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|  | Context for learning  - Question | Activity |
| Day one  **Learning Focus**:  Times Tables covered in Yr 2, intro to new times tables | Children to revise their 2, 5 and 10s table. | Group 1:  Play games as a class to begin lesson.  Children to revise 2, 5, 10, moving on to 3 times tables by answering random questions. |
| Group 3:  Play games as a guided group to begin lesson.  Children to revise 2, 5, 10 times tables by answering random questions. |
| Day two  **Learning Focus:**  Multiplication as repeated addition | How many flowers are there altogether? | Group 1:  Begin the lesson by showing the children a series of images and a selection of multiplication calculations  e.g. 2 x 3 = 2 groups of 3 =  Ask the children to match the images to the multiplication calculations.  In books, children to write the number sentences to match with given images and vice versa.  Extension: Children to use a number line to plot the 2, 5 and 10 times tables using coloured pencil. Children circle the numbers on the number line. |
| Group 3:  Begin lesson – as above.  Ask the children to match the images to the multiplication calculations – stick to 2s and 10s to begin with, moving on to 5s.  In books, children to write the number sentences to match with given images and vice versa.  Extension: Children to use a number line to plot the 2, and 10 times tables using coloured pencil. Children circle the numbers on the number line. |
| Day three  **Learning Focus:**  Arrays – commutative law | How can I draw a diagram to represent multiplication calculations? | Group 1:  Begin the lesson by showing the children an array of a multiplication calculation (begin with 2, 5 and 10s).  Discuss what calculation the diagram could be showing.  Children to match arrays to given multiplication calculations.  Model how we can take a multiplication calculation and draw a diagram to solve it. E.g. 2 x 3 = **6**  **° ° °**  **° ° °**  Children to draw arrays to solve given multiplication calculations – 3s and 4s. |
| Group 3:  Begin lesson as above.  Children to work in guided group to draw diagrams to solve given multiplication calculations. Begin with 2s and 5s, moving on to 3s.  Children to draw arrays to solve given multiplication calculations – 2s and 5s, moving on to 3s. |
| Day four  **Learning Focus:**  Multiplication word problems | Kate has 3 trays of cupcakes. There are 5 cakes in each tray. How many cakes does she have altogether? | Group 1:  Show the question to the children. Highlight the key information in the question and ask the children to discuss with their partner, how they would go about solving the question.  Collect ideas – aim for children to draw an array or a pictorial representation of the question. Write down the multiplication calculation e.g. 3 x 5 =  Children to solve a series of multiplication word problems, using arrays or visual representations, in their books – 5s, 3s and 4s. |
| Group 3:  Begin lesson as above.  Children to solve a series of multiplication word problems, using arrays or visual representations, in their books – 2s, 5s and 10s. |
| Day five  **Learning Focus:**  Mental Maths | Mental maths test | Group 1:  Children to answer a series of mental maths questions.  Children to mark their own work as we talk through the answers as a class. |
| Group 3:  Children to answer a series of mental maths questions.  Children to mark their own work as we talk through the answers as a class. |
| Evaluation/Reflection/Intervention (To be completed in PPA) | | |