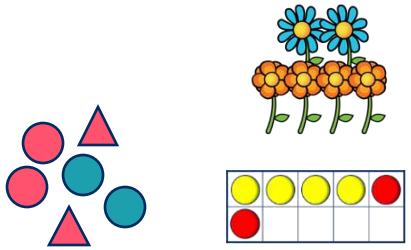
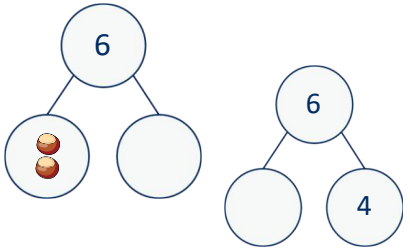
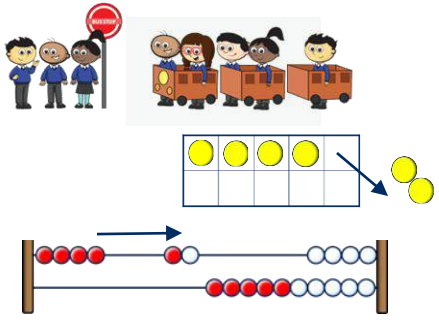
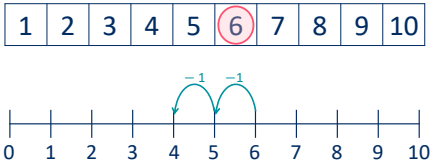
Subtraction

White Rose MATHS

Year 1	• Read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20 • Subtract one-digit and two-digit numbers to 20, including zero. • Solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$		
Progression of skills	**Key representations**		
Find a part Link to number bonds and known facts. E.g. $2 + 4 = 6$ so if 6 is the whole and 4 is a part, the other part must be 2	There are … in total. … are … How many are **not** …? 	… is the whole. … is a part. … is a part. 	… subtract … is equal to … … is equal to … – … $6 - 2 = 4$ $6 - 4 = 2$ $4 = 6 - 2$ $2 = 6 - 4$
Take away A quantity is decreased.	First… Then… Now… 	I start at … I jump back … I land on … 	… minus … is equal to … … is equal to … – … $6 - 2 = 4$ $6 - 4 = 2$ $4 = 6 - 2$ $2 = 6 - 4$

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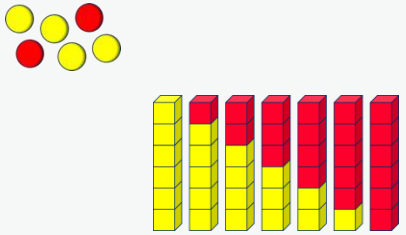
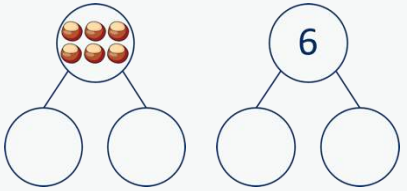
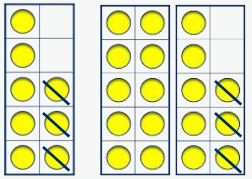
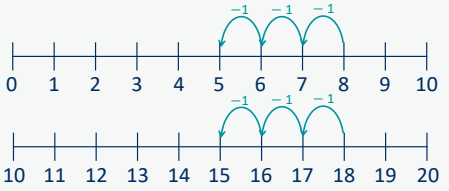
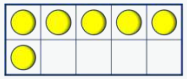
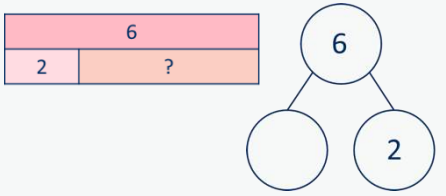
Progression of skills	Key representations		
Bonds within 10 Focus on subtraction facts. Encourage children to notice patterns.	… is made of … and … … and … make … 	… can be partitioned into … and … 	… minus … is equal to … $6 - 0 = 6$ $6 - 1 = 5$ $6 - 2 = 4$ $6 - 3 = 3$ $6 - 4 = 2$ $6 - 5 = 1$ $6 - 6 = 0$
Related facts within 20 Make links to known facts.	I know that … minus … = … so … minus … = … 	… less than … is … so … less than … is … 	What patterns do you notice? $8 - 3 = 5$ $18 - 3 = 15$ $5 = 8 - 3$ $15 = 18 - 3$
Missing numbers Make links to known facts.	How many do you need to subtract to make …?   	If … is the whole and … is a part, the other part must be… 	… minus … is equal to … $6 - \square = 2$ $2 = 6 - \square$ 

Subtraction

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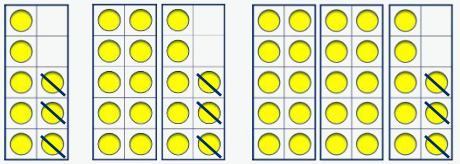
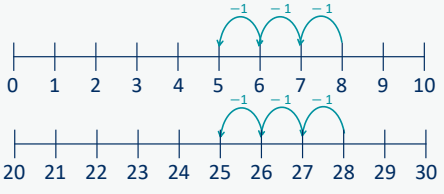
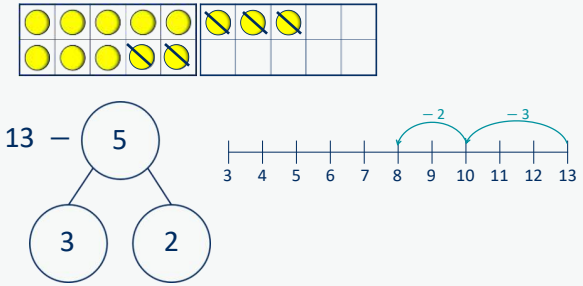
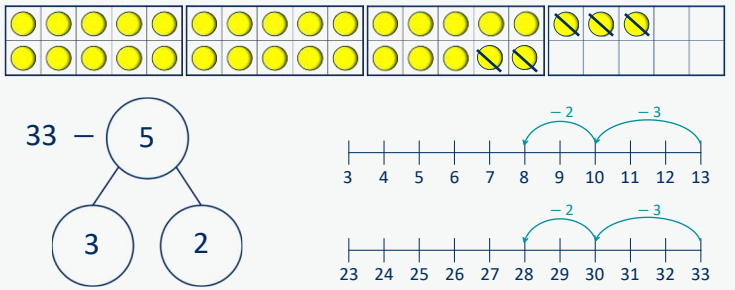
	• Recall and use subtraction facts to 20 fluently, and derive and use related facts up to 100
	• Subtract numbers using concrete objects, pictorial representations, and mentally, including:
	  • a two-digit number and 1s
	  • a two-digit number and 10s
	  • 2 two-digit numbers
	• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Progression of skills	**Key representations**		
Subtract ones from any number (related facts) Make links to known facts.	I know that … minus … = … so … minus … = … 	… less than … is … so … less than … is … 	What do you notice? Can you continue the pattern? $8 - 3 = 5$ $18 - 3 = 15$ $28 - 3 = 25$…
Subtract across a 10 Partition the number being subtracted to bridge through a ten.	… can be partitioned into … and … 	Make links with related facts. 	

Subtraction

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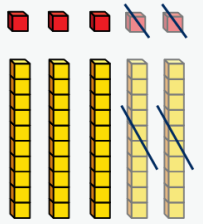
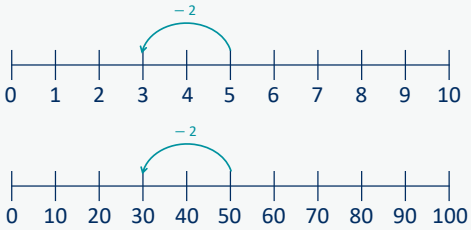
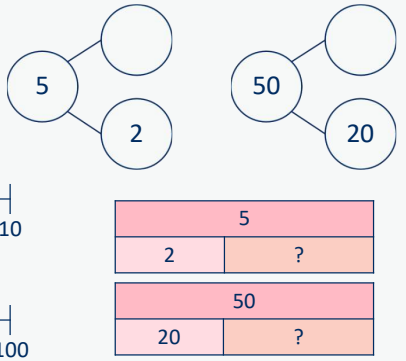
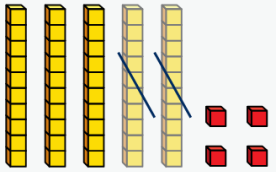
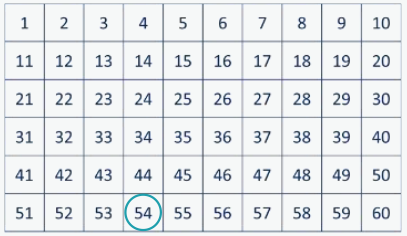
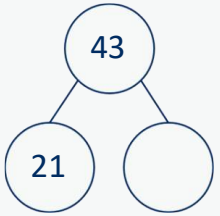
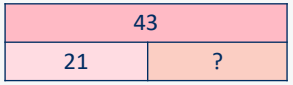
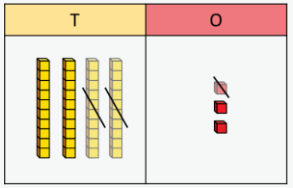
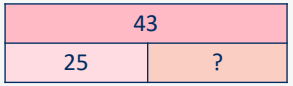
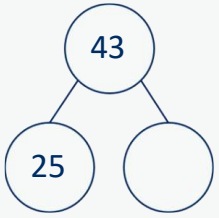
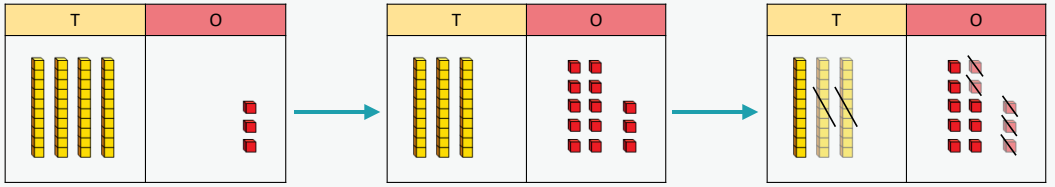
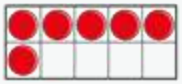
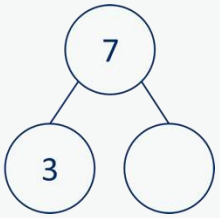
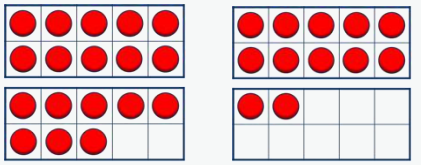
Progression of skills	Key representations		
Subtract multiples of 10 Make links to known facts within ten.	… ones − … ones = … ones so … tens − … tens = … tens  5 − 2 = 3 50 − 20 = 30	What is the same? What is different?   	
Subtract 10s from any number Make links to known facts.	… tens − … tens = … tens … tens and … ones = … 	To subtract … I need to subtract 10 … times.  	I know that … minus … = … so … minus … = … 50 − 20 = 30 54 − 20 = 34

Subtraction

White Rose MATHS

Progression of skills	Key representations
Subtract two 2-digit numbers (not across a ten)	… ones − … ones = … ones … tens − … tens = … tens    3 ones − 1 one = 2 ones 4 tens − 2 tens = 2 tens 2 tens and 2 ones = 22
Subtract two 2-digit numbers (across a ten) Begin to exchange 1 ten for 10 ones.	I need to make an exchange because I do not have enough ones to subtract … ones.    3 ones − 5 ones (I need to exchange 1 ten for 10 ones) 13 ones − 5 ones = 8 ones 3 tens − 2 tens = 1 ten 1 ten and 8 ones = 18
Missing numbers Solve missing number problems and use the inverse to check.	How many do you need to subtract to make …?  10 − □ = 6 6 + □ = 10 If … is a whole and … is a part, then … is the other part. 7 − 3 = □ □ + 3 = 7  … can be partitioned into … and … 18 − □ = 12 + 2 

Subtraction

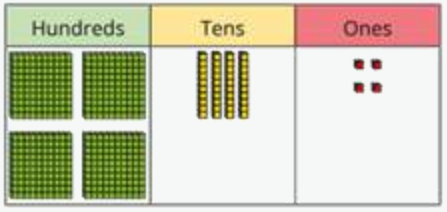
White Rose MATHS

Year 3	• Subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds. • Subtract numbers with up to three digits, using formal written methods. • Subtract fractions with the same denominator within 1 whole.
Progression of skills	**Key representations**

Subtract 1s, 10s and 100s from a 3-digit number

Emphasis on mental strategies including number bonds and related facts. Prompt children to notice which digit changes.

The ones/tens/hundreds column will decrease by …



444 − 2 =
444 − 20 =
444 − 200 =

777 − 4 =
777 − 40 =
777 − 400 =

What patterns do you notice?

235 − 3 =
235 − 30 =
235 − 300 =

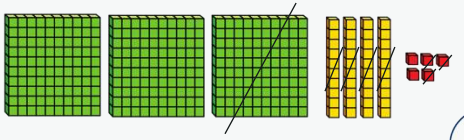
624 − 20 =
654 − 50 =
694 − 90 =

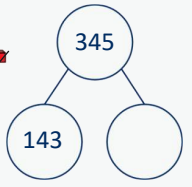
118 − ☐ = 111
181 − ☐ = 111
811 − ☐ = 111

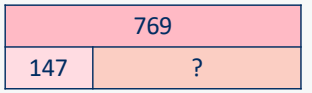
Subtract two numbers (no exchange)

Mental strategies and introduction of formal written method.

… ones − … ones = … ones
… tens − … tens = … tens
… hundreds − … hundreds = … hundreds







Subtraction

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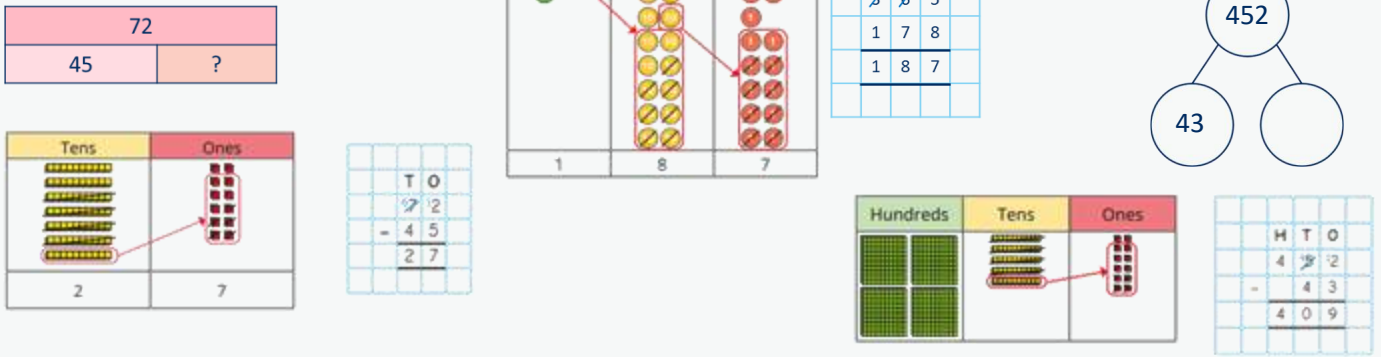
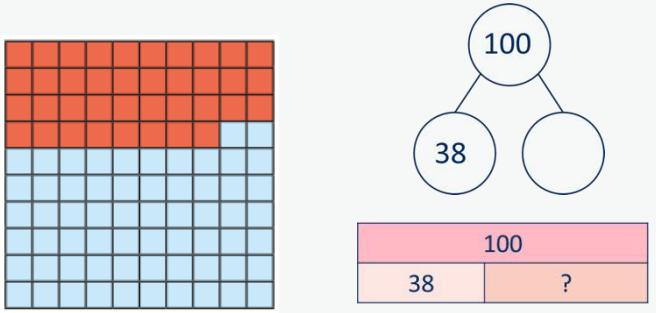
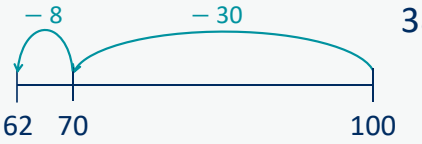
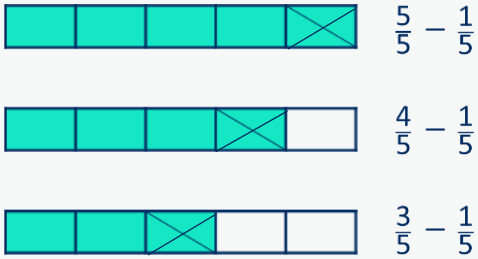
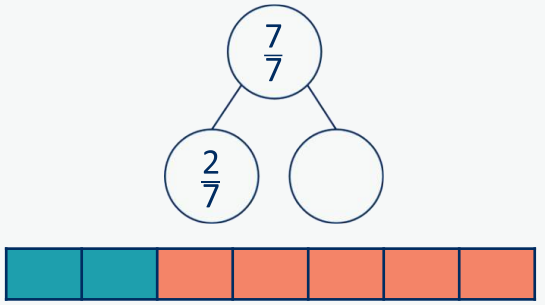
Progression of skills	Key representations	
Subtract two numbers across a 10 or 100 Formal written method involving up to 2 exchanges including 3-digit subtract 2-digit numbers.	I need to subtract … ones. I do/do not need to make an exchange. I need to subtract … tens. I do/do not need to make an exchange. I can exchange 1 … for 10 … 	
Complements to 100 Focus on subtraction facts. Encourage children to notice patterns.	100 minus … is equal to … 	I subtract … tens, then I subtract … ones.  $100 - 38 = 62$ $100 - 62 = 38$ $62 = 100 - 38$ $38 = 100 - 62$

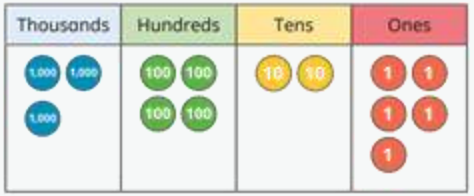
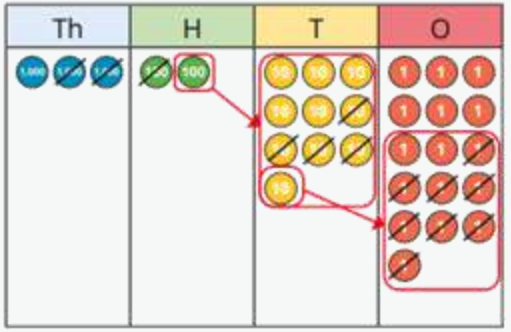
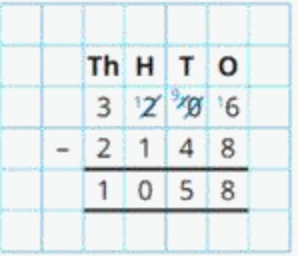
Subtraction

Progression of skills	Key representations
Subtract fractions with the same denominator within 1 whole Make links with known facts.	When subtracting fractions with the same denominator, I only subtract the numerator. … fifths − … fifths = … fifths  $\frac{5}{5} - \frac{1}{5}$ $\frac{4}{5} - \frac{1}{5}$ $\frac{3}{5} - \frac{1}{5}$ 

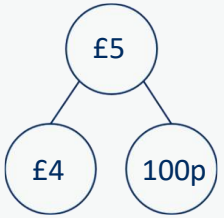
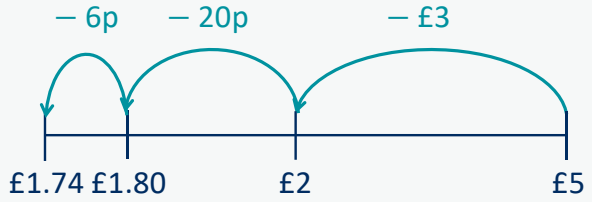
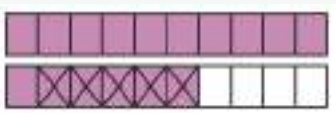
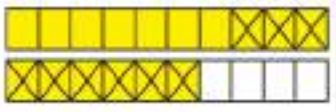
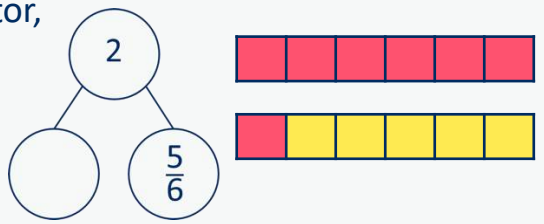
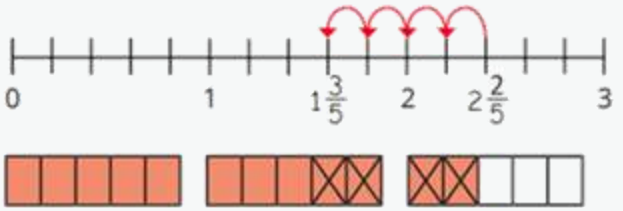
Subtraction

White Rose MATHS

Year 4	• Subtract numbers with up to 4 digits using a formal written method. • Solve simple measure and money problems involving fractions and decimals to 2 decimal places. • Subtract fractions with the same denominator.

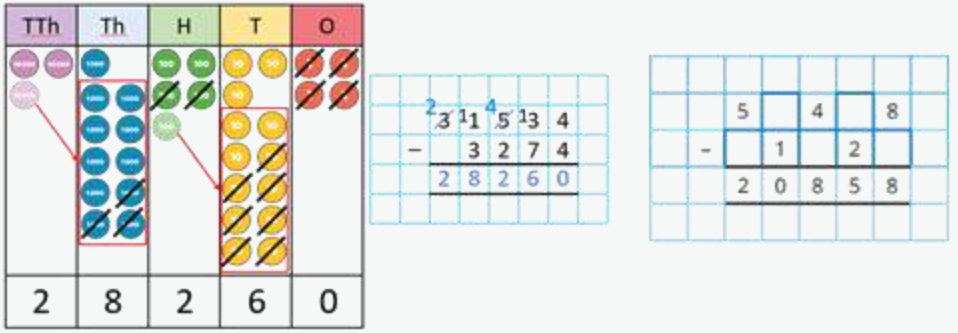
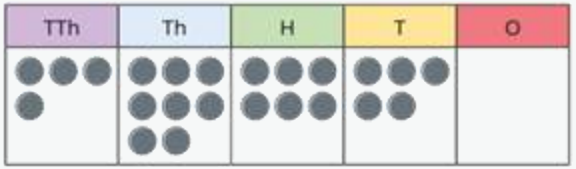
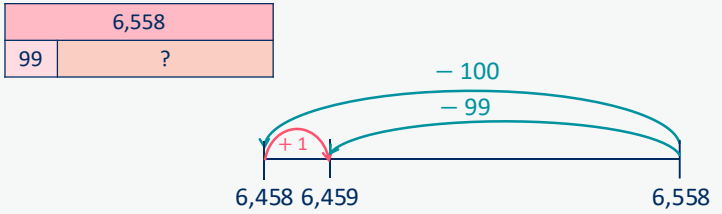
Progression of skills	Key representations	
Subtract 1s, 10s, 100s and 1,000s from a 4-digit number Emphasis on mental strategies including number bonds and related facts. Prompt children to notice which digit changes.	The ones/tens/hundreds/thousands column will decrease by …  3,425 − 2 = 3,425 − 20 = 3,425 − 200 = 3,425 − 2,000 =	What patterns do you notice? 4,356 − 3 = 4,356 − 30 = 4,356 − 300 = 4,356 − 3,000 = 6,940 − 200 = 6,940 − 300 = 6,940 − 400 = 4,433 − ☐ = 4,430 4,433 − ☐ = 4,033 4,433 − ☐ = 4,403
Subtract up to two 4-digit numbers Formal written method with up to 3 exchanges. Encourage children to estimate and use inverse operations to check answers to calculations.	I need to subtract… ones/tens/hundreds. I do/do not need to make an exchange. I can exchange 1… for 10…   	

Subtraction

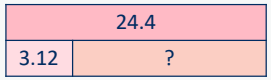
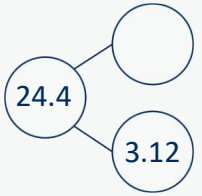
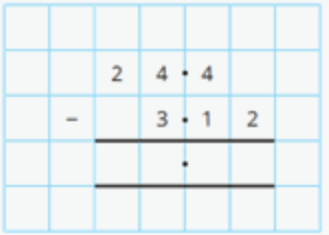
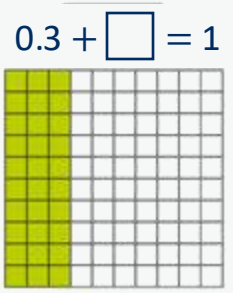
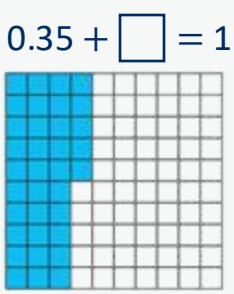
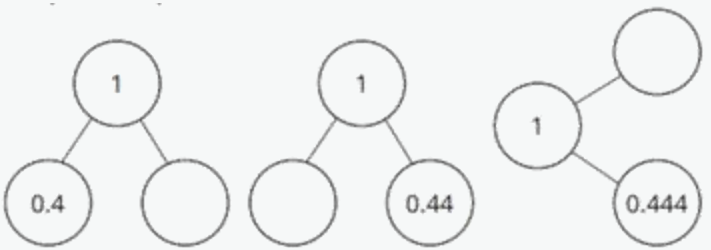
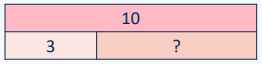
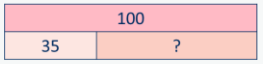
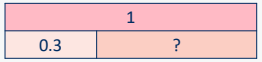
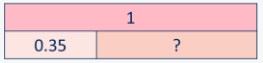
Progression of skills	Key representations	
Subtract decimal numbers in the context of money Emphasis here is on partitioning and use of number lines rather than formal written calculations.	I can partition £... into £... and 100p £... − £... = £... 100p − ...p = ...p **£5 − £3.26** £4 − £3 = £1 100p − 26p = 74p £5 - £3.26 = £1.74 	£3.26 can be partitioned into £3 + 20p + 6p 
Subtract fractions and mixed numbers with the same denominator Include subtracting fractions from wholes.	When subtracting fractions with the same denominator, I only subtract the numerator. ... tenths − ... tenths = ... tenths  $\frac{16}{10} - \frac{5}{10}$  $\frac{16}{10} - \frac{9}{10}$	 

Subtraction

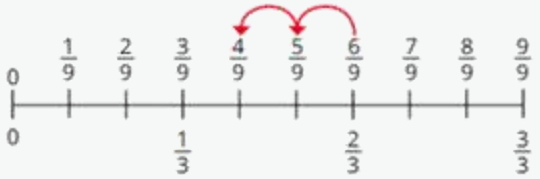
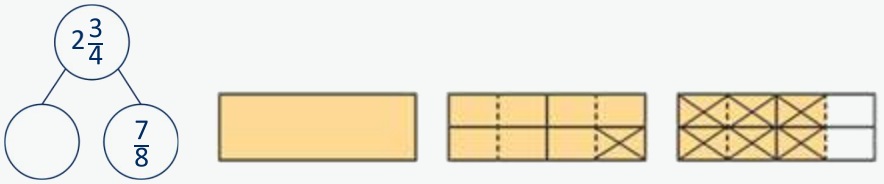
White Rose MATHS

Year 5	• Subtract whole numbers with more than 4 digits. • Subtract numbers mentally with increasingly large numbers. • Subtract decimals, including a mix of whole numbers and decimals, decimals with different numbers of decimal places, and complements of 1 • Subtract fractions with the same denominator, and denominators that are multiples of the same number.
Progression of skills	**Key representations**
Subtract whole numbers with more than 4 digits Encourage children to estimate and use inverse operations to check answers to calculations.	I can exchange 1 … for 10 … 
Subtract using mental strategies Subtract 1s, 10s, 100s etc from any number. Use number bonds and related facts.	 48,650 – 300 = 48,650 – 30,000 = 48,650 – 30 =
	To subtract …, I can subtract … then add … 

Subtraction

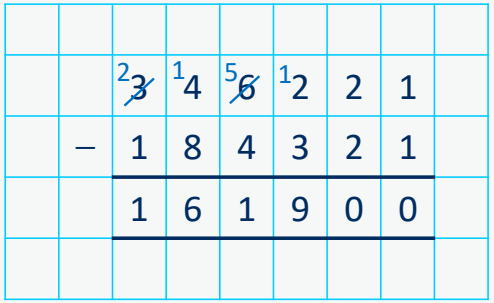
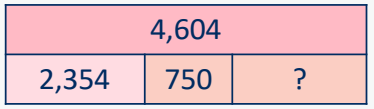
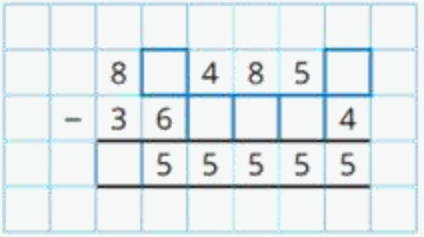
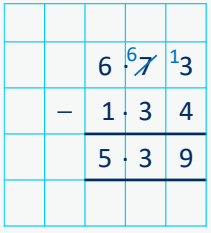
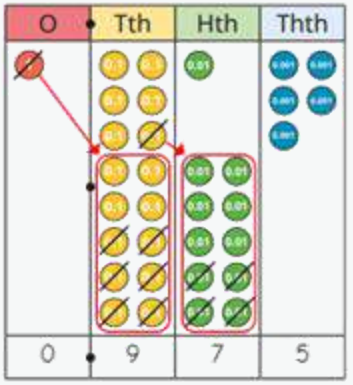
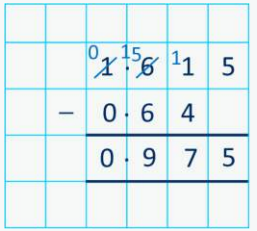
Progression of skills	Key representations
Subtract decimals with up to 2 decimal places Progress from the same number of decimal places to a different number of decimal places and from no exchange to exchange.	   
Complements to 1 Encourage children to make links with bonds to 10 and complements to 100 and 1,000 when finding a missing part or subtracting from 1	       $10 - 4 = 6$ $1 - 0.4 = 0.6$ $100 - 44 = 56$ $1 - 0.44 = 0.56$ $1{,}000 - 444 = 556$ $1 - 0.444 = 0.556$

Subtraction

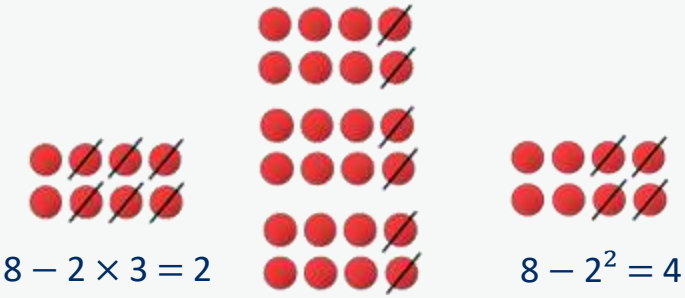
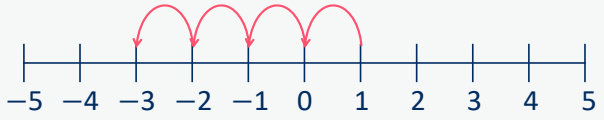
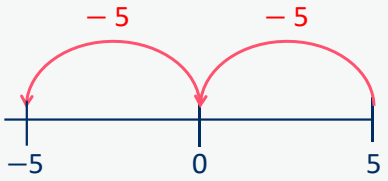
Progression of skills	Key representations
Subtract fractions with denominators that are a multiple of one another Convert fractions to the same denominator before subtracting. Progress from subtracting fractions within 1 whole to subtracting from a mixed number.	The denominator has been multiplied by …, so the numerator needs to be multiplied by… for the fractions to be equivalent.  $\frac{1}{3} - \frac{1}{15} = \frac{5}{15} - \frac{1}{15} = \frac{4}{15}$  $\frac{2}{3} - \frac{2}{9} = \frac{6}{9} - \frac{2}{9} = \frac{4}{9}$ 

Subtraction

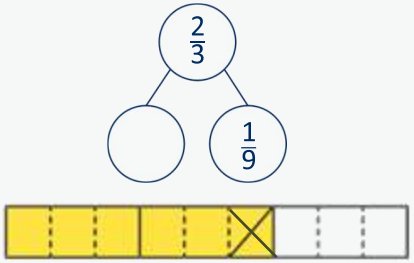
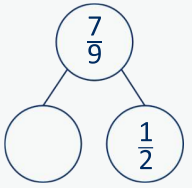
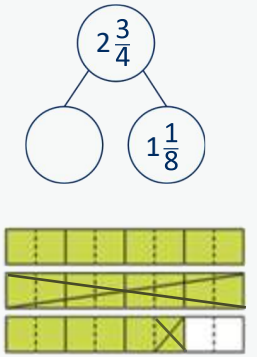
White Rose MATHS

Year 6	• Subtract larger numbers, using the formal written methods of columnar subtraction. • Use their knowledge of the order of operations to carry out calculations involving the 4 operations. • Calculate intervals across zero. • Subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
Progression of skills	**Key representations**
Subtract integers up to 10 million Encourage children to estimate and use inverse operations to check answers to calculations.	  
Subtract decimals with up to 3 decimal places Progress from the same number of decimal and whole number places to a different number of decimal and whole number places.	I do/do not need to make an exchange because …   

Subtraction

Progression of skills	Key representations
Order of operations Children learn the order of priority for operations in a calculation. Calculations in brackets should be done first. Multiplication and division should be performed before addition and subtraction.	… has greater priority than … , so the first part of the calculation I need to do is …   $8 - 2 \times 3 = 2$ $(8 - 2) \times 3 = 18$ $8 - 2^2 = 4$
Negative numbers Children subtract from positive and negative numbers and calculate intervals across 0	… minus … is equal to … $-1 - 4 = -5$  $1 - 4 = -3$ 	 The difference between −5 and −1 is 4  The difference between 5 and −5 is 10

Subtraction

Progression of skills	Key representations		
Subtract fractions Convert fractions to the same denominator before subtracting. Progress from fractions where one denominator is a multiple of the other, to any fractions and then subtracting from a mixed number.	The denominator has been multiplied by …, so the numerator needs to be multiplied by…  $\frac{2}{3} - \frac{1}{9} = \frac{6}{9} - \frac{1}{9} = \frac{5}{9}$	The lowest common multiple of … and … is …  $\frac{7}{9} - \frac{1}{2} = \frac{14}{18} - \frac{9}{18} = \frac{5}{18}$	… is made up of … wholes and …  $2\frac{3}{4} - 1\frac{1}{8} = 1\frac{5}{8}$

Progression of skills - Multiplication

Year group	Skill
Nursery	• Continue with counting and subitising skills as a foundation for later work on equal groups. (see addition and subtraction sections)
Reception	• Double to 10 • Make equal groups
Year 1	• Count in 2s, 5s and 10s • Add equal groups • Make arrays • Make doubles

Progression of skills - Multiplication

Year group	Skill
Year 2	• Link repeated addition and multiplication • Use arrays • Double • The 2 times-table • The 10 times-table • The 5 times-table • Missing numbers
Year 3	• The 3 times-table • The 4 times-table • The 8 times-table • Related facts • Multiply a 2-digit number by a 1-digit number - no exchange • Multiply a 2-digit number by a 1-digit number - with exchange • Scaling • Correspondence problems

Progression of skills - Multiplication

Year group	Skill
Year 4	• Times-table facts to 12 × 12 • Multiply by 1 and 0 • Multiply 3 numbers • Factor pairs • Multiply by 10 and 100 • Related facts • Mental strategies • Multiply a 2 or 3-digit number by a 1-digit number • Scaling • Correspondence problems

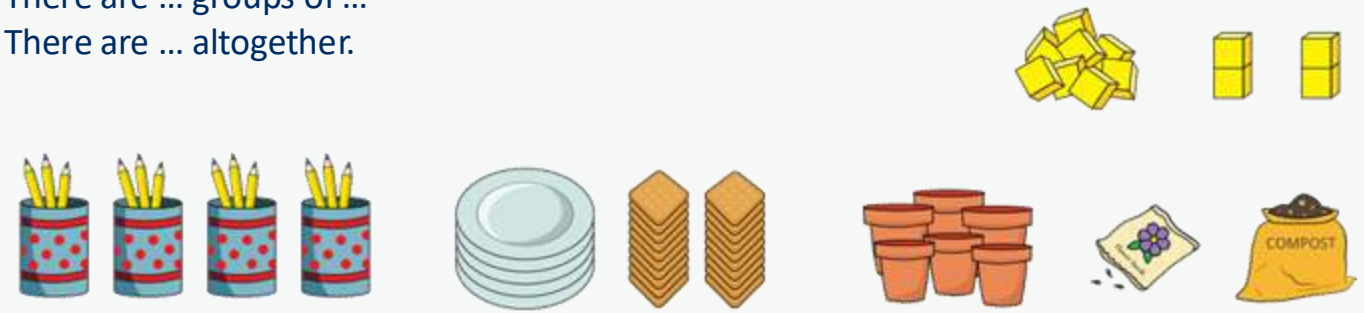
Progression of skills - Multiplication

Year group	Skill
Year 5	• Multiples and factors • Square and cube numbers • Multiply numbers up to 4 digits by a 1-digit number • Multiply numbers up to 4 digits by a 2-digit number • Multiply by 10, 100 and 1,000 • Mental strategies • Multiply fractions by a whole number • Multiply mixed numbers by a whole number • Find the whole

Progression of skills - Multiplication

Year group	Skill
Year 6	• Multiply numbers up to 4 digits by a 2-digit number • Multiply by 10, 100 and 1,000 • Order of operations • Multiply decimals by integers • Multiply fractions by fractions • Find the whole • Calculations involving ratio

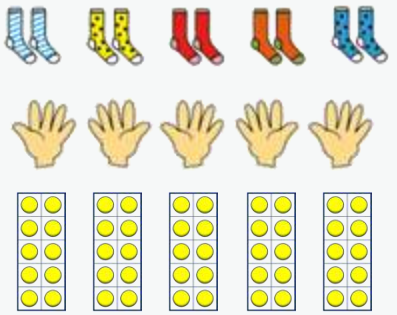
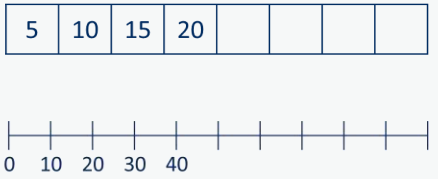
Multiplication

Reception	• Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, including double facts. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Progression of skills	**Key representations**
Double to 10 Prompt children to notice that double means twice as many and to notice that there are two equal groups.	Double … is … … is double … 
Make equal groups Provide opportunities to make equal groups when tidying up or during snack time. Encourage children to check that each group has the same amount.	There are … groups of … There are … altogether. 

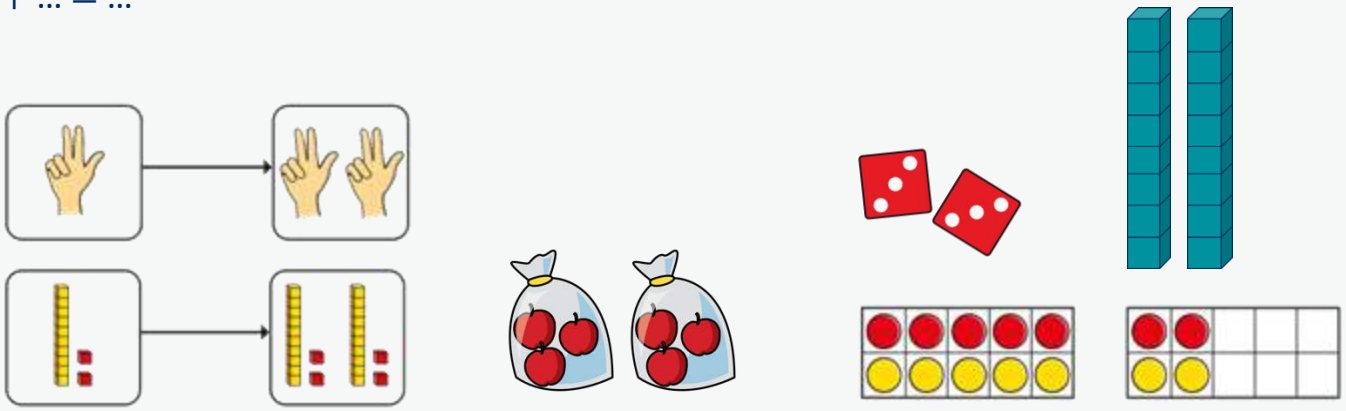
Multiplication

White Rose MATHS

Year 1	• Count in multiples of twos, fives and tens. • Solve one-step problems involving multiplication, using concrete objects, pictorial representations and arrays with the support of the teacher.

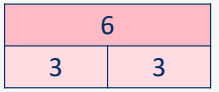
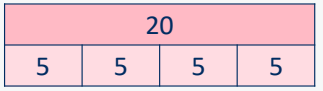
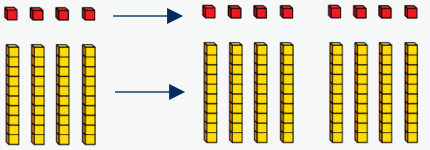
Progression of skills	Key representations		
Count in 2s, 5s and 10s Begin by counting objects that naturally come in 2s, 5s and 10s, for example pairs of socks or fingers.	There are … equal groups of … There are … altogether. 	Continue to colour in …s What do you notice?  1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50	Complete the number track/number line by counting in …s.  5 10 15 20 0 10 20 30 40
Add equal groups (repeated addition) Children should be able to write a repeated addition to represent equal groups and to draw pictures or use objects to represent a repeated addition.	There are … groups of … There are … altogether.  $10 + 10 + 10 = 30$  $5 + 5 + 5 + 5 = 20$	What is the same? What is different? $2 + 2 + 2 =$ $5 + 5 + 5 =$ $10 + 10 + 10 =$ Use objects or a drawing to represent the equal groups and find how many in total.	

Multiplication

Progression of skills	Key representations
Make arrays Children use their knowledge of adding equal groups to arrange objects in columns and rows.	There are … rows of … There are … altogether. There are … columns of … There are … altogether. 
Make doubles Children understand that doubles are two equal groups. Children may begin to explore doubles beyond 20 using base 10	Double … is … … + … = … 

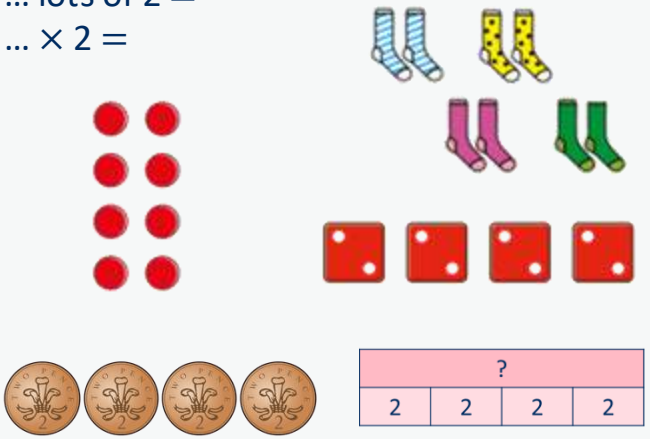
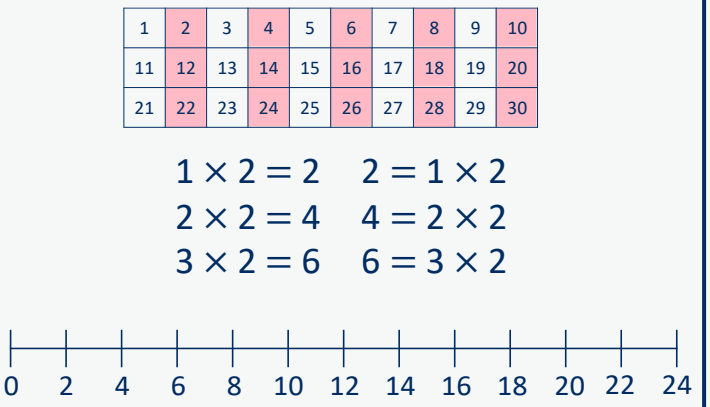
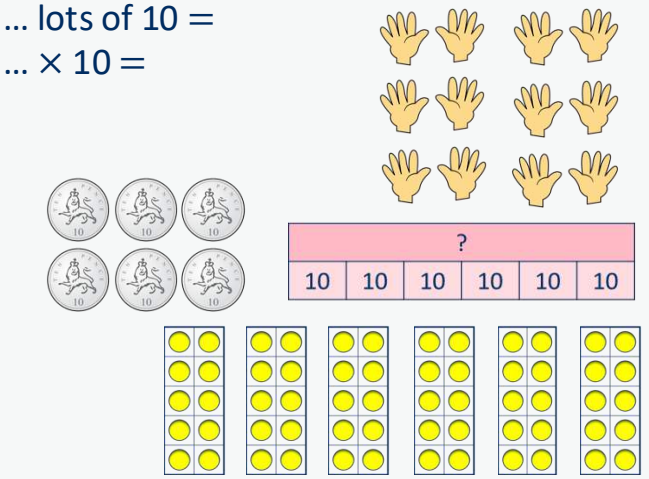
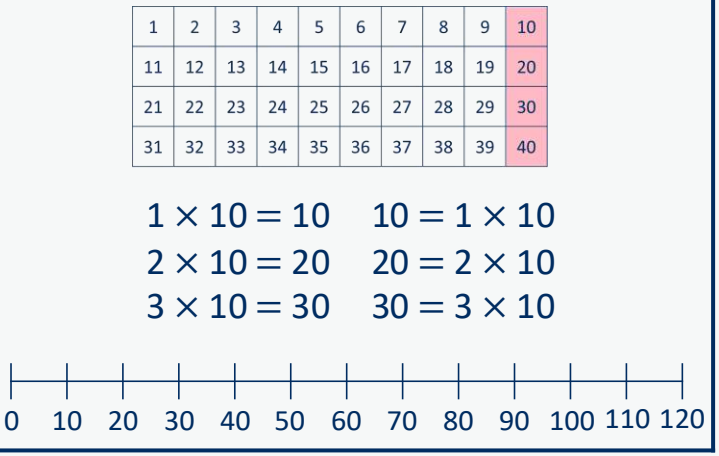
Multiplication

White Rose MATHS

Year 2	• Recall and use multiplication facts for the 2, 5 and 10 multiplication tables. • Calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (×) and equals (=) signs. • Show that multiplication of two numbers can be done in any order (commutative).
Progression of skills	**Key representations**
Link repeated addition and multiplication Encourage children to make the link between repeated addition and multiplication.	There are … equal groups with … in each group. There are … altogether.   6 / 3 3 $3 + 3 = 6$ $2 \times 3 = 6$   20 / 5 5 5 5 $5 + 5 + 5 + 5 = 20$ $4 \times 5 = 20$
Use arrays Encourage children to see that multiplication is commutative.	There are … rows with … in each row. There are … columns with … in each column.  3 lots of 5 = 15 5 + 5 + 5 = 15 5 lots of 3 = 15 3 + 3 + 3 + 3 + 3 = 15 I can see … × … and … ×… $3 \times 5 = 15$ $5 \times 3 = 15$ $3 \times 5 = 5 \times 3$
Double Encourage children to make links with related facts.	Double … is …  Double 4 = 4 + 4 Double 4 is 8 Double … is … so double … is …  Double 4 is 8 Double 40 is 80

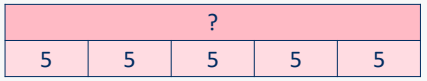
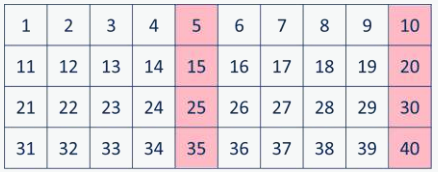
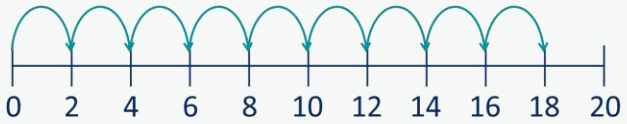
Multiplication

White Rose MATHS

Progression of skills	Key representations	
The 2 times-table Encourage daily counting in multiples both forwards and back. Notice that all multiples of 2 are even numbers.	… lots of 2 = … × 2 = 	… times 2 is equal to … 
The 10 times-table Encourage daily counting in multiples both forwards and back. Notice the pattern in the numbers.	… lots of 10 = … × 10 = 	… times 10 is equal to … 

Multiplication

White Rose MATHS

Progression of skills	Key representations	
The 5 times-table Encourage daily counting in multiples both forwards and back. Notice the pattern in the numbers.	… lots of 5 = … × 5 =     ? | 5 | 5 | 5 | 5 | 5	… times 5 is equal to …  1 × 5 = 5 5 = 1 × 5 2 × 5 = 10 10 = 2 × 5 3 × 5 = 15 15 = 3 × 5  0 5 10 15 20 25 30 35 40 45 50 55 60
Missing numbers Make links to known facts.	… is equal to … groups of … 18 socks, how many pairs?   0 2 4 6 8 10 12 14 16 18 20	… times … is equal to … □ × 2 = 18 18 = 2 × □

Multiplication

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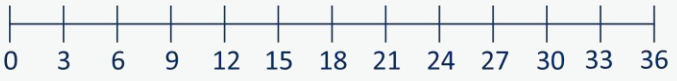
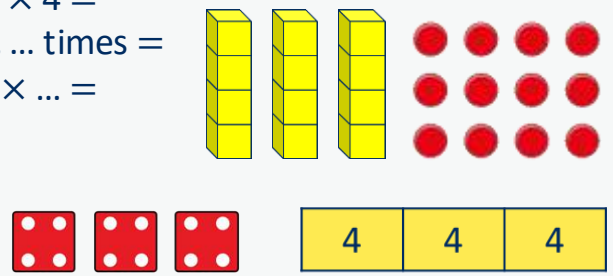
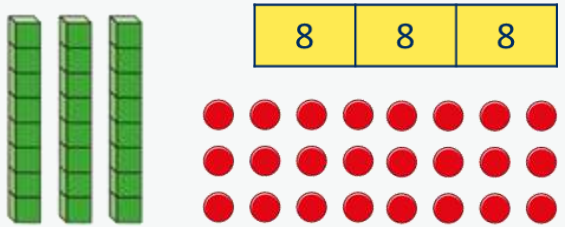
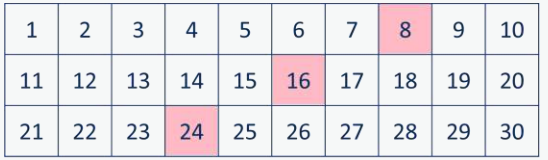
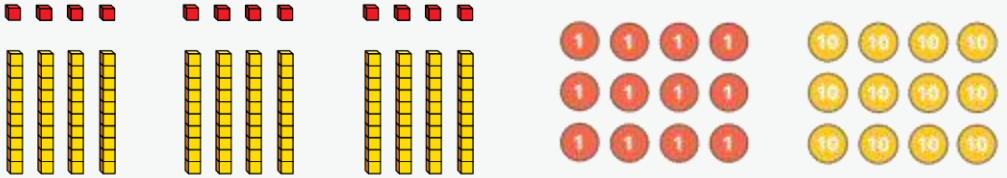
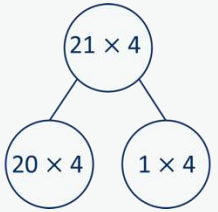
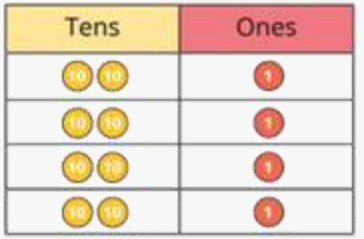
Year 3	• Recall and use multiplication facts for the 3, 4 and 8 multiplication tables. • Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. • Solve problems, including missing number problems, involving multiplication, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Progression of skills	Key representations	
The 3 times-table Encourage daily counting in multiples both forwards and back.	… groups of 3 = … × 3 = 3, … times = 3 × … =  	… times 3 is equal to … 1 2 **3** 4 5 **6** 7 8 **9** 10 11 **12** 13 14 **15** 16 17 **18** 19 20 **21** 22 23 **24** 25 26 **27** 28 29 **30** 4 × 3 = 12 12 = 4 × 3 
The 4 times-table Encourage daily counting in multiples both forwards and back. Encourage children to notice links between the 2 and 4 times-tables.	… groups of 4 = … × 4 = 4, … times = 4 × … =  	… times 4 is equal to … 1 2 3 **4** 5 6 7 **8** 9 10 11 **12** 13 14 15 **16** 17 18 19 **20** 21 22 23 **24** 25 26 27 **28** 29 30 3 × 4 = 12 12 = 3 × 4 

Multiplication

White Rose MATHS

Progression of skills	Key representations
The 8 times-table Encourage daily counting in multiples both forwards and back. Encourage children to notice links between the 2, 4 and 8 times-tables.	… lots of 8 = × 8 = 8, … times = 8 × … =  … times 8 is equal to …  3 × 8 = 24 24 = 3 × 8 
Related facts Use knowledge of multiplying by 10 to scale times-table facts.	… × … ones is equal to … ones so … × … tens is equal to … tens.  3 × 4 = 12 3 × 40 = 120
Multiply a 2-digit number by a 1-digit number - no exchange Children apply their understanding of partitioning to represent and solve calculations using the expanded method.	… tens multiplied by … is equal to … tens. …ones multiplied by … is equal to … ones.  30 × 2 = 60 2 × 2 = 4 32 × 2 = 64  

Multiplication

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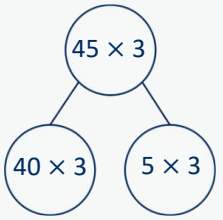
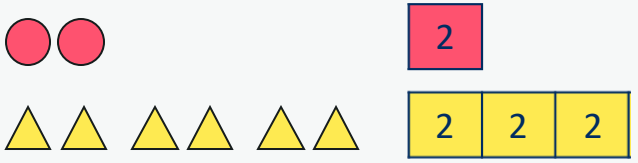
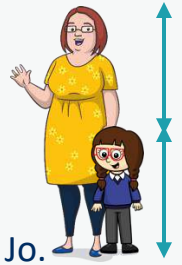
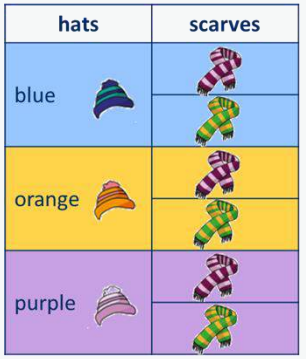
Progression of skills	Key representations	
Multiply a 2-digit number by a 1-digit number - with exchange Children apply their understanding of partitioning to represent and solve calculations using the expanded method.	… tens multiplied by … is equal to … tens. … ones multiplied by … is equal to … ones.  $20 \times 4 = 80$ $4 \times 4 = 16$ $24 \times 4 = 96$  	
Scaling Children focus on multiplication as scaling (…. times the size) as opposed to repeated addition.	There are …. times as many … as …  There are 3 times as many triangles as circles.	… is … times the size of … … is … times the length/height of … 4 cm 16 cm  Miss Smith is twice the height of Jo.

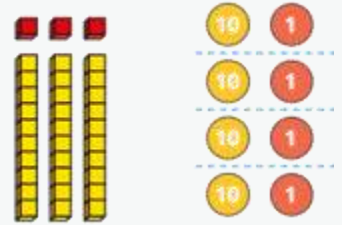
Multiplication

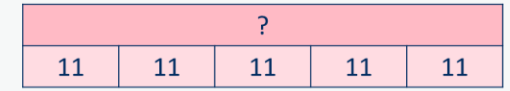
Progression of skills	Key representations
Correspondence problems (How many ways?) Encourage children to work systematically to find all the different possible combinations.	For every … , there are … possible … There are … × … possibilities altogether.   For every hat, there are two possible scarves. $3 \times 2 = 6$ There are 6 possibilities altogether.

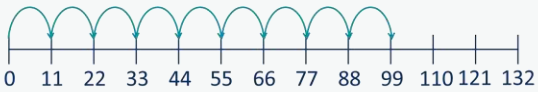
Multiplication

White Rose MATHS

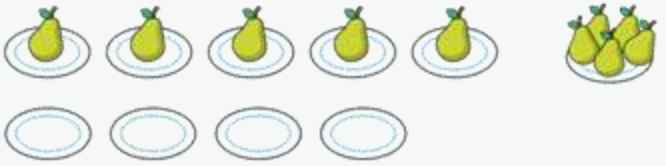
Year 4	• Recall multiplication facts for multiplication tables up to 12 × 12 • Use place value, known and derived facts to multiply mentally, including: multiplying by 0 and 1; multiplying together three numbers. • Recognise and use factor pairs and commutativity in mental calculations. • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. • Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
Progression of skills	**Key representations**
Times-table facts to 12 × 12 Encourage daily counting in multiples both forwards and back. Encourage children to notice links between related times-tables.	… groups of … = … times … is equal to … … × … =
Multiply by 1 and 0	Any number multiplied by 1 is equal to … Any number multiplied by 0 is equal to …







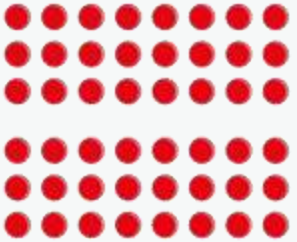
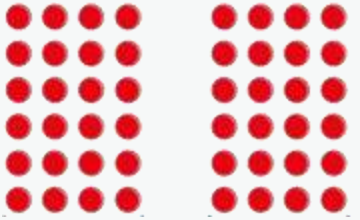
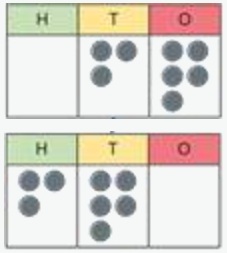
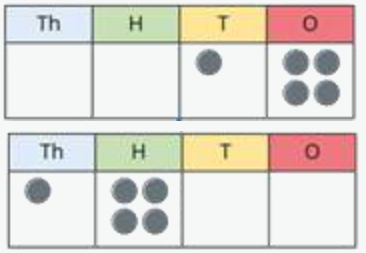
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



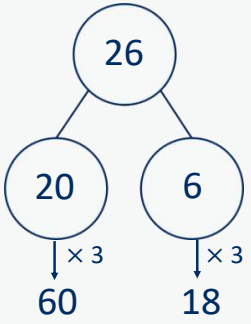
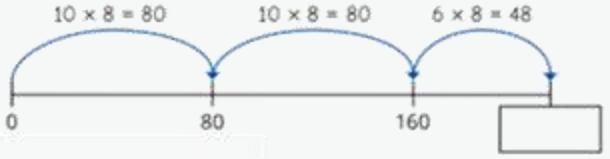
… × … = …

$1 \times 1 = 1$ $1 \times 0 = 0$
$2 \times 1 = 2$ $2 \times 0 = 0$
$3 \times 1 = 3$ $3 \times 0 = 0$
$4 \times 1 = 4$ $4 \times 0 = 0$

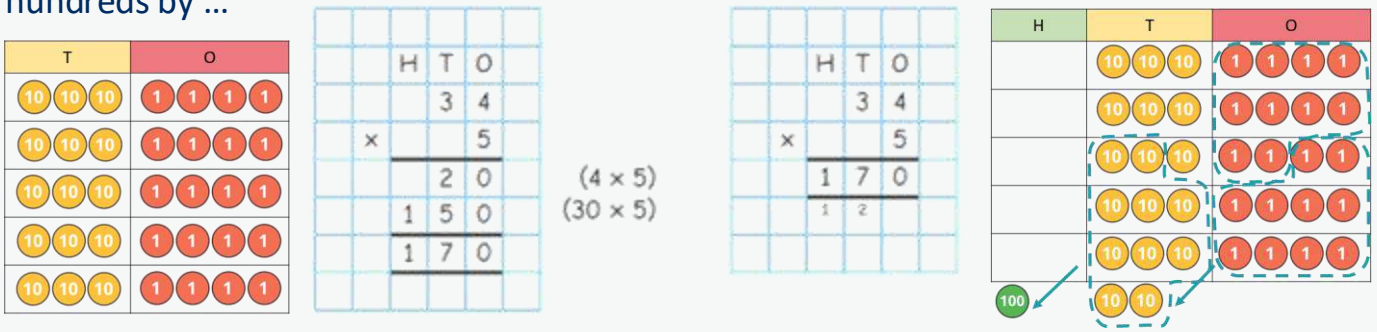
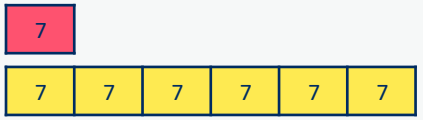
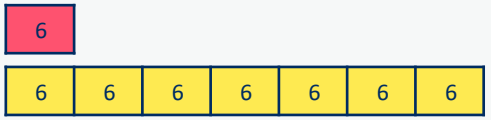
Multiplication

Progression of skills	Key representations	
Multiply 3 numbers Children use their understanding of commutativity to multiply more efficiently.	To work out … × … × …, I can first calculate … × … and then multiply the answer by …  $4 \times 2 \times 3 = 8 \times 3 = 24$ $2 \times 3 \times 4 = 6 \times 4 = 24$ $3 \times 4 \times 2 = 12 \times 2 = 24$	
Factor pairs Children explore equivalent calculations using different factors pairs.	12 = … × … , so … × 12 = … × … × …  $8 \times 6 = 8 \times 3 \times 2$ $8 \times 6 = 24 \times 2$	 $6 \times 8 = 6 \times 4 \times 2$ $6 \times 8 = 24 \times 2$
Multiply by 10 and 100 Some children may over-generalise that multiplying by 10 or 100 always results in adding zeros. This will cause issues later when multiplying decimals.	When I multiply by 10, the digits move … place value column to the left. … is 10 times the size of …  $35 \times 10 = 350$	When I multiply by 100, the digits move … place value columns to the left. … is 100 times the size of …  $14 \times 100 = 1{,}400$

Multiplication

Progression of skills	Key representations
Related facts Use knowledge of multiplying by 10 and 100 to scale times-table facts.	… × … ones is equal to … ones so … × … tens is equal to … tens and … × … hundreds is equal to … hundreds.  $3 \times 7 = 21$ $\quad$ $7 \times 3 = 21$ $3 \times 70 = 210$ $\quad$ $7 \times 30 = 210$ $3 \times 700 = 2{,}100$ $\quad$ $7 \times 300 = 2{,}100$
Mental strategies Partition 2 or 3-digit numbers to multiply using informal methods.	… tens multiplied by … is equal to … tens. …ones multiplied by … is equal to … ones.  $3 \times 26 = 60 + 18 = 78$   $26 \times 8 = 80 + 80 + 48 = 208$

Multiplication

Progression of skills	Key representations
Multiply a 2 or 3-digit number by a 1-digit number The short multiplication method is introduced for the first time, initially in an expanded form.	To multiply a 2-digit number by … , I multiply the ones by … and the tens by … To multiply a 3-digit number by … , I multiply the ones by … , the tens by … and the hundreds by … 
Scaling Children focus on multiplication as scaling (… times the size).	… is … times the size of …  A computer mouse costs £7 A keyboard costs 6 times as much.  A red ribbon is 6 cm. A yellow ribbon is 7 times as long.
Correspondence problems Encourage children to use tables to show all the different possible combinations.	For every … , there are … possibilities. There are … × … possibilities altogether. A pizza company offers a choice of 5 toppings and 3 bases. 5 × 3 = 15

	Deep pan	Italian	Thin
Cheese	C DP	C I	C Th
Mushroom	M DP	M I	M Th
Vegetable	V DP	V I	V Th
Chicken	C DP	C I	C Th
Tuna	T DP	T I	T Th