

Year 4

Autumn Term

Represent 'many as 1' using a unitised counter and a 'stamping' gesture

Use the 'five and a bit' structure to double, and connect this to recalling products when one of the factors is 2 or 4

Practise recalling products when one of the factors is 5 or 10

Explore 'square' facts

Use the distributive property to explore the $\times 9$, $\times 11$ and $\times 12$ facts

Become familiar with the core multiplication facts (CMF) table and practise saying the smaller factor first regardless of the position of the factors

Spring Term

Going For Gold

The intention is that, over the course of this term, pupils will develop automaticity in all the multiplication facts, both those in the Core Multiplication Fact table (CMF) and others within the set of 144 facts.

'Recap': quick review of previously-learnt facts using the oral pattern as the initial prompt.

'Understand': this provides an opportunity for pupils to explore, in more depth, the structure of the 2 focus facts.

'Explain': Continue to develop and use good number sense to check answers, e.g. explaining why 7×9 gives a product that is less than 70 and must be an odd number because both factors are odd.

'Say': this provides an opportunity for pupils to practise saying the fact using the oral pattern of factor, factor, product, alongside the representations used.

Summer Term

Connect contexts to writing and interpreting equations and connect multiplication equations and multiplication equations with a missing factor to division.

Know that the product in a multiplication equation is equivalent to the dividend in the corresponding division equation.