

## Guidance for teachers – KS1 Multiplication 3

### 2.3 Multiplication 3: The two times table

These short videos are intended to provide your pupils with interactive lessons whilst they are learning from home. You can choose how regularly you set them for your class. Some of the learning might be consolidation and practice which aids confidence and retrieval and helps build firm foundations for moving on to future areas of mathematics. It is important that pupils experience these in the suggested order. They have been designed to be a coherent sequence of learning which builds on previous understanding and exemplify a [teaching for mastery approach](#).

General features of a teaching for mastery approach, which can be found within these lessons:

- **Stem sentences** which promote precise mathematical vocabulary and generalisations for all pupils
- **Representations** which are carefully chosen and can be concrete, iconic, or abstract and that move between the three.
- **Opportunities for deepening understanding for all pupils** - using small steps of learning enables pupils to learn together and gain deep conceptual understanding.
- **Independent practice and retrieval** - you could ask the children to send you their practice activities so that you can check understanding. You could also set supplementary activities to extend practice and develop fluency in counting in steps of 2, 5 and 10.

#### Lesson 6 - Developing fluency in the two times table

As the children are now familiar with counting in twos this lesson uses the language of 'one two is two, two twos are four', up to 'twelve twos are twenty-four'. Different representations are used so that the children make connections between what they see and what they say to ensure understanding.

#### Lesson 7 - Finding missing factors and products, using knowledge of the two times table

Through practice, children will become familiar with some facts and have automatic recall of the product without having to count in twos. They are encouraged to use what they know to find the product in a multiplication equation and the teacher looks at a range of ways that it can be found, but draws attention to the importance of knowing your two times tables. They then look at when there is a missing factor how they can work it out, again linking this to the importance of learning facts by heart.

#### Lesson 8 - The two times table: looking for patterns and relationships

Using a multiplication table for the two times table, the teacher initially focuses on the relationship between the first factor in all the equations. Attention is drawn to the fact that they increase by one each time. Then the second factor is then looked at which is two in all the equations. Finally, attention is drawn to the products and it is noted that they are all even.

#### Lesson 9 - How to find an unknown using a known fact

Looking at adjacent equations in the two times table, the teacher models how you can work out the next product by adding two to the previous product. A number line is used so that they can see the increase. This knowledge is then used to find missing values.

**Lesson 10** - Varied practice applying knowledge of the two times table

This lesson provides the opportunity for children to apply what they have learnt in a range of contexts, for example, ratio tables with missing numbers as well as contextual problems. Children are encouraged to explain their answers, using their knowledge of adjacent multiples, and known facts.

These lessons have been planned from the NCETM Mastery PD Materials. Please access the original materials [here](#).

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