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| Term  | Week:  | **Maths Weekly Planning Sheet****Multiplication & Division** |
| **Achievement Objectives** |
| **Level 1** | **Level 2** |
| **Year 1****Level 1 – Emergent – Stage 1 & 2** | **Year 2** **Level 1 – Stage 3 & 4** | **Year 3 & 4****Level 2 – Stage 4 & 5 AC - EA** | **Extension** **Level 3 – Stage 5 & 6 EA - AA** |
| ***Number Strategies -***  *Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions* ***Number Knowledge*** *- Know the forward and backward counting sequences of whole numbers to 100. Know the groupings with five, within ten, and with ten.* | ***Number Strategies -***  *Use simple additive strategies with whole numbers and fractions****Number Knowledge*** *- Know forward and backward counting sequences with whole numbers to at least 1000.* *Know basic multiplication & division facts**Know how many ones, tens, and hundreds are in whole numbers to at least 1000.*  |
| **Stage 1 – 3** **Knowledge*** Identify numbers in the range 0–20, at least.
* Say the forward and backward number word sequences in the range 0–20, at least.
* Order numbers in the range 0–20, at least.
* Skip count by 2’s & 5’s
* Know doubles and halves to 20

**Strategies** | **Stage 3 – 4** **Knowledge*** Identify all of the numbers in the range 0– 100 at least.
* Skip count by 2’s, 5’s & 10’s
* Know doubles and halves to 20

**Strategies*** Solve multiplication problems by skip counting in 2’s, 5’s & 10’s
* Solve multiplication problems using arrays
* Work out multiplication facts from what we know about 2’s, 5’s & 10’s
* Solve division problems by equal sharing in ones, 2’s and 5’s.
* Solve problems about how many sets can be made
 | **Stage 4 – 5 AC - EA****Knowledge*** Identify & order all of the numbers in the range 0-1000
* Identify doubles & halves
* Convert 10’s to 100’s & vice versa
* Identify how many 10’s in numbers up to 1000
* Skip count forwards & backwards in the range 0-100 for 2’s, 3’s, 5’s & 10’s.
* Recognise multiples of 2,5 & 10

**Strategies*** Use repeated addition, and adding & subtracting from known facts to solve multiplication problems with 2’s, 3’s 4’s, 5’s and 10’s at least
* Change the order of the factors to make multiplication problems easier.(*Commutative Property)*
* Use repeated addition, and adding & subtracting from known addition & subtraction facts to solve simple division problems by sharing and sets of
 | **Stage 5 – 6 EA – AA****Knowledge*** Identify all of the numbers in the range 0 - 1 000 000.
* Skip count by 10’s 100’s & 1000’s
* Solve multiplication problems using arrays
* Work out multiplication facts from what we know about 2’s, 5’s & 10’s
* Recall groupngs of 2’s, 3’s 5’s & 10’s that are in numbers to 100 and the resulting remainders.
* Recall groupings of 10 and 100 that can be made from 4 digit numbers.
* Recall basic multiplication facts.
* Apply basic multiplication facts.
* Multiply 10’s 100’s, 1000’s & other 10’s numbers.

**Strategies*** Use times five facts to work

 out times six, seven, and four facts *(using the distributive* *property)** Use times ten facts to work

out times nine facts *(using**the distributive property)**•* Change the order of the factors to make multiplication problems easier.(*Commutative Property)** Multiply by 10’s, 100’s 1000’s & other multiples of 10.
* Use two times facts to work out three, four, six, and eight times facts *(using doubling and the distributive property)*
* Solve sharing problems by reversing multiplication facts
* Solve “How many equal sets of ?” problems by reversing multiplication facts
* Solve problems using a combination of addition, subtraction, multiplication and division mental strategies
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| **Vocabulary – Level 1** | **Vocabulary – Level 2** | **Vocabulary – Level 3** | Games |
| answer, double, equals, estimate, is equal to, numerals, problem, objects, solve, ten | answer, digit, double, equals, expand, half, is equal to, multiply, numerals, objects, problem, solve, share | Approximation, calculation, compare, equation, estimation, inverse, remainder |  |
| **Group** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Maintenance** | **Mon** – Against the Clock | **Tues** – 10/20 Quick Q | **Wed –** 21 | **Thurs -**  | **Fri -**  |
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