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|  | Context for learning  - Question | Activity |
| Day one  **Learning Focus**: Recall multiplication facts for 2, 5 & 10 times tables | How many flowers are there altogether?  (3x2)  Vocabulary  Times tables  Multiplication  Times  Lots of  Challenge  3 x 5 = 15  6 x 3 = 15 + = | Group 2  Play the game ‘Play in Pairs’. Put the cards face down on the table. Children are to answer as quickly as they can (1x2, 5x2 etc.). The first player to answer correctly, wins the card. After 10 rounds, the player with the most card wins.  Practice; verbally recall of 2’s, 5’s and 10 times tables.  Children are then to have a go at times tables activities in their books. |
| Day two  **Learning Focus:**  Repeated addition | 4 x 10 = 40  What is 9 x 4?  How can we tell?  Vocabulary  Times tables  Multiplication  Times  Lots of  Repeat addition  Pictorial  Challenge  4 x 10 = 50 - = | Group 2  Ask the question ‘what do you think repeated addition is?’ Discuss in pairs then share ideas.  Explain that repeated addition is the same as multiplying.  Show children power point on repeated addition using pictures/symbols. Explain how **Repeated addition** is **adding** equal groups together. It is also known as multiplication. If the same number is **repeated** then, we can write that in the form of multiplication.  Model on the board how 5 x 2 is the same as 2 + 2 + 2 + 2 + 2 (use multi-link to reinforce if the children find this difficult to grasp).  Children are to then complete pictorial repeated addition in their books, moving on to digit repeated addition. |
| Day three  **Learning Focus:** Multiplication arrays | How can I draw a diagram to show multiplication calculations? 2 x 5  Vocabulary  Times tables  Multiplication  Times  Lots of  Repeat addition  Arrays  Challenge  4 x 5 = 30 - = | Group 2  Begin by showing the children an array of a multiplication calculation in the 2’s, 5’s or 10’s tables. Discuss what the calculation could be showing.  Children are then to match arrays to given calculations.  Model how we can take a multiplication calculation and use an array to solve it.  Children are to draw arrays to given multiplication calculations (2’s, 5’s 10’s). |
| Day four  **Learning Focus:** Multiplication word problems | What does twice as many mean?  Vocabulary  Times tables  Multiplication  Times  Lots of  Repeat addition  Arrays  Problem | Group 2  Show the children a multiplication word problem. Discuss how we start to solve word problems (highlighting the important information, understanding what calculation to use, then showing working out to solve the problem).  Encourage the children to draw arrays or pictorial representations to solve the word problem.  Children are to solve a range of multiplication word problems in their books using arrays or pictorial representations (2’s, 5’s, 10’s). |
| Day five  **Learning Focus:** Mental maths | Quick recall of number facts | Group 2  Children to answer mental maths calculations covering the four rules of number.  Discuss questions, answers, and model strategies on the wb. |
| Evaluation/Reflection/Intervention (To be completed in PPA) | | |