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

**recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables**

* multiply seven by three; what is four multiplied by nine? Etc.
* Circle three numbers that add to make a multiple of 4

11 12 13 14 15 16 17 18 19
* Leila puts 4 seeds in each of her pots. She uses 6 pots and has 1 seed left over. How many seeds did she start with?
* At Christmas, there are 49 chocolates in a tin and Tim shares them between himself and 7 other members of the family. How many chocolates will each person get?

**write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods**

* One orange costs nineteen pence. How much will three oranges cost?
* Mark drives 19 miles to work every day and 19 miles back. He does this on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays. How many miles does he travel to work and back in one week?

**solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects**

Miss West needs 28 paper cups. She has to buy them in packs of 6

How many packs does she have to buy?

## Non-Statutory Guidance

Pupils continue to practise their mental recall of multiplication tables when they are calculating mathematical statements in order to improve fluency. Through doubling, they connect the 2, 4 and 8 multiplication tables.

Pupils develop efficient mental methods, for example, using commutativity and associativity (for example,4 × 12 × 5 = 4 × 5 × 12 = 20 × 12 = 240) and multiplication and division facts(for example, using 3 × 2 = 6, 6 ÷ 3 = 2 and 2 = 6 ÷ 3) to derive related facts(for example,30 × 2 = 60, 60 ÷ 3 = 20 and 20 = 60 ÷ 3).

Pupils develop reliable written methods for multiplication and division, starting with calculations of two - digit numbers by one - digit numbers and progressing to the formal written methods of short multiplication and division.

Pupils solve simple problems in contexts, deciding which of the four operations to use and why. These include measuring and scaling contexts, (for example, four times as high, eight times as long etc.) and correspondence problems in which m objects are connected to n objects (for example, 3 hats and 4 coats, how many different outfits?; 12 sweets shared equally between 4 children; 4 cakes shared equally between 8 children).