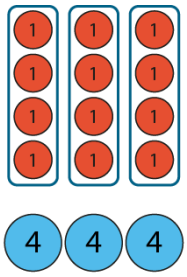
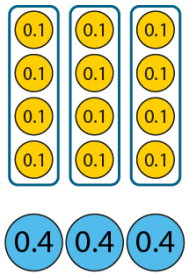
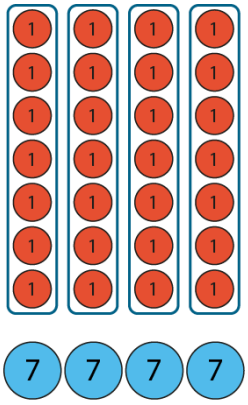
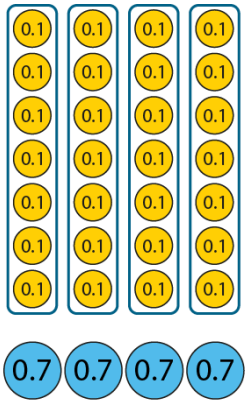
	Take a moment to explore how pairs of related facts from the 4 and 0.4 times tables could be represented with manipulatives or pictures, sharing suggestions as a class. Then focus on array representations, drawing attention to how the same layout can be used to represent two related facts by changing the place value of the counters. Similarly, compare the facts represented with 4-value counters and with 0.4-value counters. Use the following stem sentence: ***'___ times ___ ones is equal to ___ ones, so ___ times ___ tenths is equal to ___ tenths.'***	 $3 \times 4 = 12$ 3×4 ones $= 12$ ones  $3 \times 0.4 = 1.2$ 3×4 tenths $= 12$ tenths • *'Three times four ones is equal to twelve ones, so three times four tenths is equal to twelve tenths.'*
	Repeat steps *1:2–1:4* with other decimal times tables. Continue to use the stem sentence from step *1:4* to draw attention to unitising in ones vs unitising in tenths. Vary the order in which the factors are presented (both *whole number* × *decimal fraction* and *decimal fraction* × *whole number* calculations).	Example 1:  $4 \times 7 = 28$ 4×7 ones $= 28$ ones  $4 \times 0.7 = 2.8$ 4×7 tenths $= 28$ tenths • *'Four times seven ones is equal to twenty-eight ones, so four times seven tenths is equal to twenty-eight tenths.'*

Extracted from NCETM Mastery Professional Development Materials *Multiplication and Division*

2.19 Calculation: ×/÷ decimal fractions by whole numbers

https://www.ncetm.org.uk/files/108930063/ncetm_spine2_segment19_y5.pdf

Part of article https://www.ncetm.org.uk/resources/53991