# **National Curriculum**

#### Multiplication

- Count in multiples of 2, 5 and 10
- Solve one step problems by calculating the answer using concrete objects, pictorial representations and arrays
- Double small numbers and quantities
- Develop recognition of odd and even numbers
- Develop recognition of number patterns

## Mental and practical strategies and informal methods of recording

Singing, counting and chanting in 2s, 5s and 10

#### Counting in repeated groups of 2, 5 and 10

There are 5 sweets in a bag How many sweets are there in 3 bags? 3 lots of 5 5+5+5 5, 10, 15

Amin has four 2p coins. How much money does he have altogether? 4 lots of 2p 2+2+2+2 2, 4, 6, 8

How many legs will 3 chickens have? 3 groups of 2 legs 2+2+2 2, 4, 6







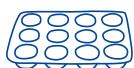






### Counting in arrays

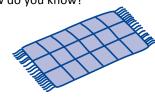
How do you know?



How many cakes can you bake in this tray? How many children can sit down? How do you know?



How many squares are on my rug? How do you know?

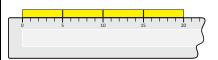


Count up in 5's and colour each square

### Spotting number patterns and extending counting in a sequence

**Using Cuisenaire** Counting in 5s

Using a counting stick Counting in 10's



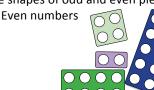


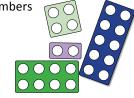
Using a 100 square

## Numicon

Discuss the similarities and differences in the shapes of odd and even pieces



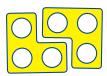




# Doubling numbers to 10 and progressing to doubling numbers to 20

**Using Numicon** 

Double 3 = 3 + 3 = 2 lots of 3



**Using Cuisenaire** Double 4 = 4 + 4 = 2 lots of 4



Using pictures

Can you double the ladybird's spots? Double 6 = 6 + 6 = 2 lots of 6



#### Using jottings to solve number problems involving 'lots of' and 'doubles'

There were 3 knights with 5 medals each. How many medals did they have altogether?







5		
5	5	5