

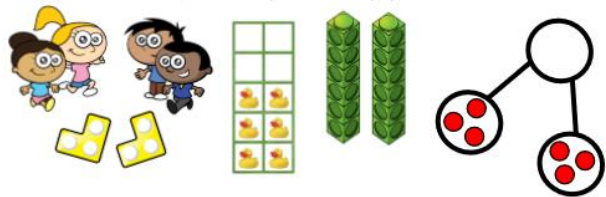
Maths Progression Document Multiplication and Division EYFS / KS1

	Reception Vocabulary Sharing, doubling, having, number patterns	Year 1 Vocabulary Multiplication, multiply, multiplied by, multiple Division, dividing, grouping, array	Year 2 Vocabulary groups of, times, once, twice, three times ... ten times repeated addition divide, divided by, divided into, share, share equally, left, left over one each, two each, three each ... ten each group in pairs, threes ... tens equal groups of, row, column multiplication fact, division fact
Year group	Reception	Year 1	Year 2
Key skills	<ul style="list-style-type: none"> • To learn that doubling means twice as many. • To halve quantities by sharing into 2 equal groups. • To begin to understand that quantities that can be shared into 2 equal groups are even and those that have one left over are odd. 	<ul style="list-style-type: none"> • Count in multiples of 2, 5 and 10. • Introduce the 10 x table to children when they are ready. • Recognise odd and even numbers. • Make arrays. • Sort a group of objects into equal groups. • Make doubles of numbers up to double 10. • Solve one step problems involving multiplication and division by calculating the answers using concrete objects, pictorial representations and arrays with the support of the teacher. 	<ul style="list-style-type: none"> • Recall and use multiplication facts for the 2, 3, 5 and 10 times table. • Calculate mathematical statements for multiplication and division for the above tables and use correct \times, \div and $=$ symbols. • Solve problems involving multiplication and division by using arrays, repeated addition and mental methods. • Show that multiplication of 2 numbers can be done in any order but division cannot.

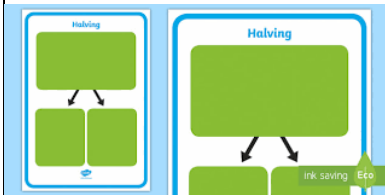
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MaWhat it looks like in models and images. Note – this is not exhaustive, guidance should be taken from our calculation policy as well as WR Maths small steps guidance.

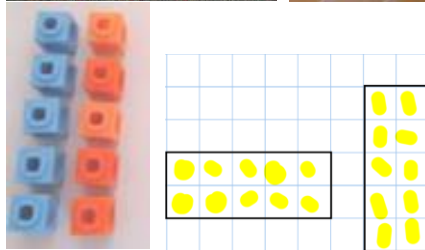
Allow the children to explore different ways to build doubles using real objects and practical equipment.



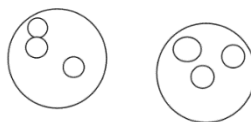
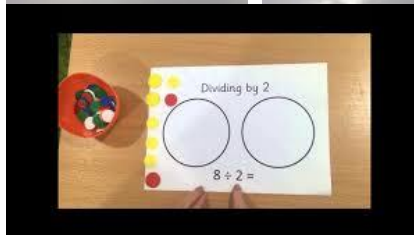
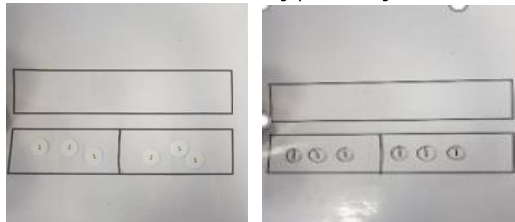
Sharing out real life objects to explore odd and even numbers and equal grouping. Also use numicon and halving mats. Introduce halving on a bar model



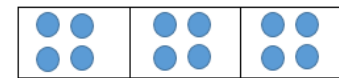
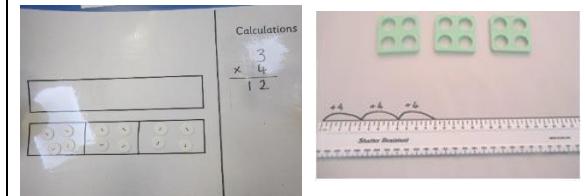
Make arrays with counters, cubes then move towards pictorial arrays



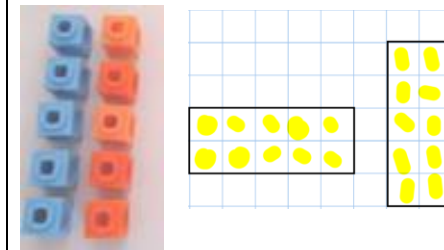
Sorting into equal groups use real life objects and bar models then move to drawing pictorially.



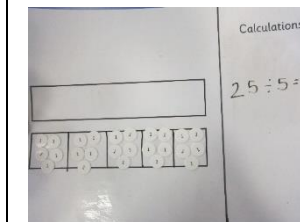
Calculate x through repeated addition and shown on bar model or through arrays or on numberline.



$$3 \times 4 = 4 + 4 + 4$$



Division should be done on a bar model.



Children move towards putting numbers on the bar model and using times table knowledge.

