

## Guidance for teachers – KS1 Multiplication 3

### 2.3 Multiplication 3: The two times table

These short videos are intended to provide your pupils with interactive lessons while 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, maybe from a textbook to extend practice and develop fluency in counting in steps of 2, 5 and 10.

#### Lesson 11 - Writing the two times table in two ways

The start of this lesson looks at patterns in the two times table. The products are looked at and attention is drawn to the ones digit that is either 0, 2, 4, 6 or 8. This is then applied to review the practice activity from the previous lesson. The times table is shown with the first factor representing the group size of two, then with the second factor representing the group size of two. The focus so far has been with number of groups  $\times$  group size = product. This lesson introduces group size  $\times$  number of groups = product. This is the beginning of starting to understand that the factors can be written in either order, but the product remains the same.

#### Lesson 12 - Practice saying the two times table with two as the first factor and then as the second factor

Having two as the first factor and then as the second factor in the two times table, is the focus of this lesson. Representations are used alongside the stem sentences: ‘\_\_\_ group(s) of 2 is equal to \_\_\_.’ and ‘2, \_\_\_ time(s) is equal to \_\_\_.’ to support children to understand the symbolic representation and to know what each number can represent in multiplication equations such as  $2 \times 3 = 6$  and  $3 \times 2 = 6$ .

#### Lesson 13 - Equations with expressions either side with the group size of 2

Now that children are familiar with writing a multiplication equation with 2 as the first or the second factor, when the group size is 2, they begin to use their understanding of the = sign so that they can work out missing numbers either side of it for equations such as  $3 \times 2 = ? \times 3$ .

These lessons have been planned from the NCETM Mastery PD Materials. Please access the original materials [here](#).

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