The 2 times-table

Notes and guidance

This small step uses skills from previous steps and from counting in 2s, 5s and 10s from the Place value block. Children explore the 2 times-table and start to become more fluent in this. This step focuses mainly on multiplication, with division covered in more detail in the next step.

Children explore the 2 times-table in a range of ways, and it is important that children are exposed to multiple representations. They should use concrete resources as well as number tracks, number lines and bar models. They will have the opportunity to practise using these representations again later in the block.

When calculating, children should be encouraged to find efficient strategies rather than always counting from 1 × 2

Things to look out for

- Children may add the two numbers together, rather than multiplying them.
- Children may always start from the first number in the times-table, instead of starting from a known fact.
- Children may be less confident in some representations than others.

Key questions

- How can you show counting in 2s?
- How do you know what _____ lots of 2 are?
- Would drawing a picture help you to work out the multiplication?
- What do you need to do with the two numbers in the number sentence?
- Do you always need to start counting from 2?
- If you know what 5 × 2 is, how can you work out 6 × 2?
- If you know what 10 × 2 is, how can you work out 9 × 2?
- Can you show the multiplication another way?

Possible sentence stems

- _____ × 2 is the same as _____ lots of 2
- _____ multiplied by 2 is equal to _____
- I know that _____ × 2 = _____, so I can add/subtract 2 to work out _____ × 2

National Curriculum links

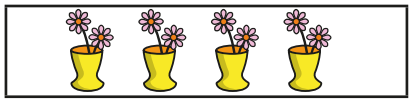
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

The 2 times-table

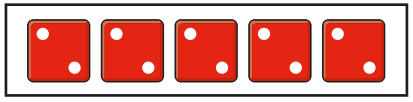
Key learning

- Match the pictures to the multiplications.

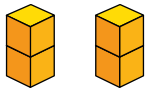
4 × 2



5 × 2



3 × 2

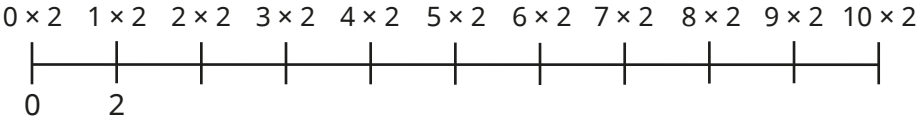
- Write a multiplication sentence to match each picture.
  - 
  - 
- How many wheels are there on five bicycles?

- Complete the number tracks.

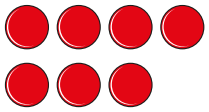
2	4		8		12

14	16	18			24

- Complete the number line.



- Complete the array to work out the multiplication.



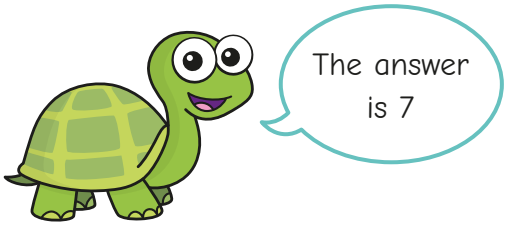
9 × 2 = _____

- Complete the multiplications.
  - 4 × 2 = _____
  - 2 × 10 = _____
  - _____ = 12 × 2
  - 8 × 2 = _____
  - 2 × _____ = 18
  - _____ × 2 = 6

The 2 times-table

Reasoning and problem solving

Tiny is working out 5 × 2



Is Tiny correct?

How do you know?

No

Write <, > or = to compare the statements.

5 × 2 ◯ 7 × 2

2 × 8 ◯ 18

6 × 2 ◯ 8 + 4

<

<

=

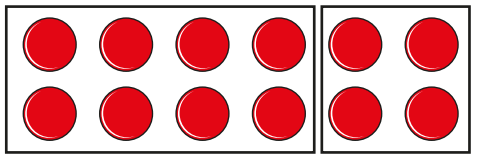
Kay has 7 cookies.

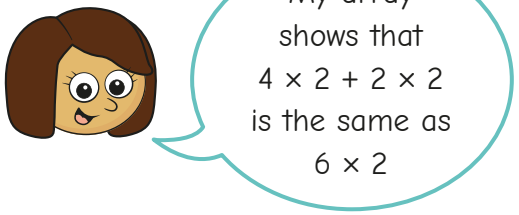
Max has twice as many cookies as Kay.

How many cookies does Max have?

14

Kim uses counters to show 6 × 2





What else does Kim's array show?

multiple possible answers, e.g.

6 × 2 = 1 × 2 + 5 × 2