

# PROGRESSION THROUGH CALCULATIONS FOR MULTIPLICATION

## MENTAL CALCULATIONS

(ongoing)

These are a **selection** of mental calculation strategies:

### **Doubling and halving**

Applying the knowledge of doubles and halves to known facts.

e.g.  $8 \times 4$  is double  $4 \times 4$

### **Using multiplication facts**

*Tables should be taught regularly from Y2 onwards, either as part of the mental oral starter or other times as appropriate within the day.*

Year 2      2 times table  
              5 times table  
              10 times table

Year 3      2 times table  
              3 times table  
              4 times table  
              5 times table  
              8 times table  
              10 times table

Year 4      Derive and recall all multiplication facts up to  $12 \times 12$

Years 5 & 6      Derive and recall quickly all multiplication facts up to  $12 \times 12$ .

### **Using and applying division facts**

Children should be able to utilise their tables knowledge to derive other facts.

e.g. If I know  $3 \times 7 = 21$ , what else do I know?

$30 \times 7 = 210$ ,  $300 \times 7 = 2100$ ,  $3000 \times 7 = 21\ 000$ ,  $0.3 \times 7 = 2.1$  etc

### **Use closely related facts already known**

$13 \times 11 = (13 \times 10) + (13 \times 1)$   
           $= 130 + 13$   
           $= 143$

### **Multiplying by 10 or 100**

Knowing that the effect of multiplying by 10 is a shift in the digits one place to the left.

Knowing that the effect of multiplying by 100 is a shift in the digits two places to the left.

**Partitioning**

$$\begin{aligned}23 \times 4 &= (20 \times 4) + (3 \times 4) \\ &= 80 + 12 \\ &= 102\end{aligned}$$

**Use of factors**

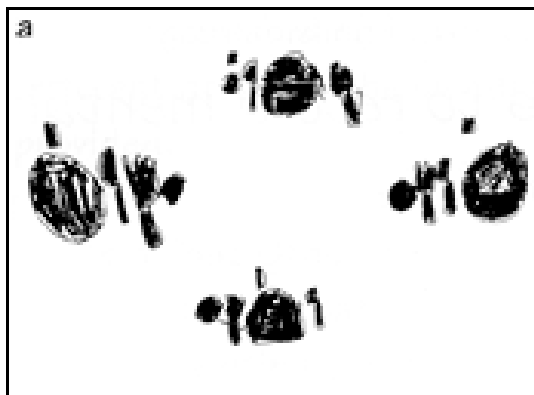
$$8 \times 12 = 8 \times 4 \times 3$$

*MANY MENTAL CALCULATION STRATEGIES WILL CONTINUE TO BE USED. THEY ARE NOT REPLACED BY WRITTEN METHODS.*

THE FOLLOWING ARE STANDARDS THAT WE EXPECT THE MAJORITY OF CHILDREN TO ACHIEVE.

### YR and Y1

Children will experience equal groups of objects and will count in 2s and 10s and begin to count in 5s. They will work on practical problem solving activities involving equal sets or groups.



The following are standards that we expect the majority of children to achieve in Y2

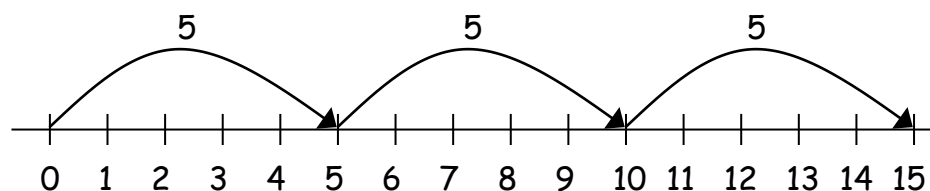
Children will develop their understanding of multiplication and use jottings to support calculation:

#### ✓ Repeated addition

3 times 5 is  $5 + 5 + 5 = 15$  or 3 lots of 5 or  $5 \times 3$

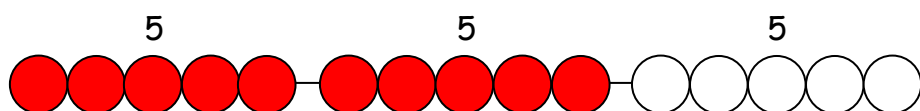
Repeated addition can be shown easily on a number line:

$$5 \times 3 = 5 + 5 + 5$$



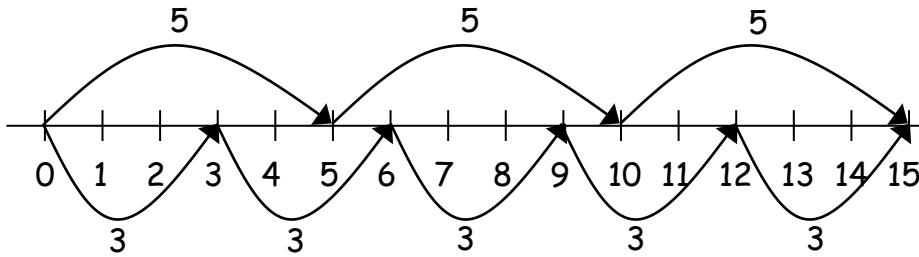
and on a bead bar:

$$5 \times 3 = 5 + 5 + 5$$



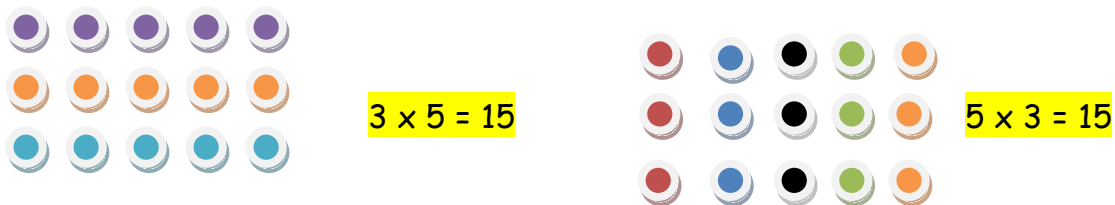
✓ **Commutativity**

Children should know that  $3 \times 5$  has the same answer as  $5 \times 3$ . This can also be shown on the number line.



✓ **Arrays**

Children should be able to model a multiplication calculation using an array. This knowledge will support with the development of the grid method.



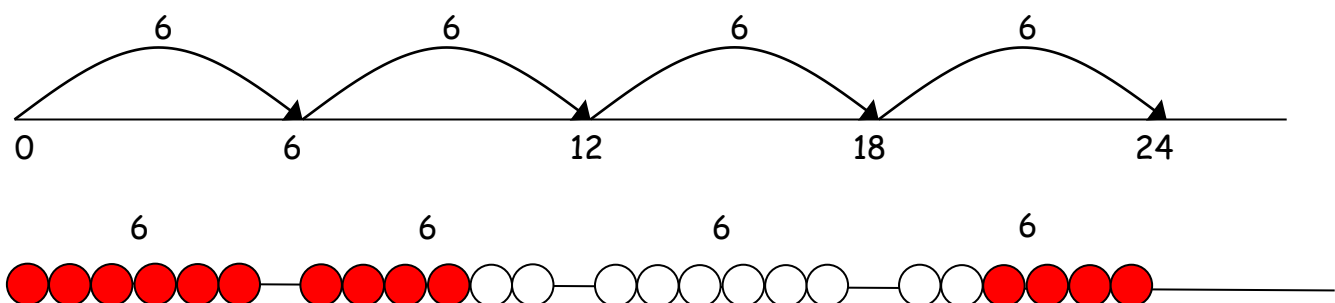
The following are standards that we expect the majority of children to achieve in Y3

Children will continue to use:

✓ **Repeated addition**

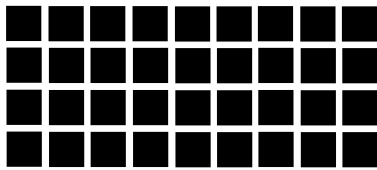
4 times 6 is  $6 + 6 + 6 + 6 = 24$  or 4 lots of 6 or  $4 \times 6$  or 6 multiplied by 4

Children should use number lines or bead bars to support their understanding.



✓ **Arrays**

Children should be able to model a multiplication calculation using an array. This knowledge will support with the development of the grid method.



$$9 \times 4 = 36$$

$$4 \times 9 = 36$$

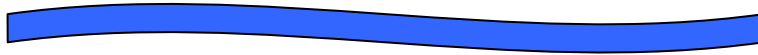
Children will also develop an understanding of

✓ **Scaling**

e.g. Find a ribbon that is 4 times as long as the blue ribbon



5 cm



20 cm

✓ **Using symbols to stand for unknown numbers to complete equations using inverse operations**

$$\square \times 5 = 20$$

$$3 \times \triangle = 18$$

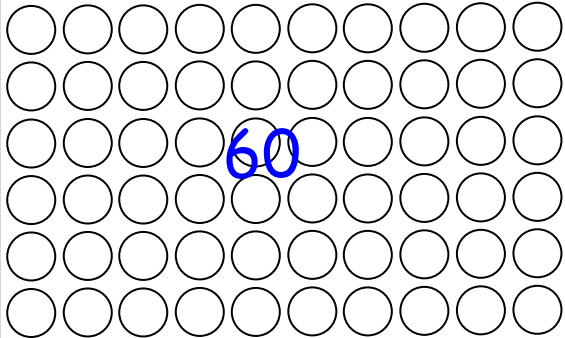
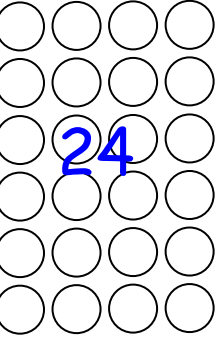
$$\square \times \circ = 32$$

✓ **Partitioning**

$$\begin{aligned} 38 \times 5 &= (30 \times 5) + (8 \times 5) \\ &= 150 + 40 \\ &= 190 \end{aligned}$$

The following are standards that we expect the majority of children to achieve in Y4

Children will continue to use arrays where appropriate leading into the grid method of multiplication.

x	10		4
6			

$$(6 \times 10) + (6 \times 4)$$

$$60 + 24$$

$$84$$

### Grid method

TU x U

(Short multiplication - multiplication by a single digit)

23 x 8

Children will approximate first

23 x 8 is approximately 25 x 8 = 200

x	20	3	
8	160	24	160
			+ 24
			184

### Standard Column Multiplication

By the end of year 4 children will be expected to begin using standard column multiplication

	24	
	x 8	
	192	

The following are standards that we expect the majority of children to achieve in Y5

### Grid method

Children will continue to use **grid method** alongside **standard column multiplication**. It is important that children have a good understanding of place value in order to use **standard column multiplication** and the **grid method** allows for this.

### HTU x U

(Short multiplication - multiplication by a single digit)

$$346 \times 9$$

Children will approximate first

$$346 \times 9 \text{ is approximately } 350 \times 10 = 3500$$

x	300	40	6	
9	2700	360	54	
				2700
				+ 360
				+ 54
				3114
				1 1

### TU x TU

(Long multiplication - multiplication by more than a single digit)

$$72 \times 38$$

Children will approximate first

$$72 \times 38 \text{ is approximately } 70 \times 40 = 2800$$

x	70	2	
	2100	60	
30	560	16	
8			2100
			+ 560
			+ 60
			+ 16
			2736
			1

Using similar methods, they will be able to multiply decimals with one decimal place by a single digit number, approximating first. They should know that the decimal points line up under each other.

e.g.  $4.9 \times 3$

Children will approximate first  
 $4.9 \times 3$  is approximately  $5 \times 3 = 15$

$$\begin{array}{r|l} \times & 4 \quad 0.9 \\ 3 & 12 \quad 2.7 \end{array}$$

$$\begin{array}{r} 12 \\ + \quad 2.7 \\ \hline 14.7 \end{array}$$

### Standard Column Multiplication

Year 5 children will be expected to apply all the above skills to **standard column multiplication**. Therefore  $4.9 \times 3$  will appear as

$$\begin{array}{r} 4.9 \\ \times 3 \\ \hline 14.7 \end{array}$$

And

$$\begin{array}{r} 72 \\ \times 38 \\ \hline 2160 \\ 576 \\ \hline 2736 \end{array}$$



The following are standards that we expect the majority of children to achieve in Y6  
 Pupils should be confident choosing an appropriate method to solve multiplication questions. This should include solving a calculation mentally or using the standard column method and if necessary the grid method.

**ThHTU x U**

(Short multiplication - multiplication by a single digit)

$$4346 \times 8$$

Children will approximate first

$$4346 \times 8 \text{ is approximately } 4346 \times 10 = 43460$$

$$\begin{array}{r} 4346 \\ \times 8 \\ \hline 34768 \end{array}$$

x	4000	300	40	6	32000
8	32000	2400	320	48	+ 2400
					+ 320
					+ 48
					<u>34768</u>

## HTU x TU

(Long multiplication - multiplication by more than a single digit)

$$372 \times 24$$

Children will approximate first

$372 \times 24$  is approximately  $400 \times 25 = 10000$

$$\begin{array}{r} 372 \\ \times 24 \\ \hline 7440 \\ 1488 \\ \hline 8928 \end{array}$$

x		300	70	2	
20		6000	1400	40	+ 6000
4		1200	280	8	+ 1400
					+ 1200
					+ 280
					+ 40
					+ 8
					<u>8928</u>
					1

*Using similar methods, they will be able to multiply decimals with up to two decimal places by a single digit number and then two digit numbers, approximating first. They should know that the decimal points line up under each other.*

*For example:*

$$4.92 \times 3$$

Children will approximate first

4.92 x 3 is approximately 5 x 3 = 15

$$\begin{array}{r} 4.92 \\ \times 3 \\ \hline 14.76 \end{array}$$

x	4	0.9	0.02	
3	12	2.7	0.06	

12
+ 2.7
<u>+ 0.06</u>
<u>14.76</u>

+ - + - + - + - + - + - +

By the end of year 6, children will have a range of calculation methods, mental and written. Selection will depend upon the numbers involved.

Children should not be made to go onto the next stage if:

- 1) they are not ready.
- 2) they are not confident.

Children should be encouraged to approximate their answers before calculating.

Children should be encouraged to consider if a mental calculation would be appropriate before using written methods.