## CPA Policy

## Multiplication - Y1

| Objective and Strategy | Concrete | Pictorial | Abstract |
| :---: | :---: | :---: | :---: |
| Doubling | Use practical activities using manipulatives including cubes and Numicon to demonstrate doubling | Draw pictures to show how to double numbers <br> Double 4 is 8 | Partition a number and then double each part before recombining it back together. |
| Counting in multiples | Count the groups as children are skip counting, children may use their fingers as they are skip counting. | Children make representations to show counting in multiples. 20 | Count in multiples of a number aloud Write sequences with multiples of numbers. <br> 2, 4, 6, 8, 10 <br> $5,10,15,20,25,30$ |
| Making equal groups and counting the total | Use manipulatives to create equal groups. | Draw, show and make representations <br> Draw to show $2 \times 3=6$ | $2 \times 4=8$ |



Multiplication - Y2

| Objective and Strategy | Concrete | Pictorial | Abstract |
| :---: | :---: | :---: | :---: |
| Doubling |  | Draw dienes and representations to show how to double numbers | As year 1 with numbers beyond 20 |
| Counting in multiples of 2,3 , 5, 10 from 0 (repeated addition) | Count the groups as children are skip counting, children may use their fingers as they are skip counting. Use bar models. | Counting sticks, pictorials and bar models should be used to show representation of counting in multiples. | Count in multiples of a number aloud. <br> Write sequences with multiples of numbers. $\begin{gathered} 0,2,4,6,8,10 \\ 0,3,6,9,12,15 \\ 0,5,10,15,20,25,30 \\ 4 \times 3=\square \end{gathered}$ |
| Multiplication is commutative | Create arrays using counters and cubes and Numicon. <br> Pupils should understand that an array can represent different equations and that, as multiplication is commutative, the order of the multiplication does not affect the answer. | Use representations of arrays to show different calculations and explore commutativity. | $\begin{aligned} 12 & =3 \times 4 \\ 12 & =4 \times 3 \end{aligned}$ <br> Reinforce repeated addition: $\begin{gathered} 3+3+3+3=12 \\ 4+4+4=12 \end{gathered}$ |



## Multiplication - Y3 and 4



