

HIAS MOODLE+ RESOURCE

Year 3 Unit Plan 3.3

Multiplication and Division

Autumn term

HIAS Maths Team
September 2026
Final version

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Overview

This document contains...

Year 3 Unit Plans linked to the Hampshire Medium Term Overview

Points to consider when using this resource:

These unit plans provide an example of how medium-term planning could be developed into units of work. These unit plans will need to be adapted to meet the needs of pupils. The unit plan provides an outline of a possible learning journey with suggestions of types of tasks that could be used. They also identify required prior learning, some common misconceptions and an indication of key skills pupils need to secure competency. It is assumed that teachers will make use of appropriate mathematical representations (manipulatives, visuals and symbolic) to support conceptual understanding for pupils alongside procedural fluency.

National Curriculum Links:

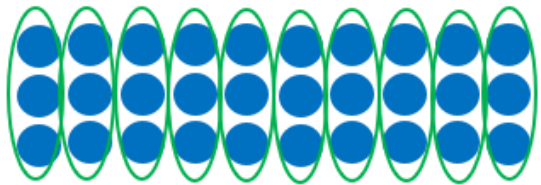
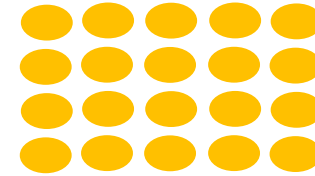
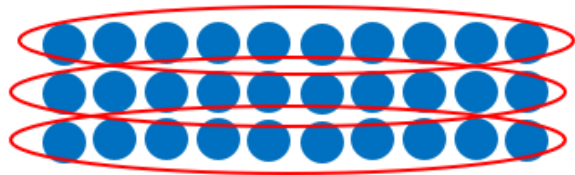
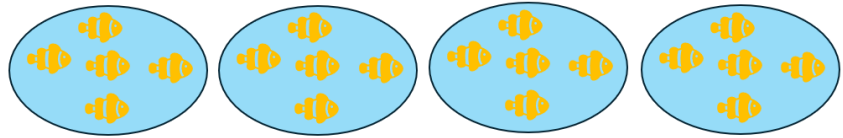
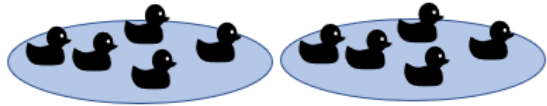
Multiplication and Division

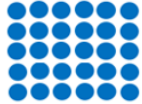
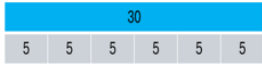
Pupils should be taught to:

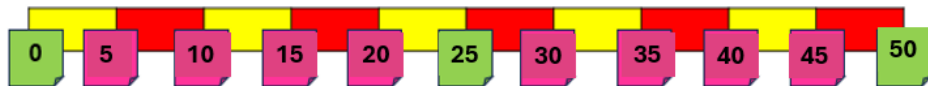
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

<p>This unit revisits key Year 2 objectives to ensure pupils have a secure foundation before moving on to the Year 3 curriculum. Although pupils have already met the key concepts: equal groups, repeated addition, sharing and grouping, some pupils in Year 3 may: rely on counting strategies, remember facts without understanding their structure, struggle to explain the relationship between multiplication and division. Therefore Year 3 begins with a deliberate recap and extension of Year 2 content, ensuring conceptual understanding is secure before expectations increase.</p>		<p>Notional Time: 10 sessions</p>
<p>Check and Refresh - <i>skills and knowledge that pupils need to know</i></p>	<p>Verbal coding- <i>precise mathematical language to model during worked examples</i></p>	<p>Mastering Key Facts in Key Stage 2 – developing fluency and automaticity</p>
<p>Count in multiples of 2, 5 and 10 linked to recalling multiples of 2, 5 and 10.</p> <p>Count in multiples of 2, 5 and 10 to find how many groups of 2, 5 or 10 there are in a particular quantity, set in everyday contexts.</p>	<p>The ___ represents the number of groups. The ___ represents the number of ___ in each group. The ___ represents the total number of ____. There are ___ equal groups with ___ in each group. There are ___ altogether. Division is the inverse of multiplication. If I know...then I know...</p>	<ul style="list-style-type: none"> Recall multiples of 2, 5 and 10 up to 12 x in any order, including missing numbers. Recall multiples of 3 up to 12 x 3 in any order, including missing numbers.
<p>Mathematical Concepts- <i>important pieces of information learners should take away from the unit</i></p>	<p>Watch out for</p>	<p>DfE Ready -to- progress criteria</p>
<p>Secure fluency with core multiplication and division facts (2, 5 and 10)</p> <p>Pupils can recall and use multiplication and division facts for the 2, 5 and 10 times tables, not as isolated facts but as connected sets.</p> <p>Strong conceptual understanding of multiplication and division</p> <p>Pupils understand <i>what</i> multiplication and division represent, not just how to calculate.</p> <p>Confident application to problem-solving</p> <p>Pupils can apply multiplication and division knowledge independently to solve one-step problems in context.</p>	<p>Pupils who cannot make and represent equal groups.</p> <p>Pupils who cannot match repeated addition expressions to multiplication expressions.</p> <p>Pupils who are not secure with the 10, 5 and 2 times tables.</p> <p>Pupils who cannot solve one-step problems using grouping or sharing.</p> <p>Pupils who cannot use known facts to derive new facts.</p> <p>Pupils who do not recognise that division is the inverse of multiplication.</p>	<p>2MD-1</p> <p>2MD-2</p> <p>Formative assessment questions - key questions to support pupil reasoning and teacher assessment</p> <ul style="list-style-type: none"> What is the same and what is different? What if I change...? Can you give me an example of... and another...and another? Which is harder and which is easier...? If I know this, then what else do I know?

Visual coding: key representations



<p>Fact Family</p> $6 \times 5 = 30$ $30 \div 6 = 5$ $5 \times 6 = 30$ $30 \div 5 = 6$		<p>Nearby</p> $5 \times 5 = 25$ $7 \times 5 = 35$
 	<p>If I know....</p> <p>$6 \times 5 = 30$</p> <p>Then I know...</p>	<p>Place Value</p> $6 \times 50 = 300$ $60 \times 5 = 300$ $60 \times 50 = 3000$ $600 \times 5 = 3000$ $6 \times 500 = 3000$
	<p>Equivalent</p> $5 + 5 + 5 + 5 + 5 + 5 = 30$ $6 + 6 + 6 + 6 + 6 = 30$	

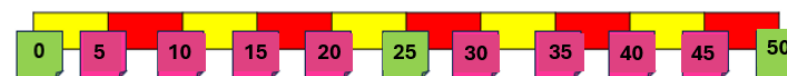


Autumn unit 3.3 (2 weeks)	Spring unit 3.9 (2 weeks)	Summer 3.11 (3 weeks)	Summer unit 3.14 (2 weeks)
<p>I can recall and use multiplication and division facts for the 10 times table.</p> <p>I can recall and use multiplication and division facts for the 5 times table.</p> <p>I can recall and use multiplication and division facts for the 2 times table.</p> <p>I can represent repeated addition as multiplication.</p> <p>I can represent repeated addition as multiplication using arrays.</p> <p>I can solve one-step problems by grouping.</p> <p>I can solve one-step problems by sharing.</p> <p>I can recognise that division is the inverse of multiplication.</p> <p>I can find fact families for the 10, 5 and 2 times table.</p> <p>I can use known multiplication facts to work out missing division facts.</p> <p>I can solve problems involving multiplication and division.</p>	<p>I can recall and use multiplication and division facts for the 3 times table.</p> <p>I can recall and use multiplication and division facts for the 4 times table.</p> <p>I can find fact families for the 3 and 4 times table.</p> <p>I can use known multiplication facts to work out missing division facts.</p> <p>I can solve problems involving multiplication and division (repeated addition, arrays and mental methods)</p> <p>I can multiply two-digit numbers by one-digit numbers using concrete resources or pictorial representations.</p> <p>I can multiply two-digit numbers by one-digit numbers mentally using partitioning.</p> <p>I can divide two-digit numbers by one-digit numbers using concrete resources or pictorial representations.</p> <p>I can divide two-digit numbers by one-digit numbers mentally using partitioning.</p> <p>I can solve missing number problems involving multiplication and division.</p>	<p>I can recall and use multiplication and division facts for the 8 times table.</p> <p>I can find fact families for the 8 times table.</p> <p>I can multiply two-digit numbers by one-digit numbers using known facts (box array).</p> <p>I can divide two-digit numbers by one-digit numbers using known facts (box array).</p> <p>I can solve missing number problems involving multiplication and division.</p> <p>I can solve scaling problems involving multiplication.</p> <p>I can solve scaling problems involving division.</p>	<p>I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>I can write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p>I can solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p>

Proposed lesson sequence to support development of mathematical concepts

Developing fluency and automaticity – ongoing daily practice

Mastering Key Facts in Key Stage 2	<p>Autumn Term Ongoing Mental Fluency Practice</p> <ul style="list-style-type: none"> Recall multiples of 2, 5 and 10 up to $12 \times$ in any order, including missing numbers. Recall multiples of 3 up to 12×3 in any order, including missing numbers.
Counting Fluency	<ul style="list-style-type: none"> I can count from 0 in multiples of 10, 2, 5 and 3. Course: Primary Counting Progression Maths Moodle
I can...	Mathematical Concepts, Key Skills and Suggested Tasks
10 sessions – Multiplication and Division	
I can recall and use multiplication and division facts for the 10, 5 and 2 times table.	<p>In this step, pupils build on and consolidate skills developed in Year 2, with opportunities to revisit and deepen learning over several sessions in order to secure understanding. Assessment should focus on pupils' ability to:</p> <ul style="list-style-type: none"> Instantly recall multiplication and division facts for the 2, 5 and 10 times tables Solve missing number problems, showing flexibility and confidence with known facts <p>Use of counting stick, based on the '1, 10, 5' derive approach:</p> <ul style="list-style-type: none"> I am going to work out the 5 times tables using my counting stick. The first number I want here is 5. 1×5 is 5. If I know that $10 \times 5 = 50$, I know that half of that is $5 \times 5 = 25$. Double 5 is 10. So 2×5 is 10. Double 10 is 20. 4×5 is 20. Double 20 is 40. $8 \times 5 = 40$. To find 3×5, I can add one group of 5 to 2×5 or take one group away from 4×5. I think $10 + 5$ is easier than $20 - 5$. To find 6×5, I can double 3×5 or add one group of 5 to 5×5. I know double 15 is 30. To find 7×5, I can add one group of 5 to 6×5 or take one group of 5 from 8×5. I think $30 + 5$ is easier than $40 - 5$. To find 9×5, I can add one group of 5 to 8×5 or take one group of 5 from 10×5. I think $40 + 5$ is easier than $50 - 5$.



I can represent repeated addition as multiplication.

Revisiting this step from Year 2, supports the transition from additive to multiplicative thinking. Year 3 marks a key shift in thinking, from adding equal groups one by one to recognising and using multiplicative structures. If pupils cannot confidently see repeated addition as multiplication, they will default to inefficient counting strategies, struggle to spot multiplicative patterns and find later work on scaling and division much harder. This recap helps pupils move away from counting and towards efficient calculation.

Key Question:

Look at the picture. There are 2 groups of 5.

I can represent this using repeated addition $5 + 5 = 10$

I know that 5 represents the number of ducks.

I know there are two 5s because there are two ponds.

I can also represent the equal groups using a multiplication expression $2 \times 5 = 10$

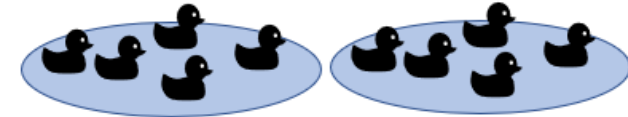
$$5 + 5 = 2 \times 5$$

We can represent repeated addition using multiplication.

The 2 represents the number of groups.

The 5 represents the number of ducks in each group.

The 10 represents the total number of ducks.



Repeat for different numbers of ponds and vary the number of ducks on each pond. Link to the 2, 5 and 10 times tables to recap prior learning.

For each task, encourage pupils to complete the following stem sentences and write the repeated addition number sentence and linked multiplication equation to show how many ducks there are altogether:

- *The __ represents the number of groups.*
- *The __ represents the number of ducks in each group.*
- *The __ represents the total number of ducks.*

I can represent repeated addition as multiplication using arrays.

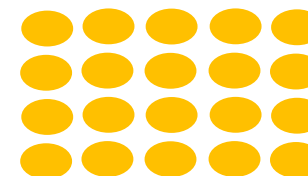
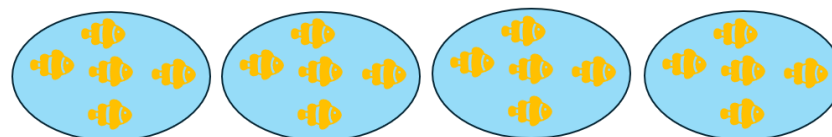
In Year 2, pupils are introduced to arrays as a structure to represent multiplication and repeated addition. Revisiting arrays in Year 3 checks that pupils still recognise multiplication as equal groups and how repeated addition can be organised efficiently. Without this, multiplication can become abstract too quickly when Year 3 expectations increase.

For further detail or context regarding the use of arrays in Year 2, refer to Unit 2.6, which outlines the foundational knowledge and skills that underpin this step.

Suggested task:

- 'There are 4 groups (ponds) of 5 fish.'
- Which expressions match this statement?

$5 + 5 + 5 + 5$	$5 + 4$	4×5
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Checking for understanding questions:

- Can you draw an array to match the correct expressions?
- How do you know that the repeated addition expression matches the multiplication expression?

I can solve one-step problems by grouping.

This step provides an opportunity to assess pupils' prior learning of Year 2 to ensure whether pupils have secured the application of solving one-step problems by grouping. Revisiting this in Year 3 ensures pupils still understand division as: *How many equal groups can I make?* rather than just performing a calculation.

For further detail or context, see Unit 2.6, which sets out the key knowledge and skills that supported pupils in solving one-step problems involving grouping In Year 2.

Grouping problems: missing factors and division

2MD–2 Example assessment questions:

- Miss Robinson asked Harry to get 60 apples from the kitchen. The apples come in bags of 10. How many bags does Harry need to get?
- Diego has some 5p coins. He has 40p altogether. How many 5p coins does Diego have?
- The pictogram shows how many socks each child has:
 - Lena has 8 socks. How would this be represented on the pictogram?
 - Draw it.
- There are 5 balloons in a pack. I need 15 balloons for my party. How many bags should I buy?
- Fill in the missing numbers:



$$\square \times 5 = 30$$

$$50 \div 10 = \square$$

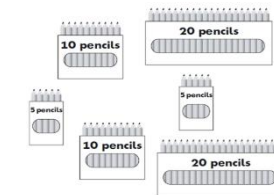
$$2 \times \square = 14$$

[Mathematics guidance: key stages 1 and 2 \(covers years 1 to 6\) – 2MD-2](#)

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I can solve one-step problems by sharing.

This step provides an opportunity to assess pupils' prior learning of Y2 to ensure whether pupils have secured the application of solving one-step problems by sharing. In Year 2, division is first taught through sharing equally (partitive division) for example: '12 sweets are shared between 4 children. How many does each child get?' Revisiting this in Year 3, ensures pupils still understand division as: sharing a total into equal parts; finding how many are in each group.



Kemi and Ben share these pencils equally.
How many pencils do they each get?

_____ pencils

Consider tasks that allow pupils to demonstrate their understanding in varied contexts, including reasoning and problem-solving activities that require explanation and justification.

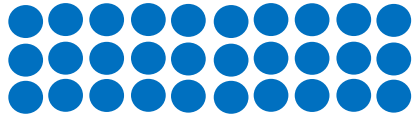
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I can recognise that division is the inverse of multiplication.

This small step ensures that pupils understand how multiplication and division are connected, giving them a robust foundation for all future learning. If you know: $4 \times 5 = 20$, then you automatically know: $20 \div 5 = 4$, $20 \div 4 = 5$. Multiplication and division are opposite operations.

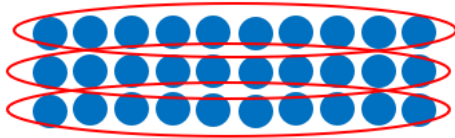
Key Question:

Provide pupils with a multiplication expression linked to an array and ask them to find the related inverse division facts e.g. $3 \times 10 = 30$, what related division facts can you find?

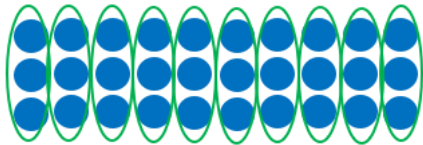


I can draw an array to prove that $3 \times 10 = 30$
There are 3 equal groups with 10 in each group. There are 30 altogether.

I can recognise that division is the inverse of multiplication.



This array proves that $30 \div 3 = 10$
30 has been shared equally between 3 groups. There are 10 in each group.



This array proves that $30 \div 10 = 3$
30 has been shared equally between 10 groups. There are 3 in each group.

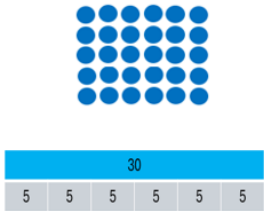
- Repeat for other multiplication expressions revisiting the 2, 5 and 10 times tables.
- Encourage pupils to draw the arrays and group the counters into equal groups to prove the inverse division facts.
- For each task, encourage pupils to complete the stem sentences as above.

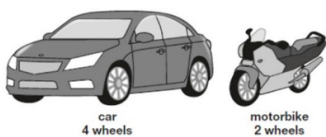
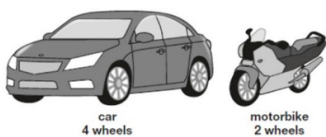
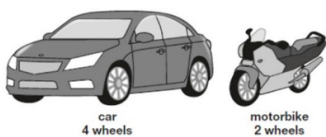
I can find fact families for the 10, 5 and 2 times table.

This small step makes inverse relationships explicit. Fact families help pupils clearly see that multiplication and division involve the same three numbers and that division is the inverse of multiplication. It helps to secure fluency and understand that multiplication and division are connected.

Suggested tasks:

- Here is an example of a Derivation Board using the multiplication fact $6 \times 5 = 30$.
- Encourage pupils to create their own for key facts in the 10, 5 and 2 times tables, including the fact family, equivalent (using repeated addition) and drawing an array and bar model.
- As a greater depth challenge, you could ask pupils to also find nearby facts and derive facts from the known fact by multiplying by 10 and 100.

<p>Fact Family</p> $6 \times 5 = 30$ $30 \div 6 = 5$ $5 \times 6 = 30$ $30 \div 5 = 6$		<p>Nearby</p> $5 \times 5 = 25$ $7 \times 5 = 35$
	<p>If I know.... $6 \times 5 = 30$ Then I know...</p>	<p>Place Value</p> $6 \times 50 = 300$ $60 \times 5 = 300$ $60 \times 50 = 3000$ $600 \times 5 = 3000$ $6 \times 500 = 3000$
	<p>Equivalent</p> $5 + 5 + 5 + 5 + 5 + 5 = 30$ $6 + 6 + 6 + 6 + 6 = 30$	

<p>I can use known multiplication facts to work out missing division facts.</p>	<p>In this step, by using known multiplication facts, pupils: calculate more efficiently, free up working memory, focus on reasoning and problem-solving rather than basic counting.</p> <p>Building on the previous suggested task of a Derivation Board, pupils should be encouraged to use a known multiplication fact e.g. 6×10 to work out missing division facts using their knowledge of fact families and inverse relationships. For example: If I know $6 \times 10 = 60$, how could I use this fact to help me calculate $60 \div 10 = ?$</p> <ul style="list-style-type: none"> • Repeat for other examples of known multiplication facts (revisiting the 2, 5 and 10 times tables from Y2) • Encourage pupils to draw arrays, bar models to prove their thinking and explain their reasoning. 												
<p>I can solve problems involving multiplication and division.</p>	<p>This step is where pupils apply all their learning together from throughout the unit of work. It shows that multiplication and division are not just calculations, but tools for making sense of real situations within real-life contexts.</p> <p>Design tasks that encourage pupils to reason mathematically, using precise language to justify their thinking. Include a mix of routine and non-routine problems to deepen understanding. Where appropriate, encourage pupils to explain, prove, or represent their reasoning in different ways.</p> <div style="text-align: center;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;"> <p>Starting Skills</p> <ol style="list-style-type: none"> 1. $2 \times 5 =$ 2. $2 \times 4 =$ 3. $2 \times 8 =$ 4. $2 \times 7 =$ 5. $2 \times 10 =$ 6. $2 \times 9 =$ 7. $4 \times 3 =$ 8. $4 \times 6 =$ 9. $4 \times 7 =$ 10. $4 \times 10 =$ 11. $4 \times 9 =$ </td> <td style="width: 40%; padding: 5px;"> <p style="background-color: #003366; color: white; text-align: center; padding: 2px;">3.3 - Solve problems, including missing number problems involving multiplication and division</p> <p style="font-size: small; color: #003366;">2023 Key Stage 2: Paper 2 Reasoning, Question 5</p> <p style="font-size: x-small; text-align: center;">Cars and motorbikes are parked in a street.</p> <div style="text-align: center;">  </div> <p style="font-size: x-small; text-align: center;">Stefan counts 3 motorbikes and 5 cars. How many wheels are there altogether?</p> </td> <td style="width: 30%; padding: 5px;"> <p>Intelligent Practice</p> <ol style="list-style-type: none"> 1. What if there were 4 motorbikes? 2. What if there were 5 motorbikes? 3. What if there were 7 motorbikes? 4. What if there were 6 cars? 5. What if there were 7 cars? 6. What if there were 8 cars? 7. What if there were 10 cars and motorbikes? 8. What if there were 9 cars and motorbikes? 9. What if there were 12 cars and motorbikes? </td> </tr> <tr> <td style="padding: 5px;"> <p>Deepen</p> <p style="font-size: x-small;">There are 44 wheels in total. What are the different combination of cars and motorbikes could there be? Prove it.</p> </td> <td style="padding: 5px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; font-size: x-small; text-align: center;">What do you know?</td> <td style="width: 33%; font-size: x-small; text-align: center;">What do we need to know?</td> <td style="width: 33%; font-size: x-small; text-align: center;">What strategy can you use to help you?</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </table> </td> <td></td> </tr> </table> </div> <p style="text-align: right; margin-top: 10px;">Example taken from the Reasoning and Intelligent Practice resource Task 3.3</p>	<p>Starting Skills</p> <ol style="list-style-type: none"> 1. $2 \times 5 =$ 2. $2 \times 4 =$ 3. $2 \times 8 =$ 4. $2 \times 7 =$ 5. $2 \times 10 =$ 6. $2 \times 9 =$ 7. $4 \times 3 =$ 8. $4 \times 6 =$ 9. $4 \times 7 =$ 10. $4 \times 10 =$ 11. $4 \times 9 =$ 	<p style="background-color: #003366; color: white; text-align: center; padding: 2px;">3.3 - Solve problems, including missing number problems involving multiplication and division</p> <p style="font-size: small; color: #003366;">2023 Key Stage 2: Paper 2 Reasoning, Question 5</p> <p style="font-size: x-small; text-align: center;">Cars and motorbikes are parked in a street.</p> <div style="text-align: center;">  </div> <p style="font-size: x-small; text-align: center;">Stefan counts 3 motorbikes and 5 cars. How many wheels are there altogether?</p>	<p>Intelligent Practice</p> <ol style="list-style-type: none"> 1. What if there were 4 motorbikes? 2. What if there were 5 motorbikes? 3. What if there were 7 motorbikes? 4. What if there were 6 cars? 5. What if there were 7 cars? 6. What if there were 8 cars? 7. What if there were 10 cars and motorbikes? 8. What if there were 9 cars and motorbikes? 9. What if there were 12 cars and motorbikes? 	<p>Deepen</p> <p style="font-size: x-small;">There are 44 wheels in total. What are the different combination of cars and motorbikes could there be? Prove it.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; font-size: x-small; text-align: center;">What do you know?</td> <td style="width: 33%; font-size: x-small; text-align: center;">What do we need to know?</td> <td style="width: 33%; font-size: x-small; text-align: center;">What strategy can you use to help you?</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </table>	What do you know?	What do we need to know?	What strategy can you use to help you?				
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HIAS Resources to support:

- Reasoning and Intelligent Practice Tasks: [Reasoning and Intelligent Practice Tasks](#)
- Faded Scaffolds and Intelligent Practice: [Faded Scaffolds and Intelligent Practice](#)
- Paired Examples: [Paired Examples](#)
- Entry and Exit tickets: [Entry and Exit Tickets](#)
- Interleaving, Recall and Retrieval: [Interleaving, Recall and Retrieval \(hants.gov.uk\)](#)
- Connect4Maths: [Connect4Maths - Primary](#)
- Moderation Documents: [Moderation Documents](#)
- KS1 Key Facts: [Key Stage 1 Key Facts Document](#)
- Mastering Times Tables: [Mastering Times Tables](#)

NCETM Resources to support:

- Exemplification of ready -to -progress criteria (RTPS): [Exemplification of ready-to-progress criteria | NCETM](#)
- NCETM Professional Development materials spine 1: [Number, Addition and Subtraction | NCETM](#) ;
- The NCETM Mastery Task booklets can be used as a source of tasks to support end of year teacher assessment for both EXS and GDS
[Teaching for Mastery Booklets Yr1-6](#)

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