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| **KS1 Arithmetic P1 2017**  **Multiplication**  **and division** | **Knowledge/ strategy** | **Pupils who need further teaching to address gaps in understanding**  **Date:** |
|  | Any UxU from 2x, 5x, 10x tables  Understand and use commutavity based on array model  Can read as 6 times 2 or ‘double 6’ etc  Recall of number fact |  |
|  | Understand use of ‘x3’ as ‘8 three times’  Can use array model to support solution  Understands links with 8+8+8 or 3+3+3+3+3+3+3+3 |  |
|  | Understands that counting in 5s can continue beyond 10th multiple  Number line or jottings to support |  |
| U÷U | Any fact from 2x, 5x,10 table  Able to ‘read’ symbol to interpret calculation  Use number line imagery  Recall of number facts- connect links with known tables facts / inverse |  |
|  | Any multiple of 10 ÷10  Able to interpret this as’ how many tens in 80?’  Use of PV understanding linked to concrete experiences of representing TU with Dienes |  |
|  | Any U÷U where answer is 1  Need to be able to model this practically/ draw. |  |
|  | Able to read and interpret as ‘Half of’ / ½ of U or TU  Use bar model imagery equal parts  Understand link with 2x tables facts and ‘doubles’ |  |
| ¼ of 8= | Able to read ‘quarter of’  Know to find a quarter, find a half first  Bar model imagery equal parts  Understand a quarter is half of a half |  |
| 2/4 of 14= | Understand and use 2/4 = ½  ( bar model imagery) |  |
| ¾ of 12= | Understand and use if I know ¼ then I know 2/4 and ¾  Bar model imagery  Also understand can take one quarter away to leave 3/4 |  |
|  | Able to read ‘one third of’  Use bar model imagery equal parts |  |

Key stage 1 Arithmetic Paper 2017: multiplication and division