



# Multiplication and division practice – Roy, James and Hannah

## Objectives

The relevant framework objectives are:

- know by heart multiplication facts for the 2, 5 and 10 times table (key objective);
- to recognise that division is the inverse of multiplication (key objective).

## Activity description

During the daily session on mental arithmetic, the pupils explained their strategies for quick recall of multiplication and division facts.

## Commentary

Roy has shown he understands that multiplying by one leaves the number unchanged.

James has demonstrated that he understands multiplication as repeated addition, and division as repeated subtraction or grouping.

Hannah has used the relationship between multiplication and division to work out 900 divided by 10.

This is typical of performance at level 3 in Ma2.



## Items of work

### Teacher–pupil dialogue about multiplication

Teacher: '8 multiplied by 2?'

Amy: '16.'

Teacher: '35 multiplied by 1?'

Roy: '35.'

Teacher: 'Why doesn't it change?'

Roy explained to the others, 'Because one lot of a number is just the number.'

Teacher: '11 multiplied by 5?'

James: '55, because 10 multiplied by 5 is 50, so add 5 is 55.'

Teacher: 'Divide 65 by 5.'

James (pause): '13, because 11 fives are 55, so take away those and you need 2 more.'

Teacher: 'Share 25 between 5.'

Jane: '5.'

Teacher: '800 divided by 100?'

Max: 'Easy, 8. They'd each get 8.'

Teacher: '900 divided by 10?'

Hannah (pause): '90, because 10 times 10 is **one** hundred, so 10 times 90 is **nine** hundred.'



## About this entry

Subject: mathematics

Year: 3

Key stage: 2

NC programme of study: Ma2p2b, Ma2p3a, Ma2p3f

Attainment target: Ma2

Evidence for: level 3

Framework for teaching mathematics – objectives:

- Recognise that division is the inverse of multiplication.
- Know by heart: multiplication facts for the 2, 5 and 10 times–tables.