# Multiplication facts - 10 times table

# National Curriculum attainment targets

- Recall and use multiplication facts for the 10 multiplication table
- Calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (×) and equals (=) signs

# Previous related lessons

Unit 3, Week 1, Lesson 2; Unit 3, Week 1, Lessons 3 & 4; Unit 3, Week 2, Lessons 2–4; Unit 4, Week 1, Lessons 2– 4; Unit 6, Week 1, Lessons 2 & 4

# Prerequisites for learning

Pupils need to:

- recognise and write numbers from zero to 100
- be familiar with multiplication and know how to count in steps of ten, up to at least 100

#### Vocabulary

zero, nought, ten, twenty, thirty ... one hundred and twenty, tens, lots of, groups of, sets of, multiplication, multiplied by, times

The word 'ones' has been used throughout this lesson when referring to the least significant digit. However, children also need to be familiar with the word 'units'.

# **Getting Started**

- Choose an activity from Number Multiplication and division.
- Choose an activity from Fluency in Number Facts: Y1/Y2 Multiplication and division.

# Teach

# Resources

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mini whiteboard, pen and eraser (per pair)

- Display: the Number Line tool showing the numbers 0–100 and count on in tens from zero to 100 with the class.
- Say: Remember that each of these numbers is a multiple of ten. How can we tell if a number is a multiple of ten?
- Encourage children to suggest that any number that has zero as its ones digit is a multiple of ten. Remind them that multiples of ten are also multiples of two and five.
- Set up the frog to start on zero on the number line.
- Say: The frog is going to make jumps of ten along the number line.
- Count and show the frog jumping from zero to ten, placing a snail 'marker' above 10 on the number line.
- Say: One, two, three, four, five, six, seven, eight, nine, ten. One set of ten is ten altogether.
- Show another set of ten steps from 10 to 20, saying: Here is another set of ten. Ten (point from zero to ten) and ten (point from ten to 20) makes 20 altogether (point to 20).
- Say: One, two two sets of ten is 20. Place a snail 'marker' above 20 on the number line.
- Ask: If the frog makes another jump of 20, where will it land?
- Children identify that the next number in the sequence will be 30.
- Demonstrate this using the number line, saying: Ten and ten makes 30. Three sets of ten make thirty. Place a snail 'marker' above 30.
- Continue in this way to identify the multiples of ten up to 100.
- Say: I want to find out the totals for 11 and 12 sets of ten, but there are no more numbers on this number line. Look at our pattern of answers so far. Ask: Can you work out the next two answers to find 11 sets of ten, and then 12 sets of ten?

## Future related lessons

Unit 6, Week 2, Lessons 3 & 4; Unit 8, Week 1, Lessons 2–4; Unit 10, Week 1, Lessons 2 & 4; Unit 10, Week 2, Lessons 2–4; Unit 12, Week 1, Lessons 2–4

Lesson objective

the ten times table

• Recall and use multiplication facts for

## Success criteria

Pupils can:

- recognise and use the multiplication (×) and equals (=) signs correctly
- recognise multiplication facts for the ten times table, and write the corresponding multiplication fact for a given situation



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CONNECT Year 2, Unit 6,

Week 2



- Say: Work together to find the next two numbers in the pattern.
- Children write 110 and 120 on their whiteboards.
- Ask children to explain their reasoning, encouraging them to say: 'Eleven sets of ten make 110' and 'Twelve sets of ten make 120'.
- Extend the number line to 120 and use this to demonstrate and discuss children's answers. Did they notice and use the pattern in the numbers?
- A marker above each multiple should now identify all multiples of ten from ten to 120.
- Draw a line to join the first and second markers to show one jump (or one set) of ten, and write and say: **One times ten is ten, 1 × 10.** Then join the markers at 10 and 20, show jumps 0–10 and 10–20 and write, and say: **Two times ten is 20, 2 × 10.**
- Ask children to help to complete this sequence up to  $12 \times 10$ .
- Remind the class that the multiplication sign (x) means 'lots of' or 'times', then point and say: One times ten is ten, two times ten is 20, three times ten is 30 (and so on, up to) 12 times ten is 120.
- Together with the class, say the ten times table, pointing to each multiplication fact along the number line as it is said.

# Individualised Learning

Refer to Activity 2 from the Learning activities on page 270.

Activity Book 2B: – Page 19: Motorbike tens Progress Guide 2: – Support, Year 2, Unit 6, Week 2, Lesson 2: Pirate multiplication

# Plenary

#### Resources

mini whiteboard, pen and eraser (per pair)

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- Display: the Number Line tool with the markers still showing from the Teach section.
- Ask children questions relating to the ten times table up to the 12th multiple and point to the appropriate multiples on the number line.
- Write on the board:  $10 = 70 \times 7$ ,  $10 = 110 \times 11$  and  $30 = 103 \times$ .
- Point to the first set of numbers and ask children if they can suggest the correct order so that the numbers make a multiplication fact for the five times table.
- Ask children for their suggestions and then show the correct fact,  $7 \times 10 = 70$ .
- Check this with the class, using the number line.

- Ask children to work in pairs to arrange the remaining two sets of numbers into the correct order, writing the multiplication facts  $(3 \times 10 = 30 \text{ and } 11 \times 10 = 110)$  on their whiteboards.
- Demonstrate each fact on the number line.
- Remind children that multiplication can be done in any order and the answer remains the same.
- Ask children to write the three calculations again, this time in a different order.
- Discuss children's answers and demonstrate using the number line that each related pair of facts has the same answer.