Waddington All Saints Academy
A L.E.A.D. Academy

Planning overview (We aim to teach in a creative way and to ensure that pupils make connections with maths and the wonder of the world, therefore teachers will pick objectives to fit with other areas of the curriculum. The organisation is for guidance purposes and progression).

Number – multiplication and division

	Autumn Term	Spring Term	Summer Term
Y1 Skills- multiplication and division: apply, estimate, connect, use, solve, interpret, conjecture, analyse, investigate, conclude.			
	Knowledge	Knowledge	Knowledge
1	Multiplication – Unit 14 Division – Unit 15 1. solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	1.doubling numbers and quantities of numbers 10. 2. halve numbers to 10. 3. solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	1. solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

	Autumn Term	Spring Term	Summer Term
Y2 Skills- multiplication and division: apply, estimate, connect, use, solve, interpret, conjecture, analyse, investigate, conclude.			
	Knowledge	Knowledge	Knowledge
2	Multiplication and division – Unit 4, unit 5, unit 6 1. show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	1.recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. 2. calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	Using models within multiplication and division – Unit 7 1. calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
	Autumn Term	Spring Term	Summer Term

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		Knowledge	Knowledge	Knowledge
Y3 Skills- multiplication and division: apply, estimate, connect, use, solve, interpret, conjecture, analyse, investigate, conclude.				
3		Multiplying by 6, 7, 8, 9 – Unit 5 1.recall and use multiplication and division facts for the 3, 4 multiplication tables.	Multiplication – Unit 6 Division – Unit 7 1. recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. 2. write and calculate mathematical statements for multiplication and division including for two-digit numbers times one-digit numbers, using mental strategies progressing to formal written methods.	Solving multiplication and division problems – Unit 8

	Autumn Term	Spring Term	Summer Term
Y4 Skills- multiplication and division: apply, estimate, connect, use, solve, interpret, conjecture, analyse, investigate, conclude.			
	Knowledge	**Knowledge**	**Knowledge**
4	Follow on from Year3 Inspire units 5, 6, 7 and 8 then link to the school calculation policy. 1.multiplying by 0 and 1 and divide by 1. 2. multiply two-digit by a one-digit number using formal written layout. 	1. recall multiplication and division facts for multiplication tables up to 12 × 12. 2.multiplying together three numbers. 3. multiply two-digit and three-digit numbers by a one-digit number using formal written layout.	1. recall multiplication and division facts for multiplication tables up to 12 × 12. 2. recognise and use factor pairs. 3. multiply two-digit and three-digit numbers by a one-digit number using formal written layout
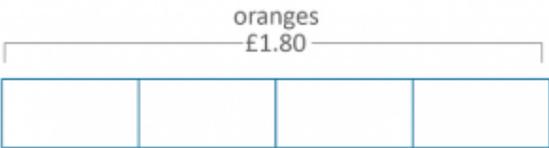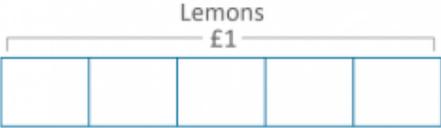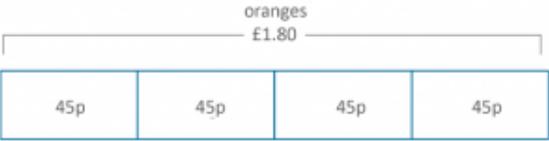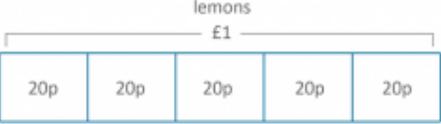
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	Autumn Term	Spring Term	Summer Term
Y5 Skills- multiplication and division: apply, estimate, connect, use, solve, interpret, conjecture, analyse, investigate, conclude.			
	Knowledge	Knowledge	Knowledge
5	1.identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. 2. know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. 3. establish whether a number up to 100 is prime and recall prime numbers up to 19. 4. multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. On Saturday Lara read two fifths of her book. On Sunday, she read the other 90 pages to finish the book. How many pages are there in Lara's book? If we create our bar model for what we know: 	1. multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. 2. multiply and divide numbers mentally drawing upon known facts. 3. divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context	1. multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. 2. multiply and divide numbers mentally drawing upon known facts. 3. divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

	90 pages		
	Autumn Term	**Spring Term**	**Summer Term**
Y6 Skills- multiplication and division: apply, estimate, connect, use, solve, interpret, conjecture, analyse, investigate, conclude.			
	Knowledge	Knowledge	Knowledge
6	1.multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. 2. divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context	2. divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions,	

Note: The Autumn Term header cell contains a bar model diagram showing "90 pages" divided into five boxes each labeled "30".