**Revising Multiplication**

*Tables*

1. Language to be used for tables

1 x 7 = 7, 2 x 7 = 14

One seven is seven, two sevens are fourteen

1. Start with the number that changes every time e.g. 1 x 8 = 8,

2 x 8 = 16 etc.

1. Read the table from left to right
2. Multiplication & division tables are introduced as repeated addition and repeated subtraction
3. Practise saying the multiples up/down the multiples ladder – e.g. 2, 4, 6, 8, 10 or 6, 12, 18, 24, 30, 36,

*Multiplication Sums*

1. Start at the bottom for multiplication sums written vertically:

 6

x 3

 1 8

Say 3 x 6 = 18 (this allows for continuity when learning long multiplication).

1. Long multiplication

 Example 1:



We say 3 x 4 = 12.

Write/put down your 2 and carry your 1.

3 x 5 = 15 + 1 = 16.

Put in your *golden/magic* zero.

Say 4 x 4 = 16.

Put/write down your 6 and carry your 1.

*This 1 should be smaller than the others and put below the answers to the first line of multiplication.* 4 x 5 = 20 + 1 = 21

2 + 0 = 2, 6 + 6 = 12, write down your two and carry your one (*on line*) 1+ 1=2+1 =3 , 2 + 0 = 2

Example 2:



row 1 – the numbers are carried on the line

row 2 – the numbers carried float

row 3 – the numbers carried sit on the line again.

When we have finished using numbers carried in our calculations, we can cross them out if it helps.

Words in sums which tell us we are being asked to multiply include: *multiply, product, times, by, groups of*