

<b>Multiplicative reasoning 1.7</b>	Length of unit: <b>2 weeks</b>	Week beg:	Year: 1	Teacher:
<p><b>Success criteria</b></p> <p>Pupils can represent and explain how to solve problems involving multiplying and dividing by two and ten, with support.</p>	<p><b>Learning over the year:</b> <b>This is what the children need to have learnt over the whole of Year 1.</b></p> <ul style="list-style-type: none"> <li>• count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>• solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> <li>• recognise and know the value of different denominations of coins and notes</li> <li>• recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>• recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> <li>• tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> </ul>		<p><b>Resources</b></p> <p>Maths vocabulary book</p> <p>Using and Applying in every maths lesson</p> <p>Assessment through guided maths</p> <p>Think Maths!</p> <p>Pitch and Expectations Y1</p> <p>Models and Images</p> <p>Securing Level 1</p> <p>Overcoming Barriers to Learning – Levels 1 to 2</p>	
<p><b>Guidance</b></p> <p>Through grouping and sharing small quantities, pupils begin to understand multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.</p> <p>They make connections between arrays, number patterns and counting in twos and tens.</p>				

## Learning objectives

Pupils should be taught to:

Number and place value

- count, read and write numbers to 100 in numerals, count in multiples of twos and tens

Multiplication and division

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

Measurement

- recognise and know the value of different denominations of coins and notes

## Pupil outcomes:

*I can set out chairs in the hall in rows of ten, and when there are five rows I can say how many chairs there are altogether and how I know.*

*I can show and explain how I know there are six eggs in a box without counting in ones.*