

**Stage 1**

Children are encouraged to develop a mental image of the size of numbers. They learn to think about equal groups or sets of objects in practical, real life situations. They begin to record these situations using pictures.



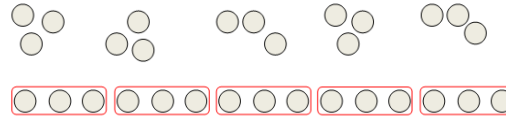
A child's jotting showing fingers on each hand as a double.



A child's jotting showing double three as three cookies on each plate.

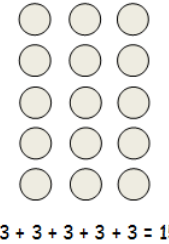
**Stage 2**

Children understand that multiplication is repeated addition and that can be done by counting in equal steps/groups.



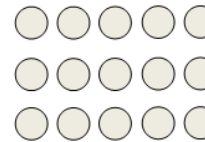
or

Children can then be introduced to the image of a rectangular array, initially through real items such as egg boxes, baking trays, ice cube trays, wrapping paper etc. and using these to show that counting up in equal groups can be a quicker way of finding a total.



$$3 + 3 + 3 + 3 + 3 = 15$$

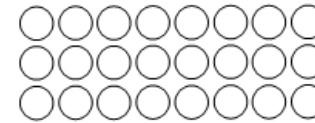
Children also understand that  $3 \times 5$  is the same as  $5 \times 3$



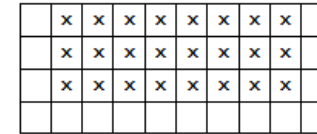
$$5 + 5 + 5 = 15$$

**Stage 3**

Children continue to use arrays and create their own to represent multiplication calculations



$$3 \times 8 = 8 + 8 + 8 = 24$$



$$3 \times 8 = 8 + 8 + 8 = 24$$

**Stage 4**

Children will continue to use arrays to lead into the grid method of multiplication.

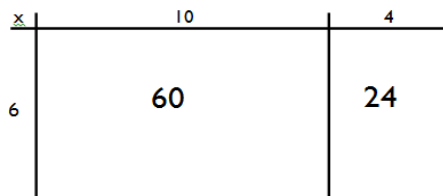
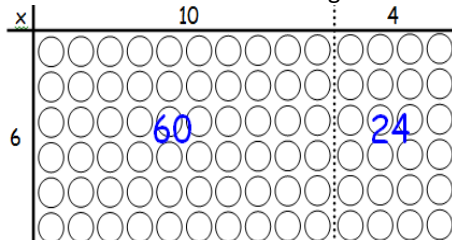
$$14 \times 6$$

The 14 is partitioned (split) into 10 and 4.

The answer to  $6 \times 10$  is found = 60

The answer to  $6 \times 4$  is found = 24

The two answers are added together  $60 + 24 = 84$



**Stage 5**

This is the final stage, the array is removed and children use the grid method.

$$23 \times 8$$

$$\begin{array}{r} \times \quad 20 \quad 3 \\ 8 \quad \boxed{160} \quad \boxed{24} \\ \hline 160 \\ + \quad 24 \\ \hline 184 \end{array}$$

$$346 \times 9$$

$$\begin{array}{r} \times \quad 300 \quad 40 \quad 6 \\ 9 \quad \boxed{2700} \quad \boxed{360} \quad \boxed{54} \\ \hline 2700 \\ + \quad 360 \\ + \quad 54 \\ \hline 3114 \\ \hline 11 \end{array}$$

The grid method can be used for multiplying any numbers, including long multiplication and multiplication involving decimals.

$$4.92 \times 3$$

$$\begin{array}{r} \times \quad 4 \quad 0.9 \quad 0.02 \\ 3 \quad \boxed{12} \quad \boxed{2.7} \quad \boxed{0.06} \\ \hline 12 \\ + \quad 2.7 \\ + \quad 0.06 \\ \hline 14.76 \end{array}$$

$$72 \times 38$$

$$\begin{array}{r} \times \quad 70 \quad 2 \\ 30 \quad \boxed{2100} \quad \boxed{60} \\ 8 \quad \boxed{560} \quad \boxed{16} \\ \hline 2100 \\ + \quad 560 \\ + \quad 60 \\ + \quad 16 \\ \hline 2736 \\ \hline 1 \end{array}$$