

Multiplication

Children may need to refer 'back' to previous years' recording at any time, particularly when decimals or larger numbers are introduced.

Children to use practical apparatus, number lines and hundred squares for support

Year Group: 6

Signs and Symbols

- Consolidate knowing by heart multiplication facts to 10 x 10

Working rapidly using known facts:

$0.7 \times 20 = \square$

$20 \times \square = 8000$

$\square \times 5 = 3.5$

$4 \times 0.9 = \square$

$0.3 \times \square = 2.4$

$\square \times 0.4 = 2$

$132 \times 46 = \square$

$\square \times 9 = 18.9$

$(24 \times \square) + 8 = 3008$

$38 \times \square = 190$

Pencil and Paper Procedures

Revised Grid Method: TH H T u x TU

4.92×3

x	4	0.9	0.02	12.0
3	12	2.7	0.06	2.7
				+ 0.06
				14.76

And other conventional written methods taught in years 4 and 5.

$$\begin{array}{r} 238 \\ \times 24 \\ \hline 952 \\ + 4760 \\ \hline 5712 \end{array}$$

Efficient written method for SATs – this is only working that will be recognised

Other Jottings

(to be used alongside practical equipment, when children are finding number lines and more formal calculation methods difficult to understand)

As previous Year Groups

Explaining (Verbally and in Writing)

42×15

$42 \times 10 = 420$

$42 \times 5 = 210$

$42 \times 15 = 630$