Subject Planning: Maths | Week beginning 19th October 2020 | Year 3 Multiplication Week 1

| Learning Wall content available from day one for the block e.g WAGOLL, visual representations, etc<br>**Arrays of 1 digit and 2 digit to be displayed.**<br>**2 digit x 1 digit in method to be displayed – 10 lots of and 20 lots of. Questions:**<br>**Arrays: 6 x 3 = and 12 x 4 =**<br>**Method: 16 x 3 = and 29 x 4** | |
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| Year group/class: | M / O starter | LO and SC (First LO to be revisited content and include LO for below ARE pupils) | Main teaching activities | Independent / Group Activities (Remember if correct, no more than 3 questions at same level) | | | | Plenary |
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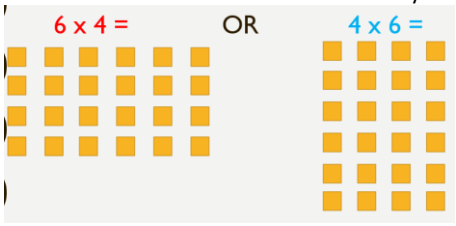
| | | | | WBA | Support | Core | Extension | |
| Monday | Adapted maths problems from arithmetic and reasoning paper | **D1 LO: Calculate mathematical statements for multiplication within the 4, 3 and 8 multiplication tables using materials and arrays.**<br><br>1. Accurately arrange objects into arrays<br>2. Accurately calculate multiplication questions using objects<br>3. Draw arrays to solve the question<br><br>**Year 1:**<br>Solve one-step multiplication problems by calculating the answer using concrete objects, pictorial representations.<br><br>**Year 2:**<br>Recall and use facts for the 2, 5 and 10. | **Teaching input:**<br>Re-cap multiplication and how to solve using objects.<br>Model how children can arrange objects into arrays to solve multiplication calculations.<br>Model how HA children could draw arrays to solve calculation problems after achieving using objects successfully (after being observed).<br>**Task**<br>Arrange arrays and try and solve the multiplication questions.<br><br>Eg 8 x 3 = x x x x x x x x<br>x x x x x x x x<br>x x x x x x x x<br><br>If children are working below ARE they must move on to the next as shown on the PPT. Children are who are ARE must then solve the extension and then mastery.<br>  | Arrange arrays into correct formation according to calculation.<br><br>**Tables – 2, 5 and 10.**<br>**School Policy – 1 and 2**<br><br>**Year 1 target.**<br><br>Observation sheet | Arrange arrays and then solve calculations by adding up objects.<br><br>**Tables – 2, 5 and 10.**<br>**School Policy – 3**<br><br>**Year 2 target moving to year 3 target**<br>Observation sheet | Arrange and solve calculations. When secure, move on to drawing their own arrays to solve calculations.<br><br>**Tables – 3, 4 and 8.**<br>**School Policy – 6 and 7.**<br><br>**Year 3 target.**<br><br>Observation sheet. If children are secure – answer arrays into their books. | Which of the calculations are correct and why?<br><br>**Please see maths masteries** | Whole class to discuss different ways on solving the mastery so all children have access.<br><br>Mini plenaries throughout to address misconception on solving the questions / problems. |

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| Tuesday | Adapted maths problems from arithmetic and reasoning paper | **D2 LO: Calculate mathematical statements for multiplication within the 4, 3, 8 multiplication tables and write them using (x), (=) signs.**<br><br>1. Use materials and arrays to solve multiplication calculations.<br>2. Use the expanded column method with 2 and 1 digits.<br><br>**Year 1:**<br>Solve one-step multiplication problems by calculating the answer using concrete objects, pictorial representations.<br><br>**Year 2:**<br>Calculate mathematical statements for multiplication tables and write them using (×) and (=). | **Teaching input:**<br>Re-cap using objects into arrays to solve multiplication calculations. Link this to using expanded column method to solve multiplication expanded column method. Model how to do this on the board.<br>Targeted focus group who didn't secure yesterday's lesson with class teacher.<br><br>**Task**<br>Children to answer multiplication questions on board using arrays or expanded column method into books.<br><br>12 x 4 = 23 x 4 =<br>12 × 4 = 8 (2 x 4), 40 (10 x 4), 48<br>23 × 4 = 12 (3 x 4), 80 (20 x 4), 92<br>Children can do 20 lot of 4 or 10 lots of 4 twice.<br><br>If children are working below ARE they must move on to the next as shown on the PPT. Children are who are ARE must then solve the extension and then mastery | Use arrays to solve multiplication calculations.<br><br>**Tables – 2, 5 and 10.**<br>**School Policy – 1 and 2**<br><br>**Year 1 target.**<br><br>Children to complete in books. | If secure on arrays, use column method to solve calculations single digit calculations on white boards.<br><br>**Tables – 2, 5 and 10.**<br>**School Policy – 3**<br><br>**Year 2 target moving to year 3 target**<br>Children to complete in books. | Use column method to solve calculations single digits/2 and 1 digit calculations on white boards.<br><br>**Tables – 3, 4 and 8.**<br>**School Policy – 6 and 7.**<br><br>**Year 3 target.**<br><br>Children to complete in books. | Which of the calculations are incorrect and why? | Whole class to discuss different ways on solving the mastery so all children have access.<br><br>Mini plenaries throughout to address misconception on solving the questions / problems. |
| Wednesday | Adapted maths problems from arithmetic and reasoning paper | **D3 LO: Calculate mathematical statements for multiplication within the 4, 3, 8 multiplication tables using written methods and mental methods.**<br><br>1. Use objects with single digits multiplication calculations.<br>2. Use the expanded column method with 2 | **Teaching input:**<br>Re-cap using expanded column method to solve calculations on board. Introduce using mental methods to solve calculations.<br>**Task:**<br>Children to solve multiplication methods in their books using expanded column method.<br>12 x 4 = 23 x 4 =<br>12 × 4 = 8 (2 x 4), 40 (10 x 4), 48<br>23 × 4 = 12 (3 x 4), 80 (20 x 4), 92 | Use expanded column method to solve single digit calculations.<br><br>**Tables – 2, 5 and 10.**<br>**School Policy – 1 and 2**<br><br>**Year 1 target.** | Use expanded column method to solve 1 and 2 digit calculations.<br><br>**Tables – 2, 5 and 10.**<br>**School Policy – 3** | If secure on expanded column method, use mental methods to solve the calculations.<br><br>**Tables – 3, 4 and 8.**<br>**School Policy – 6 and 7.** | Which of the following calculations are the odd one out? | Whole class to discuss different ways on solving the mastery so all children have access.<br><br>Mini plenaries throughout to address misconception on solving the questions / problems. |

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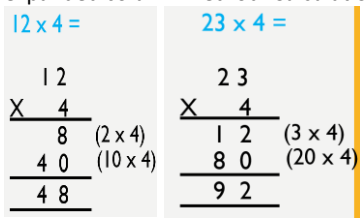
| | | digit and 1 digit calculations.<br>3. Use mental methods to solve multiplication calculations.<br><br>**Year 1:**<br>Solve one-step multiplication problems by calculating the answer using concrete objects, pictorial representations.<br><br>**Year 2:**<br>Calculate mathematical statements for multiplication tables and write them using (×) and (=). | Children can do 20 lot of 4 or 10 lots of 4 twice.<br><br>If children are working below ARE they must move on to the next as shown on the PPT. Children are who are ARE must then solve the extension and then mastery | Children to complete in books. | **Year 2 target moving to year 3 target**<br>Children to complete in books. | **Year 3 target.**<br><br>Children to complete in books. | | |
| Thursday | Adapted maths problems from arithmetic and reasoning paper<br><br>Counting stick starter. | **D4 LO: Calculate mathematical statements for multiplication within the 4, 3, 8 multiplication tables using written methods and mental methods.**<br><br>1. Use objects with single digits multiplication calculations.<br>2. Use the expanded column method with 2 digit and 1 digit calculations.<br>3. Use mental methods to solve multiplication calculations.<br><br>**Year 1:**<br>Solve one-step multiplication problems by calculating the answer | **Teaching input:**<br>Re-cap using expanded column method to solve calculations on board. Introduce using mental methods to solve calculations.<br>**Task:**<br>Children to solve multiplication methods in their books using expanded column method. Calculations on task sheet.<br>  <br>Children can do 20 lot of 4 or 10 lots of 4 twice.<br><br>If children are working below ARE they must move on to the next as shown on the PPT. Children are who are ARE must then solve the extension and then mastery. | Use expanded column method to solve single digit calculations.<br><br>**Tables – 2, 5 and 10.**<br>**School Policy – 1 and 2**<br><br>**Year 1 target.**<br><br>Children to complete in books. | Use expanded column method to solve 1 and 2 digit calculations.<br><br>**Tables – 2, 5 and 10.**<br>**School Policy – 3**<br><br>**Year 2 target moving to year 3 target**<br>Children to complete in books. | If secure on expanded column method, use mental methods to solve the calculations.<br><br>**Tables – 3, 4 and 8.**<br>**School Policy – 6 and 7.**<br><br>**Year 3 target.**<br><br>Children to complete in books. | Which of the following calculations are incorrect? | Whole class to discuss different ways on solving the mastery so all children have access.<br><br>Mini plenaries throughout to address misconception on solving the questions / problems. |

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| | | using concrete objects, pictorial representations.<br><br>**Year 2:**<br>Calculate mathematical statements for multiplication tables and write them using (×) and (=). | | | | | | |
| Friday | Adapted maths problems from arithmetic and reasoning paper | **<u>D5 LO: Show and understand that multiplication is commutative and can be done in any order.</u>**<br><br>1. Accurately calculate multiplication statements<br>2. Identify whether multiplication can be done in any order<br><br>**Year 1:**<br>Solve one-step multiplication problems by calculating the answer using concrete objects, pictorial representations.<br><br>**Year 2:**<br>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. | **<u>Teaching input:</u>**<br>Re-cap the different methods of multiplying<br><br>**<u>Task</u>**<br>Children to ask each other questions (3, 4 and 8) and show their partner how they can calculate the questions in any order using a white board and mental methods or any other method for those who can't do it mentally.<br><br>Eg: 3 x 8 =<br>8 x 3 =<br>Ask the children multiplication questions and observe whether they can do it mentally or not.<br>Observation sheets.<br><br>If children are working below ARE they must move on to the next as shown on the PPT. Children are who are ARE must then solve the extension and then mastery. | Use expanded column method to solve single digit calculations.<br><br>**Tables – 2, 5 and 10.**<br>**School Policy – 1 and 2**<br><br>**Year 1 target.**<br><br>Children to complete in books. | Use expanded column method to solve 1 and 2 digit calculations.<br><br>**Tables – 2, 5 and 10.**<br>**School Policy – 3**<br><br>**Year 2 target moving to year 3 target**<br>Children to complete in books. | If secure on expanded column method, use mental methods to solve the calculations.<br><br>**Tables – 3, 4 and 8.**<br>**School Policy – 6 and 7.**<br><br>**Year 3 target.**<br><br>Children to complete in books. | | Whole class to discuss different ways on solving the mastery so all children have access.<br><br>Mini plenaries throughout to address misconception on solving the questions / problems. |

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Subject Planning : Week beginning:

## Instructions for additional adults

| Day | Staff Member | Pupils to work with | Instructions |
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