



# Maths

## Multiplication and Division

# Need a coherently planned sequence of lessons to complement this resource?

**Lesson Breakdown**

Below is our suggestion for the most coherent and progressive sequence to teach this area of Planit Maths steps on the White Rose Maths scheme of learning although we have not aimed to mirror the exact order in which the White Rose Maths scheme of learning is presented.

**Groups (1): Equal and Unequal Groups**

This fantastic lesson builds on children's prior experience of grouping, fair sharing and how to identify equal and unequal groups. The children will be given the chance to become fluent before moving on to reasoning about multiplication and division.

**NC Statement:** Pupils work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities, to arrays and to repeated addition. (Please note this is a non-statutory aim)

**Lesson Aim:** To identify equal and unequal groups.

**Groups (2): Describing Equal Groups**

This magical themed lesson coaches children through describing equal groups. They say how many equal groups there are and how many objects are in each group. This lesson can be used to support children's understanding of multiplication and division.

**NC Statement:** Pupils work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities, to arrays and to repeated addition. (Please note this is a non-statutory aim)

**Lesson Aim:** To describe equal groups.

**Introduction**

These lessons introduce the children to multiplication and division facts leading to instant recall and use of inverse operations. Children begin with practical grouping before using skip counting, number lines and eventually learning number facts. Children write multiplication and division expressions and calculations using a range of stimulus resources to deepen understanding of these concepts. They explore and reason about commutativity, solve problems and use a variety of models and images to demonstrate their thinking.

**Solve It Lesson Pack:** Repeated Rectangles Using their knowledge of multiplication, can children break rectangles into different chunks to help them calculate mentally? Children break up rectangles in different ways to build up their knowledge of multiplicative reasoning. They reason about what they have noticed and apply this to multiplying large numbers.

**Assessment Statements**

by the end of this unit:

children working towards the expected level will be able to:

- sort objects into equal groups and recognise equal and unequal groups;
- count fluently in twos, fives and tens from zero and keep track of their count to multiply;
- use equipment and different models and images to demonstrate multiplication and division;
- use equipment and different models and images to solve simple multiplication and division problems;
- recognise odd and even numbers up to 20 and explain the difference between them;
- know some doubles and halves of numbers.

children working at the expected level will be able to:

- recall and use multiplication and division for two, five and ten times tables;
- recognise odd and even numbers up to 100 reasoning to explain how to identify larger or even numbers;
- write expressions and calculations using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ );
- understand that multiplication is commutative that division is not;
- demonstrate that multiplication and division are inverse;
- recall doubles and halves of numbers up to 100;
- link doubling and halving to multiplying and dividing by two and use this to solve problems;

**Multiplication and Division**

Maths Year 21 Steps to Progression Overview

The aim of this overview is to support teachers using Planit Maths to show the most coherent and progressive sequence to teach each area of maths. We also want to fully support teachers who use the White Rose Maths scheme of learning to make full use of the resources available within Planit Maths. Wherever possible, lesson packs have been matched to each of the small steps on the White Rose Maths scheme of learning.

**Yearly Overview**

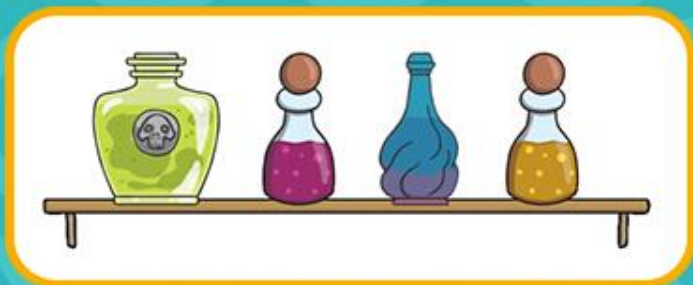
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value					Number: Addition and Subtraction				Measurement: Money		Number: Multiplication and Division
Spring	Number: Multiplication and Division		Statistics		Geometry: Properties of Shape			Number: Fractions		Measurement: Length and Height		
Summer	Position and Direction		Problem Solving and Efficient Methods		Measurement: Time		Measurement: Mass, Capacity and Temperature			Investigations		

See our [Multiplication and Division Steps to Progression](#) document.

Twinkl Planit is our award-winning scheme of work with over 4000 resources.



# Describing Equal Groups



# Aim

- To describe equal groups.

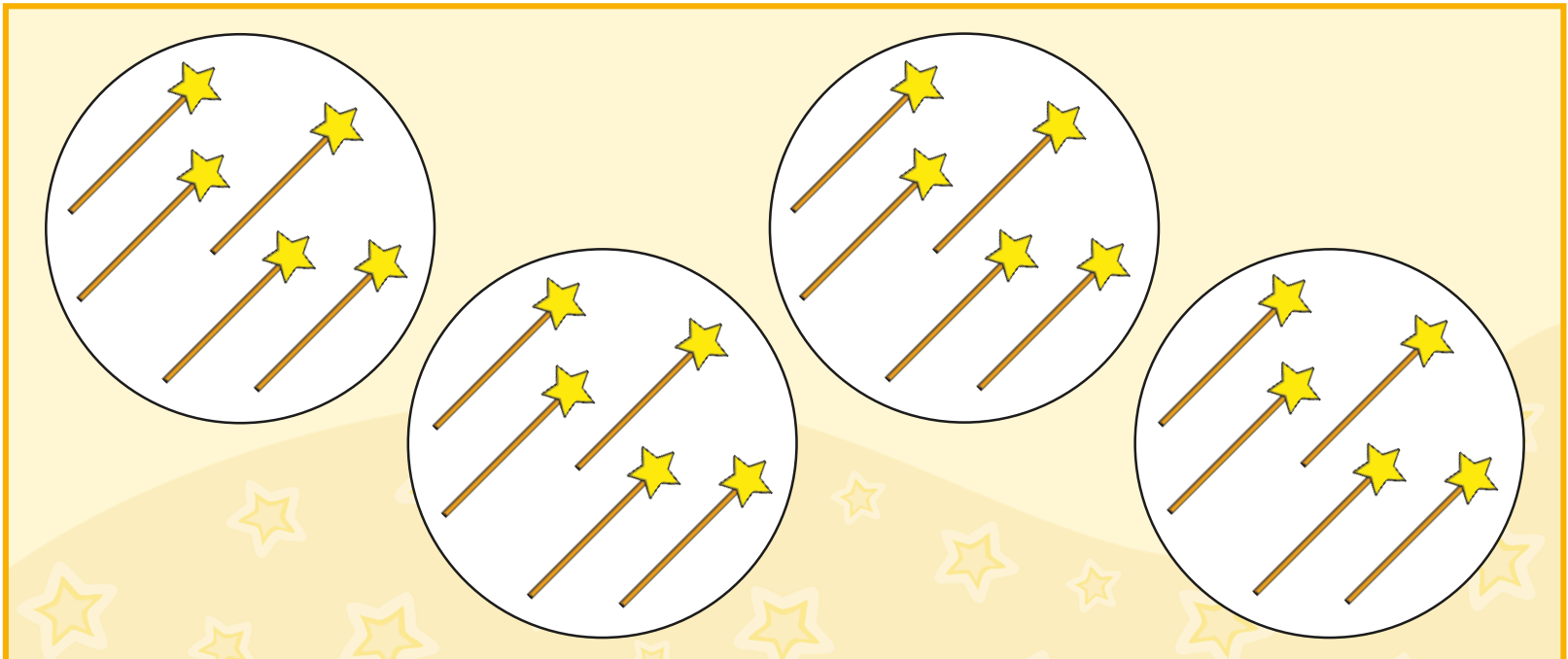
# Success Criteria

- I can describe how many equal groups there are.
- I can describe how many objects are in each equal group.
- I can match descriptions to representations.

# Remember It



Are these wands in equal or unequal groups? How do you know?

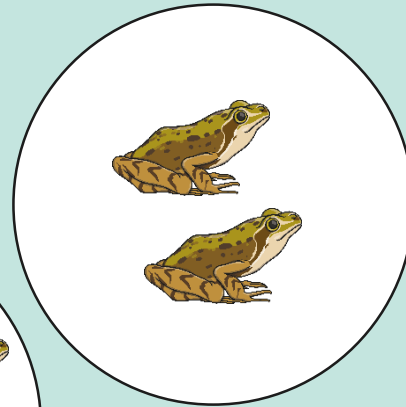
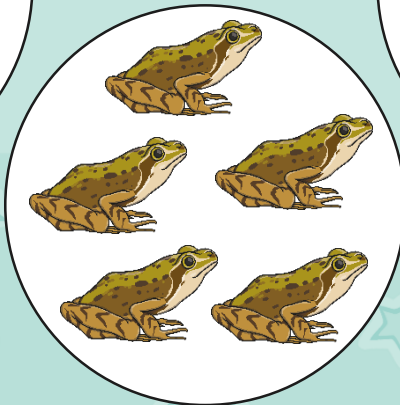
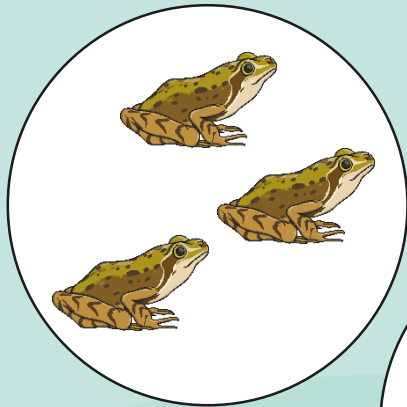


The wands are in equal groups because there are the same number of wands in each group.

# Remember It



Are these frogs in equal or unequal groups? Prove it.

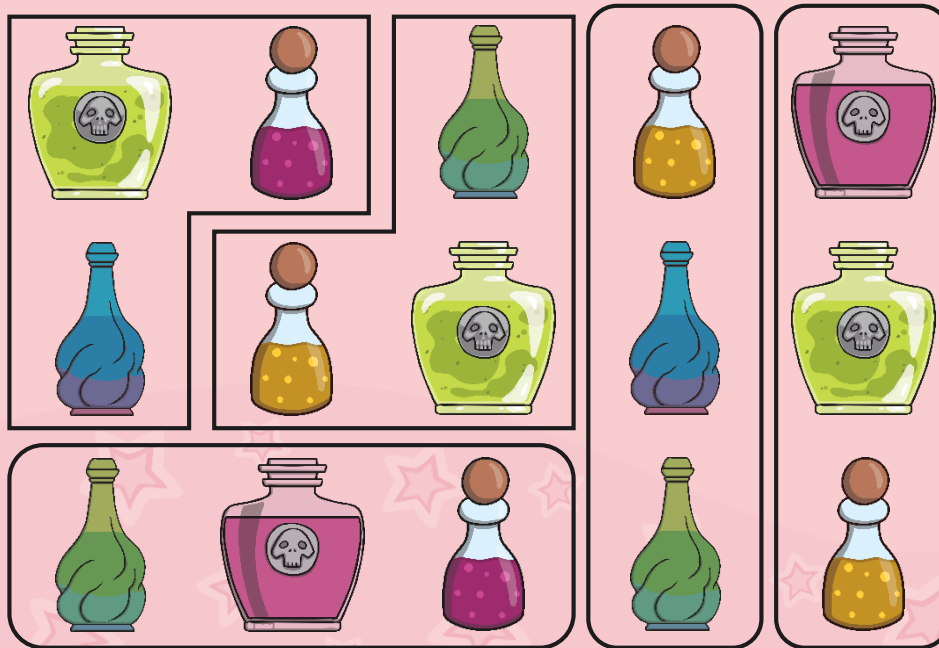


The frogs are in unequal groups because there are a different number of frogs in each group.

# Remember It



Are the potion bottles in equal or unequal groups? Explain your answer.

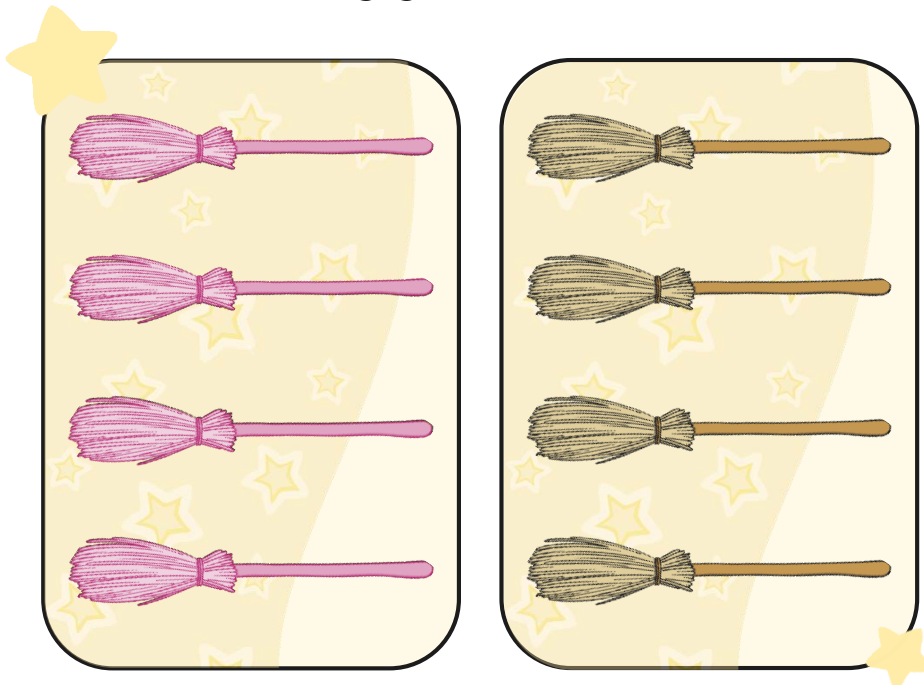


The potion bottles are in equal groups because each group has the same number of potion bottles in.



# Describe Equal Groups

How could we describe these groups?  
How many groups are there? How many are in each group?



The broomsticks are grouped equally.

There are 2 equal groups of broomsticks.

There are 4 broomsticks in each group.

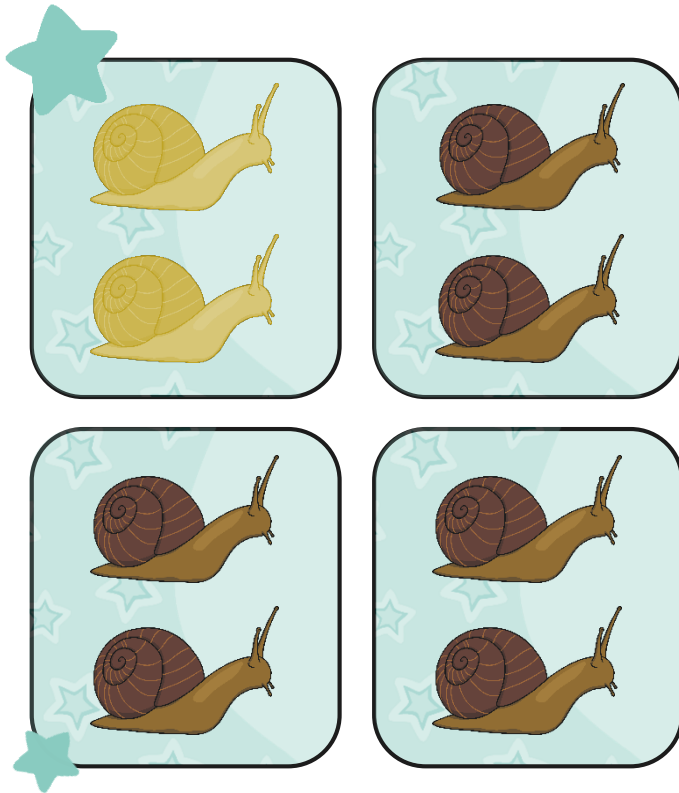
There are 2 groups of 4 broomsticks.



# Describe Equal Groups



What can you tell your partner about these groups?



How many equal groups are there?

There are 4 equal groups of snails.

How many snails are in each group?

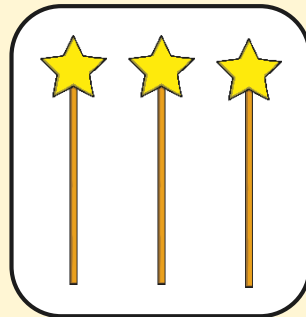
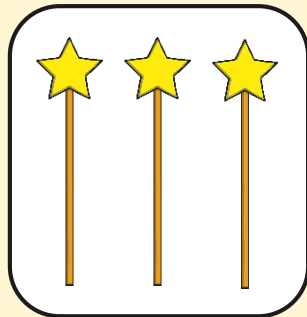
There are 2 snails in each group.

There are 4 groups of 2.

# Describe Equal Groups



Complete the sentences.



There are 6 equal groups of wands.

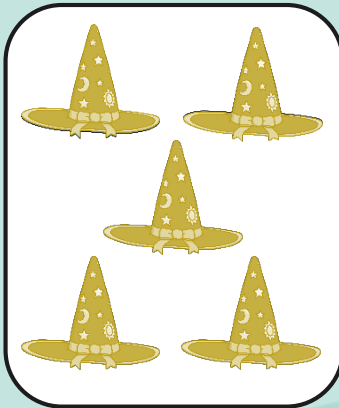
There are 3 wands in each group.

There are 6 groups of 3.

# Describe Equal Groups



Describe the groups to your partner.



There are 5 equal groups of hats.



There are 5 hats in each group.

There are 5 groups of 5.

# Make Equal Groups



Using the magical cut-outs or classroom objects, create groups as described. Work with a partner or in a group.

- Take 10 objects. Arrange them into **2 groups of 5**.
- Take 12 objects. Make them into **6 groups of 2**.
- Take 20 objects. Sort them into **5 groups of 4**.
- Take 15 objects. Organise them into **3 groups of 5**.

# Match the Equal Groups



Select the sentence that matches the representation.

An illustration of two groups of frogs sitting on a log. Each group consists of five frogs. The background is a dark blue night sky with a full moon and stars. The frogs are brown and spotted.

There are 4 equal groups.

There are 5 equal groups.

# Match the Equal Groups



Select the representation that matches the sentence.

There are 4 in each group.

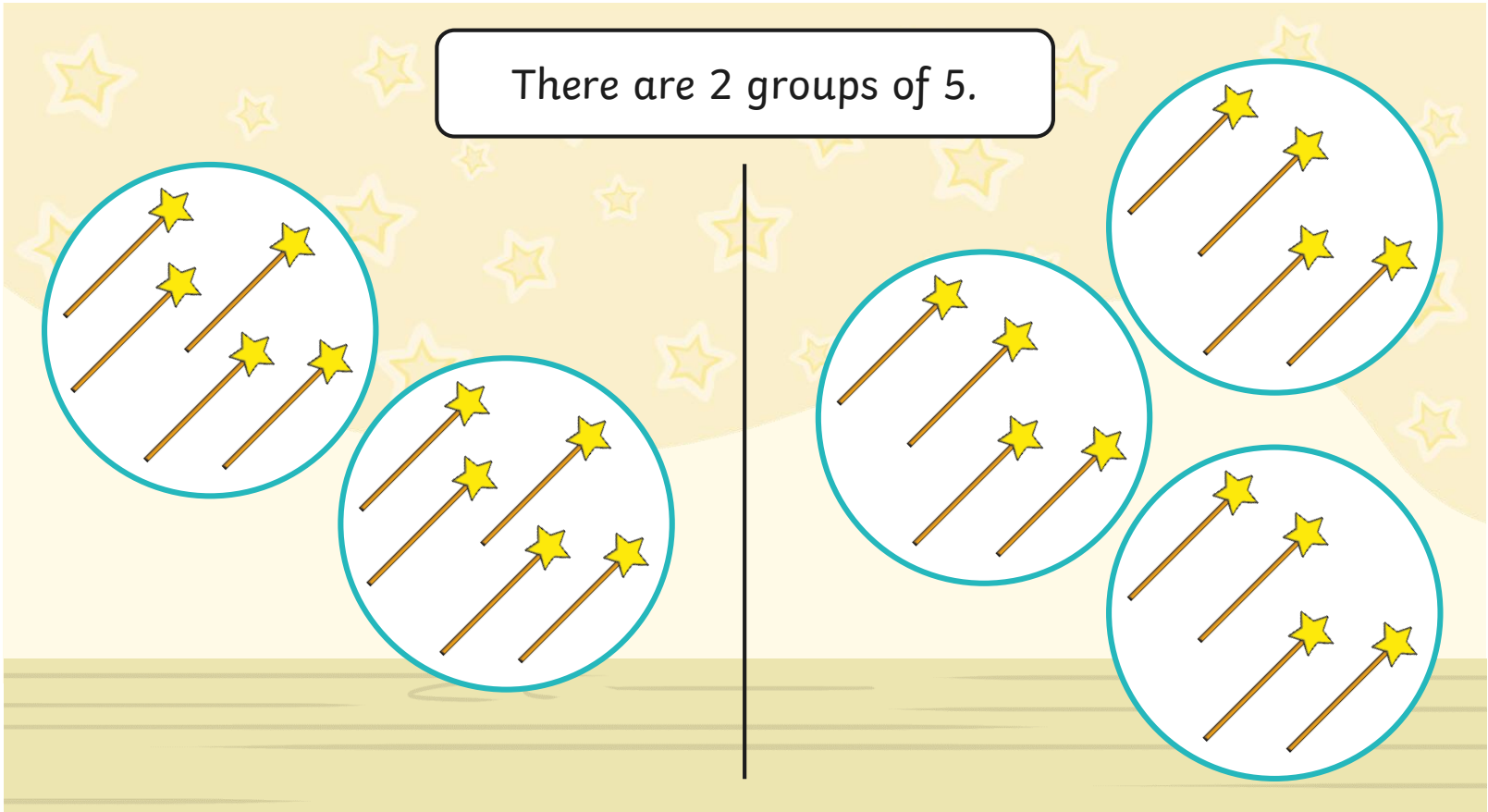


# Match the Equal Groups



Select the representation that matches the sentence.

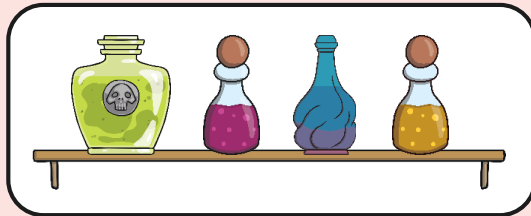
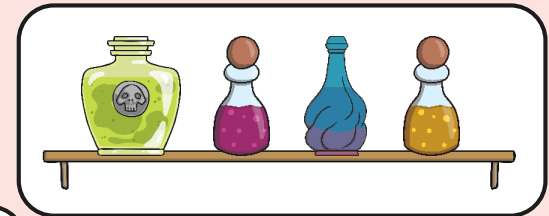
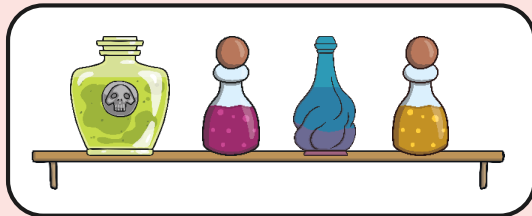
There are 2 groups of 5.



# Match the Equal Groups



Select the sentence that matches the representation.



There are 5 groups of 4.

There are 4 groups of 5.









# Describe the Groups

**Describe the Groups**

To describe equal groups.







Complete the sentences to describe the groups.

 There are ____ equal groups. There are ____ stars in each group.	 There are ____ equal groups. There are ____ stars in each group.
 There are ____ groups of ____.	 There are ____ groups of ____.
 True or false? There are 3 groups of 6.	 True or false? There are 3 groups of 6.

**Describe the Groups**

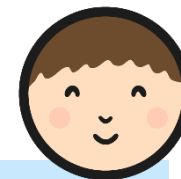
To describe equal groups.

Complete the sentences to describe the groups.

 There are ____ equal groups. There are ____ stars in each group.	 There are ____ equal groups. There are ____ stars in each group.
 There are ____ groups of ____.	 There are ____ groups of ____.
 There are ____ groups of ____.	 There are ____ groups of ____.

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Dive in by completing your own activity!

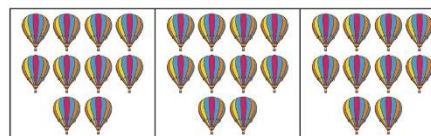


## Describing Equal Groups



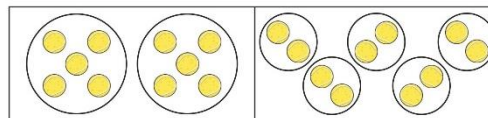
There are  beach balls in each group.

There are  equal groups.



There are  balloons in each group.

There are  equal groups.



What is the same and what is different about the groups in these two pictures?

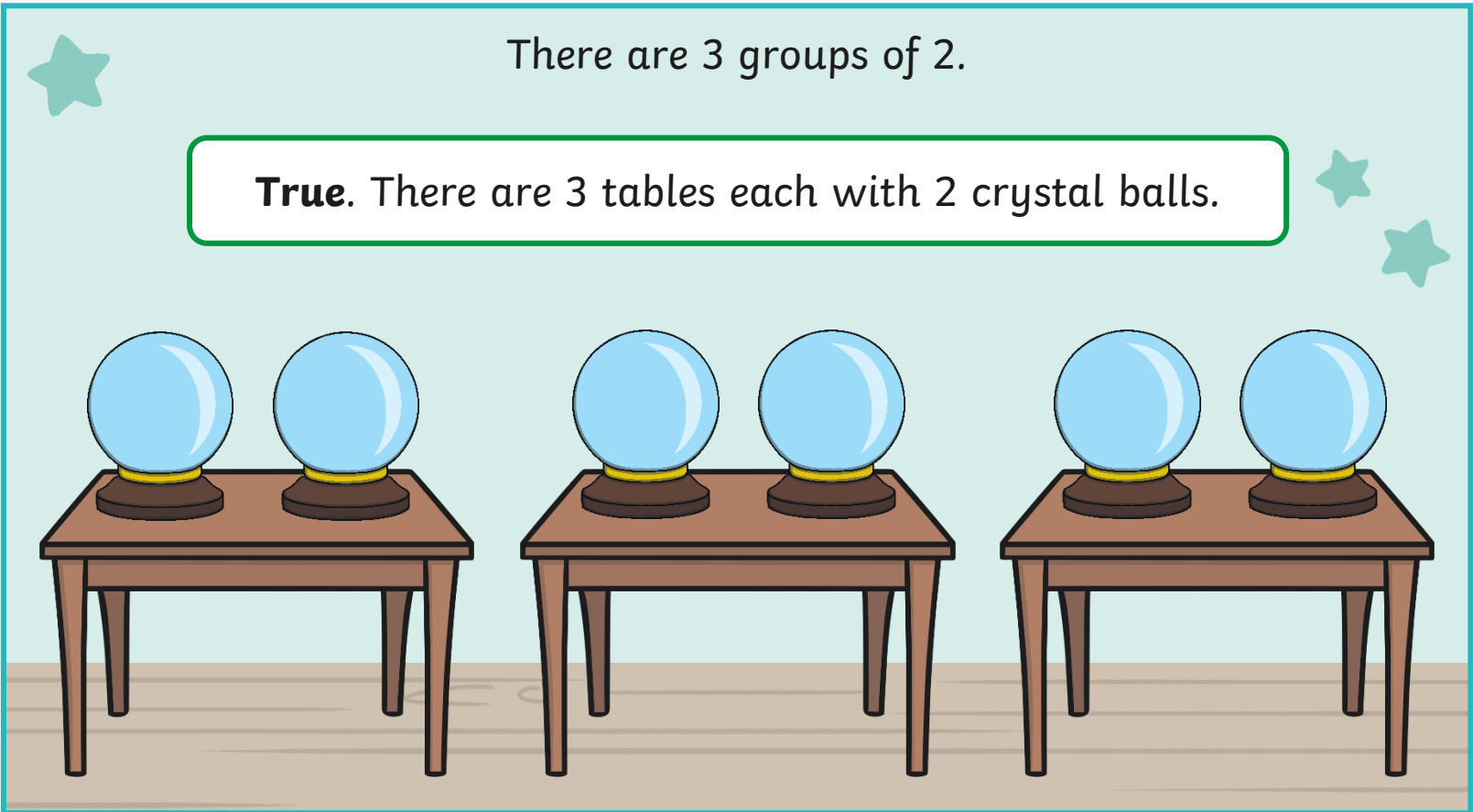


# True or False?

Is the statement true or false? How do you know?

There are 3 groups of 2.

**True.** There are 3 tables each with 2 crystal balls.

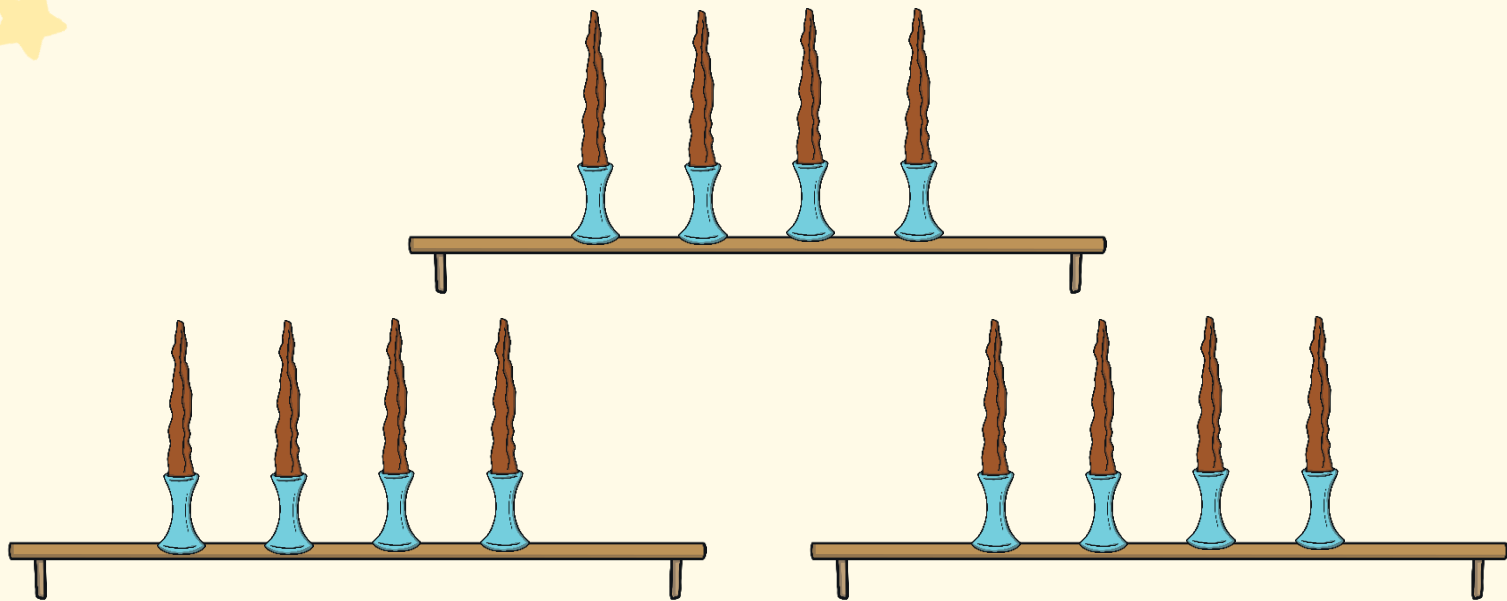




# True or False?

Is the statement true or false? How do you know?

There are 4 groups of 3.



**False.** There are 3 groups of 4.



# Aim



- To describe equal groups.

# Success Criteria

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