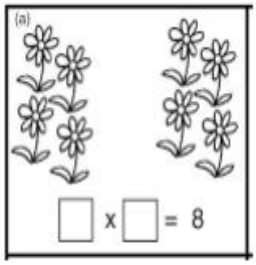
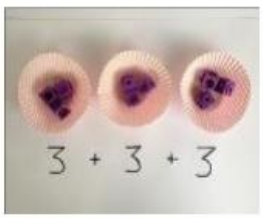
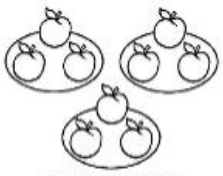
Year 1 Multiplication

Strategy and guidance	CPA
Skip counting in multiples of 2, 5, 10 from zero The representation for the amount of groups supports pupils' understanding of the written equation. So two groups of 2 are 2, 4. Or five groups of 2 are 2, 4, 6, 8, 10. Count the groups as pupils are skip counting. Number lines can be used in the same way as the bead string. Pupils can use their fingers as they are skip counting.	 4 × 5 = 20  2 × 4 = 8
Making equal groups and counting the total How this would be represented as an equation will vary. This could be 2 × 4 or 4 × 2. The importance should be placed on the vocabulary used alongside the equation. So this picture could represent 2 groups of 4 or 4 twice.	  Draw  to show 2 x 3 = 6
Solve multiplications using repeated addition This strategy helps pupils make a clear link between multiplication and division as well as exemplifying the 'repeated addition' structure for multiplication. It is a natural progression from the previous 'count all' strategy as pupils can be encouraged to 'count on'. However, as number bonds knowledge grows, pupils should rely more on these important facts to calculate efficiently.	3 x 3 = 3 + 3 + 3   How many apples are there altogether? 3 + 3 + 3 = 9

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