## Examples of what children should be able to do, in relation to each (boxed) Programme of Study statement

**solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of a teacher**

Children should be able to:

* Use practical apparatus, arrays and images to help solve multiplication and division problems such as:

Ben had 5 football stickers. His friend Tom gave him 5 more, how many does he have altogether?

Share 12 sweets between two children. How many do they each have?

* Find half of and double a number or quantity:

16 children went to the park at the weekend. Half that number went swimming. How many children went swimming?

I think of a number and halve it. I end up with 9, what was my original number?

## Non-Statutory Guidance

Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.

They make connections between arrays, number patterns, and counting in twos, fives and tens.