



DAY	OBJECTIVES	TEACHING ACTIVITIES (20 mins)	INDEPENDENT WORK (20 mins)	Plenary / HOMEWORK (10 mins)	Success Criteria Must/should/could  <i>I can:</i>	Evaluation												
	<p>Mental: Multiplication with multiples of 10</p> <p>Main: Use practical and informal written methods to multiply and divide two-digit numbers (e.g. <math>13 \times 3</math>, <math>50 \div 4</math>)</p> <p>E1007</p>	<p>Mental: Use a known multiplication fact to work out unknown multiplication facts e.g.  <math>60 \times 2 = 1,20</math>                      <math>600 \times 2 = 1,200</math>                      <math>60 \times 20 = 1,200</math></p> <p>Explain how:</p> <ul style="list-style-type: none"> <li>the front 2 numbers do not change (56)</li> <li>however many 0s are on 1 side of the equals sign, the same number of 0s needs to be on the other side of the equals sign</li> </ul> <p>Give children a fact to use to make unknown multiplications on their WBs</p> <p>Main: Teaching assistant to revise terms row, column and array with LA. TA to model for LA how to derive 2 multiplication sentences and 2 repeated addition sentences from an array:</p> <p>       <math>2 \times 3 = 6</math>              <math>2 + 2 + 2 = 6</math>        <math>3 \times 2 = 6</math>              <math>3 + 3 = 6</math> </p> <p>Model how to use the grid method by partitioning numbers and drawing a grid, then totalling the numbers within the grid:</p> <p>12 X 13</p> <table border="1" data-bbox="452 901 676 997"> <tr> <td></td> <td>10</td> <td>2</td> <td></td> </tr> <tr> <td>10</td> <td>100</td> <td>20</td> <td></td> </tr> <tr> <td>3</td> <td>30</td> <td>6</td> <td></td> </tr> </table> <p><math>100 + 20 + 30 + 6 = 156</math>  <math>12 \times 13 = 156</math></p> <p>I will give them grids for the first 7 / 8 questions, after which they need to draw their own grids</p>		10	2		10	100	20		3	30	6		<p>LA – derive 2 multiplication sentences and 2 repeated addition sentences from an array</p> <p>Use the grid method to multiply:</p> <p>MA – a 1 / 2-digit number by a 2-digit number</p> <p>HA – a 2-digit number by a 3-digit number and numbers to 1 decimal place</p> <p>Ext – use the grid method drawing the grid themselves, not using grids I have given them</p>	<p>In partners on their WBs LA create an array for each other to derive 2 multiplication sentences and 2 repeated addition sentences from.</p> <p>In partners on their WBs MA and HA create a question for each other to answer using the grid method</p>	<p>M: understand multiplication as arrays and repeated addition</p> <p>S: use the grid to multiply 2 / 3 digit numbers</p> <p>C: draw the grids for themselves</p>	
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