

Year 2

★ Multiplication and Division ★



The National Curriculum



All pupils are fluent
in the fundamentals
of mathematics



All pupils can reason
mathematically and solve
problems by applying
their mathematics



Bromley Heath Infants

Key Stage 1 Maths Curriculum

At Bromley Heath we love to have fun with our Maths learning ! Everyday we experience our Maths learning through problem solving, which enables us to apply our Maths knowledge and understanding to real life situations. We have a real focus on Mathematical thinking and reasoning, using models and images to help us.



Year 2 expectations

Multiplication and Division

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication table.

Recognise odd and even numbers

Solve problems involving multiplication and division.



Year 2 Expectations

*That multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

*To recognise and use the inverse relationship between multiplication and division and use this to check calculations and solve missing number problems



Year 2 expectations

Multiplication and Division Greater Depth

Read scales where not all the numbers on the scale are given and estimate points in between.

Recall and use multiplication and division facts for 2,5 and 10 and make deductions outside known multiplication facts



Year 2 expectations

Multiplication and Division Greater Depth

Solve unfamiliar word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?)

Read the time on a clock to the nearest 5 minutes



Multiplication: key vocabulary

- X
- repeated addition eg 5×3 is the same as (equals) $3 + 3 + 3 + 3 + 3$
- times
- lots of
- equal groups of
- groups of
- multiplied by
- multiply
- times tables
- double



Division: key vocabulary

- $\div$
- Repeated subtraction
eg $20 \div 5 = 20 - 5 - 5 - 5 - 5$
- Divide
- Divided by
- Share
- Share equally
- Groups
- Lots
- Halve



Multiplication: Equal Groups

Complete the stem sentences.



There are ____ equal groups with ____ in each group.

Complete the sentences.



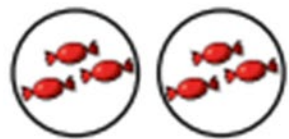
There are ____ equal groups with ____ in each group.

There are _____ baguettes altogether.



Multiplication: Equal Groups

Match the equal groups.



Three 5s



Two 10s



Two 3s

Sweets, squares,
two 3s.

Dice, cubes, three
5s.

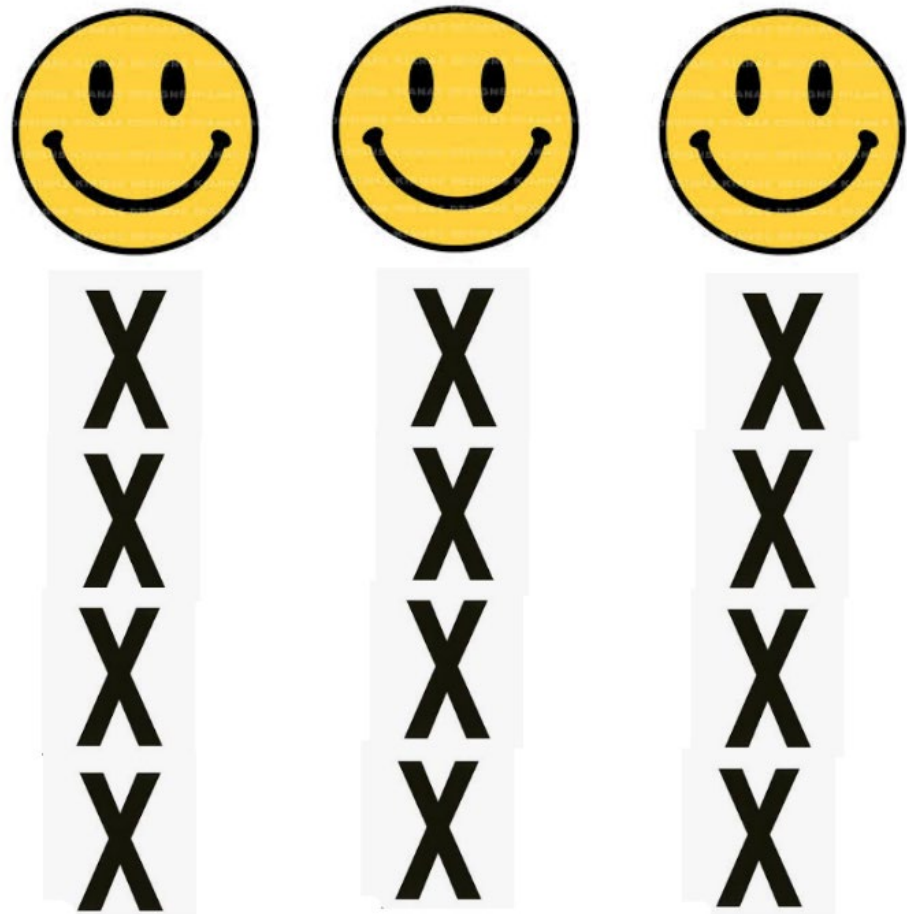
Coins, number
pieces, two 10s.



Multiplication:

arrays and links with repeated addition

$$3 \times 4 =$$



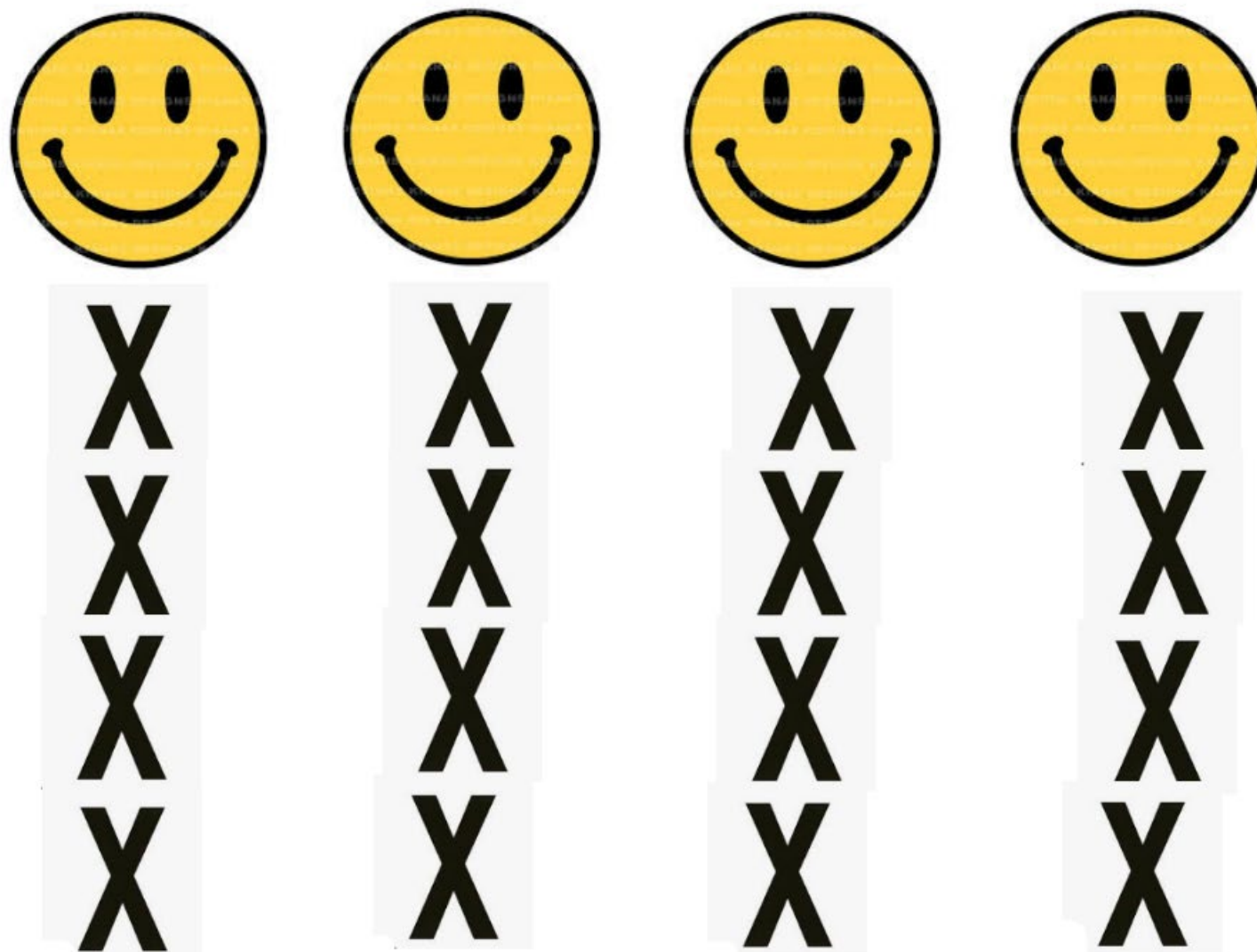
- $3 \times 4 =$
- $3 \text{ } 4\text{s} =$
- $4 + 4 + 4 =$
- $4 \times 3 =$
- $4 \text{ } 3\text{s} =$
- $3 + 3 + 3 + 3 =$



Multiplication:

arrays and links with repeated addition

$$4 \times 4 =$$



Multiplication:

arrays and links with repeated addition



- $3 \times 4 =$
- $3 \text{ } 4\text{s} =$
- $4 + 4 + 4 =$
- $4 \times 3 =$
- $4 \text{ } 3\text{s} =$
- $3 + 3 + 3 + 3 =$



Multiplication:

arrays



- Commutativity
- $3 \times 4 = 12$
- $4 \times 3 = 12$



Division: Sharing into Equal Groups

- Share 12 cubes equally between 4 boxes.

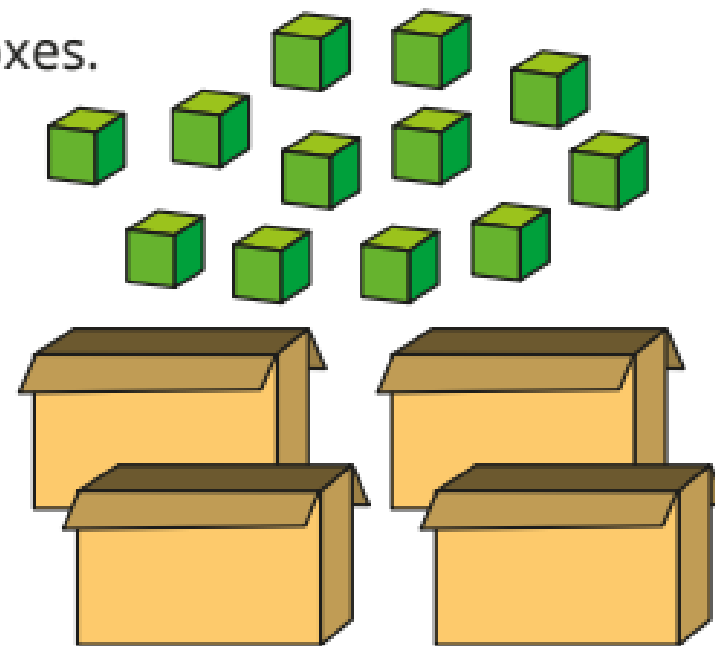
Complete the sentences.

There are _____ cubes altogether.

There are _____ boxes.

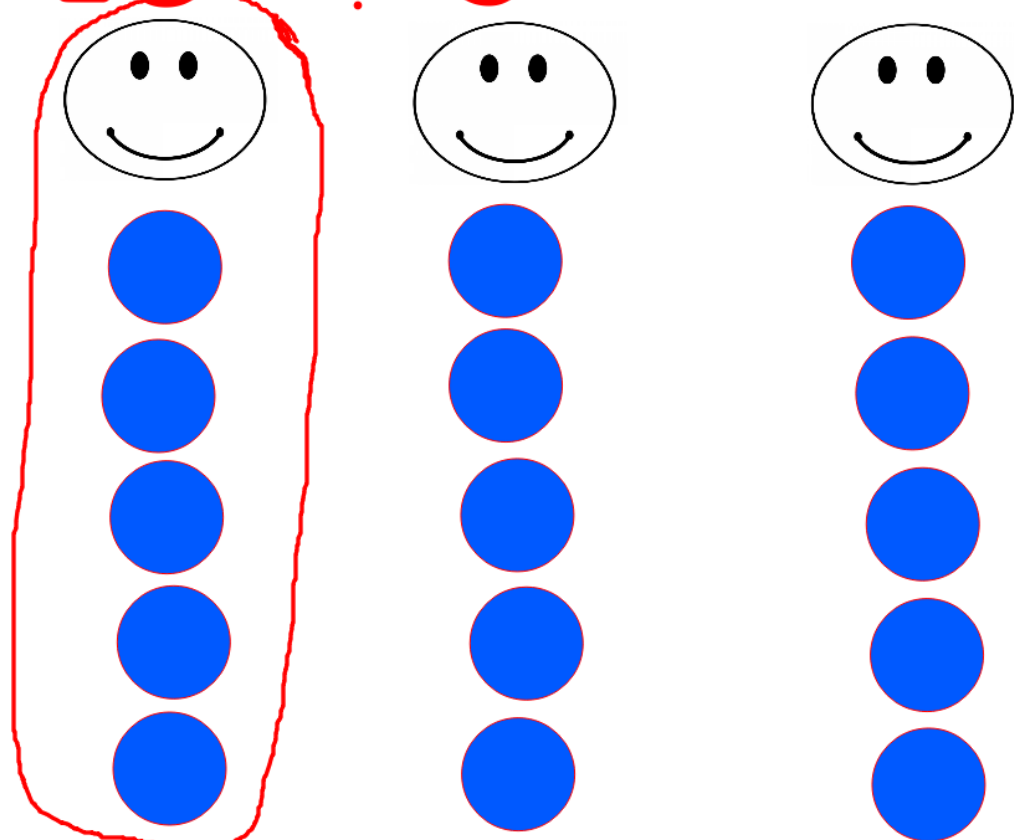
There are _____ cubes in each box.

$12 \div \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$



Division: arrays

$$15 \div 3 =$$



Multiplication and division arrays



- Inverse Operations
- $3 \times 4 = 12$
- $4 \times 3 = 12$
- $12 \div 4 = 3$
- $12 \div 3 = 4$



Helping At Home

Make sure your child is confident counting in 2s, 10s and 5s

Money – lots of counting of the different coins

Continue to support your child with the Super Maths Facts and times tables they are learning .

Hit The Button- great for multiplication and then inverse



Helping At Home

Continue to support your child to
learn an individual fact –

$$3 \times 5 = 15$$

$$15 \div 3 = 5$$

Try 4/5 a week and
keep recapping the ones
they know

Use fingers to help work out

$$4 \times 5 =$$

Count each finger in 5s



Then for $20 \div 5 =$,
count on fingers in 5s to
see how many lots of 5





Hit the button





Hit the button



Menu $40 \div 5$

1	2	3	4
5	6	7	8
9	10	11	12

Division Facts up to 12
Hit the Answer $\div 5$

Timer: 0:52 Score: 0/0

Topmarks



Hit the button



Menu 45

1×5	2×5	3×5	4×5
5×5	6×5	7×5	8×5
9×5	10×5	11×5	12×5

Times Tables up to 12
Hit the Question 5 $\times$ Table

Timer: 0:48 Score: 0/0

Topmarks

Thank you

