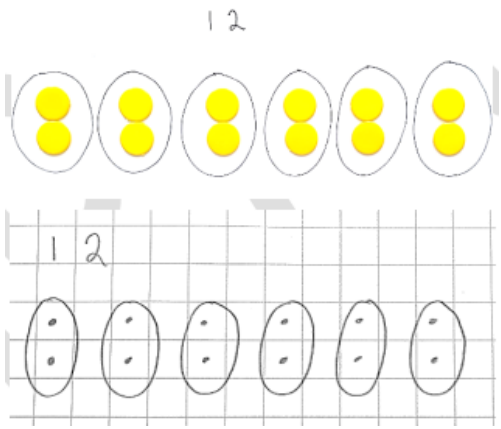
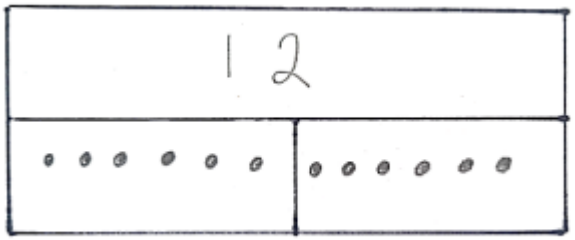
5	10	15	20	25	30	35	40	45	50

Solve one step multiplication, by calculating the answer using pictorial representations (fives).
Structured number line, e.g:



Division – Year 1

Selected National Curriculum Programme of Study Statements Pupils should be taught to: • count in multiples of twos, fives and tens. • 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.	**The Big Ideas (NCTEM)** Counting in steps of equal sizes is based on the big idea of 'unitising'; treating a group of, say, five objects as one unit of five. Working with arrays helps pupils to become aware of the commutative property of multiplication, that 2 × 5 is equivalent to 5 × 2

Stage 1	Stage 2	End of year expectation
Making equal groups – sharing. Concrete objects and pictorial representations, e.g: I have 12 sweets and share them between myself and a friend (2 people), how many will we each have?  "If I share 12 equally between 2 groups, there will be 6 in each group."	Making equal groups – grouping. Concrete objects and pictorial representations, e.g: I have 12 cookies to put in bags. If I put 2 in each bag how many bags will I need?  "There are 12 altogether. There are 6 equal groups of 2."	Making equal groups (including finding half of a quantity). Bar models, e.g: I had 12 grapes and I ate half. How many are left?  "There are 12 altogether. They are shared into 2 equal groups. There are 6 in each group. Each group is half of the whole. I know that there are 6 grapes left.