

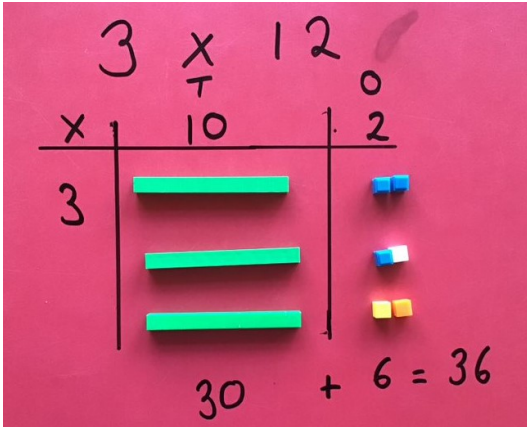
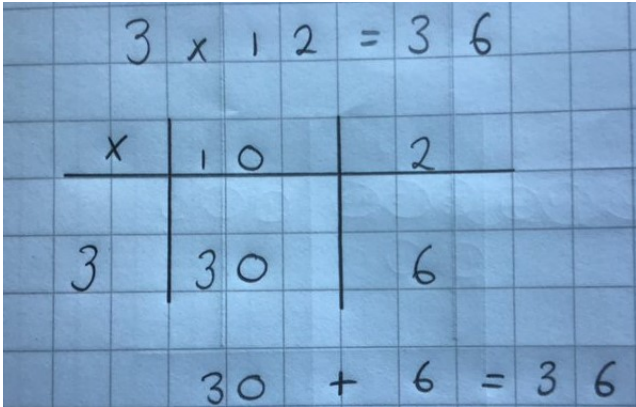
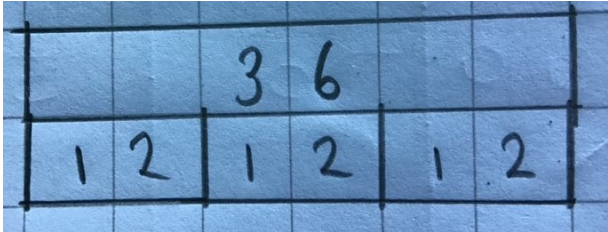
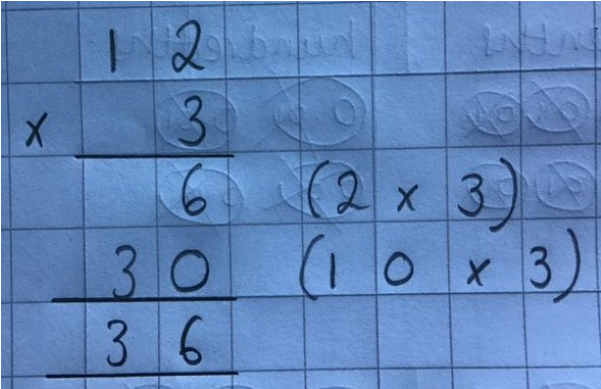
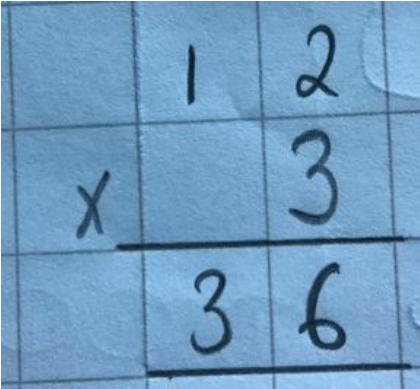
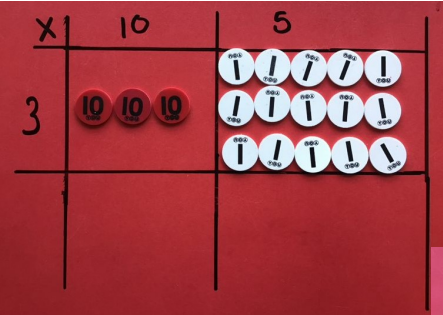
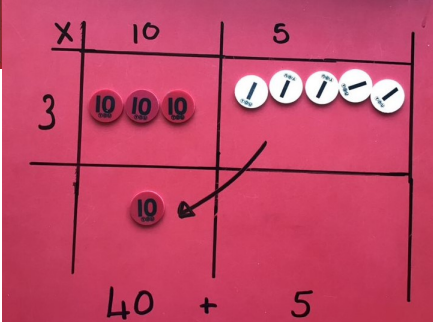
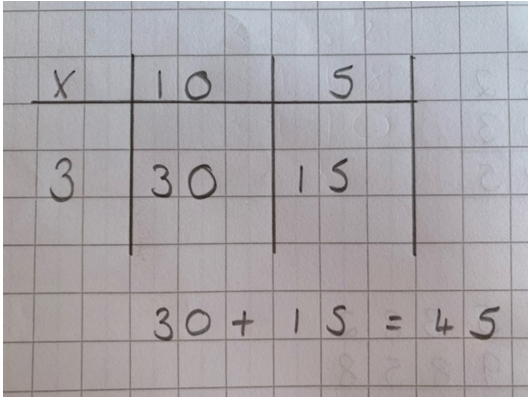
The Discovery School Calculation Policy - Year 3 Multiplication



Additional Notes

Bar models must be used as a tool for problem solving as this ensures the children understand the structure of the problem. The 2,3,4,5,8,and 10 times tables should be covered in Year 3. This includes the consolidation and revision of the 2, 5 and 10 times tables from Year 2.

National Curriculum Objectives Recall and use multiplication facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication, including positive integer scaling problems and corre-

Objective	Concrete	Pictorial	Abstract
To multiply a 2-digit number by a 1-digit number. No exchange	 Make sure you multiply the ones first. Begin by choosing calculations which don't involve an exchange. Base ten to be used as the chosen manipulative at this stage as it builds on the prior learning from Year 2.	 Make sure you multiply the ones first.  Bar model should be used for scaling. '12g of sugar is needed for 1 cake. I am making 3 cakes. How much sugar will I need?'	Expanded method first and then progress onto the formal written method.  
To multiply a 2-digit number by a 1-digit number. With exchange	 Progress on to using place value counters rather than base ten. 	 Note: Drawing the place value counters for this multiplication is not an efficient method.	By this stage the children should have progressed onto using the short method of multiplication. If you have some children who need further support then they can spend longer consolidating the expanded method as pictured above. 