Multiplication facts – five times table

National Curriculum attainment targets

- Recall and use multiplication facts for the 5 multiplication table
- Calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (×) and equals (=) signs

Lesson objective

- Recall and use multiplication facts for the five times table

Previous related lessons

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

Prerequisites for learning

Pupils need to:

- recognise and write numbers from zero to 100
- show an increasing understanding of multiplication

Vocabulary

zero, nought, five, ten, fifteen … sixty, fives, lots of, groups of, sets of, multiplication, multiplied by, times

Future related lessons

Unit 6, Week 2, Lessons 2–4; 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

Success criteria

Pupils can:

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

Getting Started

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

Collins Connect
Year 2, Unit 6, Week 1

Teach

Resources

mini whiteboard, pen and eraser (per pair)

- Display: the Number Line tool.
- Ask: **If we count on in fives from zero, which number will come next?** (5) **After 5?** (10)
- Ask children to continue to identify each step as they count on in fives.
- Count on in fives from zero to 50 with the class.
- Ask: **If we continue to the end of the number line, are there any more multiples of five in the pattern?**
- Children identify 55 and 60.
- Say: **Remember that each of these numbers is a multiple of five.** Ask: **How can we tell if a number is a multiple of five?**
- Encourage children to suggest that any number that has zero or five as its ones digit is a multiple of five.
- Write the multiplication sign (×) on the board and remind the class that the multiplication sign means 'lots of', 'groups of', 'times' or 'multiplied by'.
- Set up the frog to start on zero.
- Say: **The frog is going to make jumps of five along the number line.**
- Count and show the frog jumping from zero to five, placing a snail 'marker' above 5 on the number line.
- Say: **One, two, three, four, five – one set of five makes five altogether.**
- Show another set of five jumps from five to ten, saying: **Here is another set of five. Five,** (point from zero to five) **and five** (point from five to ten) **makes ten altogether** (point to ten).
- Say: **One, two – two sets of five make ten.** Place a snail 'marker' above 10 on the number line.
- Ask: **If the frog make another jump of five, where will it land?**

- Children identify that the next number in the sequence will be 15.
- Demonstrate this using the number line, saying: **Five and five and five makes 15. Three sets of five make 15.** Place a snail 'marker' above 15.
- Continue in this way to identify the multiples of 5 up to 50.
- Say: **Work together to find the next two numbers in the pattern.**
- Children write 55 and 60 on their whiteboards.
- Ask children to explain their reasoning, encouraging them to say: 'Eleven sets of five make 55.' and 'Twelve sets of five make 60.'
- A snail marker above each multiple should now identify all multiples of five from 5 to 60.
- Draw a line to join the first and second markers, to show one jump, or one set of five, and write and say: **One times five is five, 1 × 5.** Then join the markers at five and ten, show jumps 0–5 and 5–10 and write: 2 × 5.
- Ask children to help to complete this sequence up to 12 × 5.
- Remind the class that the multiplication sign (×) means 'lots of' or 'times', then point and say: **One times five is five, two times five is ten, three times five is 15** and so on, up to **12 times five is 60.**
- Together with the class, say the five times table, pointing to each multiplication fact along the number line as it is said.

Individualised Learning

Refer to Activity 4 from the Learning activities on page 261.

Activity Book 2B: – Page 17: Cat and dog calculations
Progress Guide 2: – Support, Year 2, Unit 6, Week 1, Lesson 4: Football 5s problems

Plenary

Resources

mini whiteboard, pen and eraser (per pair)

- Display: the Number Line tool with the markers still showing from the Teach section.
- Ask children questions relating to the five times table up to the 12th multiple, and highlight the appropriate multiples on the number square.
- Write on the board: 6 = 30 x 5, 5 = 15 x 3 and 10 = 50 x 5.
- 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: 3 × 5 = 15.
- Check this with the class, showing the 'jumps' on 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 (6 × 5 = 30 and 10 × 5 = 50) on their whiteboards.
- Demonstrate each fact on the number line.
- Remind children that, like addition, multiplication can be done in any order and the answer remains the same. Can they suggest a different way to write each multiplication fact?
- Demonstrate each calculation on the number line.
- If appropriate, remind the class that they have also found out that multiplication and division are inverse operations. Can they suggest how they can use each multiplication fact to find a related division fact?