Guidance for teachers – Key Stage 1 Multiplication 2

2.2 Multiplication 2 Representing Equal Groups

These short videos are intended to provide your pupils with interactive lessons whilst they are learning from home. You can choose how regularly you set them for your class. Some of the learning might be consolidation and practice which aids confidence and retrieval and helps build firm foundations for moving on to future areas of mathematics. It is important that pupils experience these in the suggested order. They have been designed to be a coherent sequence of learning which builds on previous understanding and exemplify a teaching for mastery approach.

General features of a teaching for mastery approach, which can be found within these lessons:

- *Stem sentences* which promote precise mathematical vocabulary and generalisations for all pupils

- *Representations* which are carefully chosen and can be concrete, iconic or abstract and that move between the three

- *Opportunities for deepening understanding for all pupils* - using small steps of learning enables pupils to learn together and gain deep conceptual understanding

- *Independent practice and retrieval* - you could ask the children to send you their practice activities so that you can check understanding. You could also set supplementary activities to extend practice and develop fluency in counting in steps of 2, 5 and 10.

These lessons follow on from the last unit for KS1 Multiplication and gradually build towards formal multiplication.

Lesson 1 - Unequal and equal groups. In this lesson children identify equal and unequal groups. Attention is drawn to whether the way that they have been grouped leads to equal groups or unequal groups. Children are encouraged to move objects into groups and then circle items that are shown pictorially. This is to encourage the children to see the group as one 'thing'.

Lesson 2 - Practice working with equal and unequal groups. In this lesson examples are used where identical objects are grouped into equal or unequal groups. Children are encouraged to use the stem sentences: **'The groups are equal because there are the same number of __ in each group.'** or **'The groups are unequal because there are a different number of __ in each group.'** Once the children are confident working with identical objects, objects that are not identical are used so that the focus is on the group size.

Lesson 3 - Redistributing from unequal to equal groups. Through using groups that are unequal children are asked to describe the groups using the language from the previous lesson. They are than asked to make the groups equal and are encouraged to subitise and to check the number in each group by counting. They reason that the groups are equal is because they have the same number of objects in each group, and not because they look the same.

These lessons have been planned from the NCETM Mastery PD Materials. Please access the original materials here.