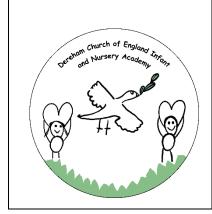
Dereham Church of England Infant and Nursery Academy- Mathematics



Year group: 2	Area/topic: Mathematics- multiplication and
	division

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

Prior learning	Future learning
During maths meetings children will have had the opportunity to practise counting in multiples of 2, 5, 10 and most recently 3. Whilst in year one children completed a block on multiplication and division where they worked practically to solve problems with the support of their teacher	This multiplication and division knowledge shall be applied to solve further complex problems and within the fractions block

What pupils need to know or do to be secure		
Key knowledge and skills	Possible evidence	
Recognise equal groups	Identify from a selection of pictures	
Make equal groups	Successfully arrange counters	
Add equal groups	Write a number sentence that matches a picture and solve	
Introduce the multiplication symbol	it	
Multiplication sentences	Write a number sentence to the corresponding picture	

Use arrays

Make equal groups- grouping

Make equal groups- sharing

The 2 times-table

Divide by 2

Doubling and halving

Odd and even numbers

The 10 times-table Divide

by 10

The 5 times-table

Divide by 5

The 5 and 10 times-tables

Answer questions about a given array
Photo of physically moving & grouping counters
Opportunity to physically share using cubes
Complete number tracks successfully
Solve word problem
Correctly identify a picture demonstrating doubling
Label numicon pieces as odd and even
Completed numberlines
Word problems
Completed bar models
Use arrays successfully
Identify on a 100 square

Key vocabulary

Equal, unequal, altogether, groups, repeated addition, multiplication, lots of, rows, columns, array, division, divided by, double, halve,

Common misconceptions

Books linking to this area

Children may not be able to spot equal and unequal groups. Children may try to find the total instead of finding the amount in each group. Children may not realise that two groups are equal if they do not look the same. When given a picture of incomplete groups, children may find it difficult to complete it to show a set number of equal groups. Children may represent a set of equal groups incorrectly, for example 2 groups of 4 instead of 4 groups of 2	The digits- odd vs evens by Tony Bradman The Digits-double the fun by Tony Bradman
Children may not make the link between repeated addition and multiplication Children may make mistakes when drawing arrays. For example, children may leave a hole in their array, and so not represent the multiplication correctly Children may think that as multiplication is commutative, division must be too Children may not make the connection between doubling and halving and the 2 times-table	
Memorable first hand experiences	Opportunities for communication
Opportunities to explore with manipulatives and resources	Completing sentence stems provided by White Rose Reasoning their ideas and thinking

DCINA Reasonable adjustments for pupils with SEND

Communication and Interaction

Use a range of visual aids
Give clear instructions one at a time
Repetition
Provide simple instructions
Pre teach vocabulary
Use working wall where modelling is displayed
Give children thinking time Model
task

Cognition and Learning

Check understanding regularly
Allow rest breaks
Give thinking time
Colour code signs that could be confusing
Work checklists
Break down tasks into small steps
Give opportunities for over-learning

Social, Emotional and Mental health

Allow access to a quiet and calm space Give child a special role to increase self esteem Provide a visual support- what to do if you are stuck

Provide a movement break

Seat pupil by more confident peer

Now and next board

Sand timers

Movement breaks

Break down tasks into small steps

Sensory and Physical

Consider carpet space position
Reduce background noise
Provide a range of manipulatives- dienes may be
too small
Appropriate seating
Wobble boards
Writing slope
Enlarge text
Variety of writing tools available