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 (x) 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 (x) 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)



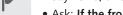
- Display: the Number Line tool.
- Ask: If we count on in fives from zero, which number will come next? (5) After 5? (10)
- Ask children to continue to identify each step as they count on in fives.
- Count on in fives from zero to 50 with the class.



- 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 (x) 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 (x) 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: $6 = 30 \times 5$, $5 = 15 \times 3$ and $10 = 50 \times 5$.
- 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: $3 \times 5 = 15$.
- 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 ($6 \times 5 = 30$ and $10 \times 5 = 50$) 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?