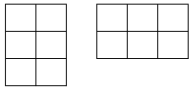
DAY	OBJECTIVES	TEACHING ACTIVITIES (20 mins)	INDEPENDENT WORK (20 mins)	Plenary / HOMEWORK (10 mins)	Success Criteria Must/should/could *I can:*	Evaluation
	Mental: Derive and recall all sums and differences of multiples of 10 Main: Understand multiplication through arrays B1004	Mental: 'Who want to be a Mathematician' with multiples of 10. Main: HA do MA work without listening to my model Model how to draw arrays to answer multiplication problems and derive multiplication facts from arrays Once you have drawn the array you can count the squares to answer the multiplication question  e.g. 3 X 2 Explain the terms row and column. Explain how each array can be drawn in 2 different ways that show the same thing. LA and MA start work. Check HA were OK with MA work Model for HA how to use known multiplication facts to work out unknown ones e.g. 4 X 4 = 16, so 0.4 X 4 = 1.6 Revisit idea of multiplication as repeated addition to check answers are sensible e.g. does 0.4 + 0.4 + 0.4 + 0.4 = 1.6	Multiplication using arrays with: LA – 2, 3, 4, 5 and 10 MA – 6, 7, 8 and 9 HA – Use known multiplication facts to calculate similar decimals e.g. 4 X 4 = 16, so 0.4 X 4 = 1.6	In house groups have competition to get into array quickest e.g. I say 3 X 2 the children need to physically arrange themselves into 3 rows and 2 columns	Understand multiplication as arrays with: M: 2, 3, 4, 5 and 10 S: 6, 7, 8 and 9 C: use known multiplication facts to calculate unknown decimals	