# St. Mary and St. Peter

## Year One Calculation

# Multiplication

## In Year One these are some of the ways we explore multiplication

## How Year One learn multiply

In Year One we sing rhymes and count in multiples of twos, fives and tens. We use objects and structured maths equipment, such as numicon, to support our understanding of multiplication as repeated addition. The children also make simple arrays out of a range of materials and are introduced to the multiplication sign.

## In Year One we use these jottings and methods to solve our multiplications on paper
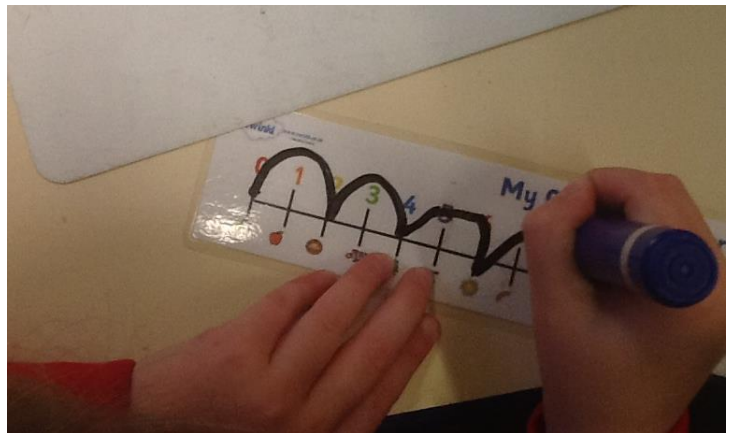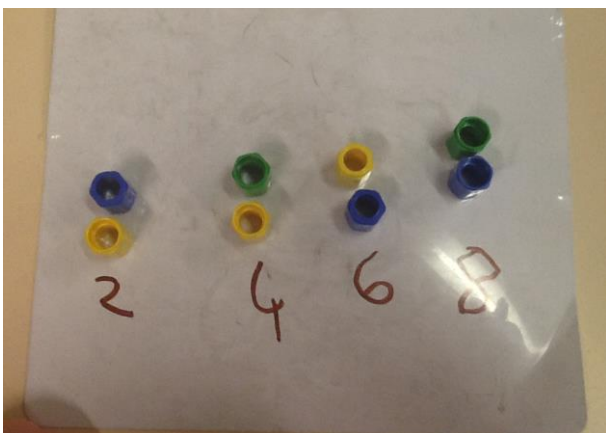
**Fluency** – this is about building up an understanding of how numbers work. In year 1 we look for children who can count in multiples of 2, 5 and 10. We encourage the children to look for patterns in the numbers that they count. For example:

How many stars? Add two more. How many now

| 25 | | | | |
|---|---|---|---|---|
| 5 | 10 | ? | ? | ? |

What are the other numbers on the bar model?

**Problem Solving** - importantly this is about working out ways to explore a problem. Children learn to work in a logical way and try out different ways to come to solutions. It is essential for problem solving that children are resilient and keep going even if they are finding the problem tricky. Here are some examples of Multiplication problems for Year One.

Make a model out of 5 multilink. How many models has your group made?

How many pieces of multilink have we used altogether?

How many pairs of socks are there?

What if I added another pair?

How many cakes in the box?

How many cakes would there be in two boxes?

How many boxes would we need for all the children in the class?

**Reasoning** – is about explaining thinking. Children are asked questions such as: "How do you know?", "Can you convince me this is true?", "What do you notice about these numbers?" and "Can you give another example?"

## Odd one out

Which of these numbers is the odd one out?

8, 2, 6, 3, 4

Why?

I think that all numbers in the 5 pattern have a ones digit of 0?

Do you agree? Explain why.

If you count in twos starting at 0 you will never get a number with a 5 in it.

What do you think? Can you explain your answer?