|  |  |  |
| --- | --- | --- |
| **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 tablesUnderstand and use commutavity based on array modelCan read as 6 times 2 or ‘double 6’ etcRecall of number fact |  |
|   | Understand use of ‘x3’ as ‘8 three times’Can use array model to support solutionUnderstands links with 8+8+8 or 3+3+3+3+3+3+3+3 |  |
|  | Understands that counting in 5s can continue beyond 10th multipleNumber line or jottings to support |  |
| U÷U | Any fact from 2x, 5x,10 tableAble to ‘read’ symbol to interpret calculationUse number line imageryRecall of number facts- connect links with known tables facts / inverse |  |
|   | Any multiple of 10 ÷10Able 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 1Need to be able to model this practically/ draw.  |  |
|  | Able to read and interpret as ‘Half of’ / ½ of U or TUUse bar model imagery equal partsUnderstand link with 2x tables facts and ‘doubles’ |  |
| ¼ of 8= | Able to read ‘quarter of’Know to find a quarter, find a half firstBar model imagery equal partsUnderstand 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 ¾Bar model imageryAlso 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