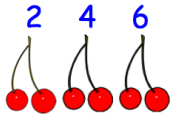
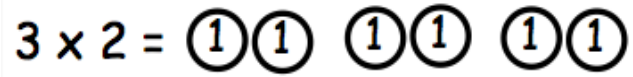
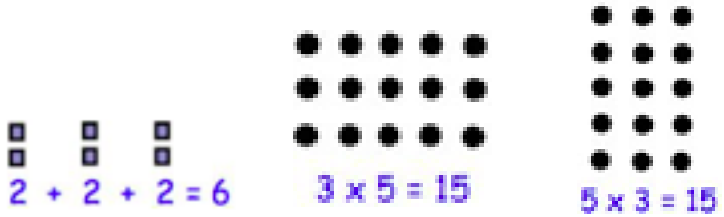
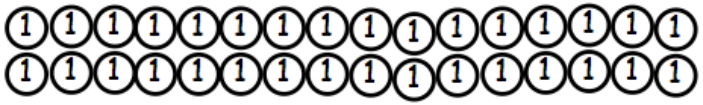
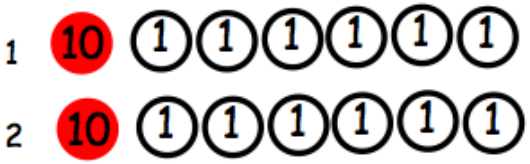
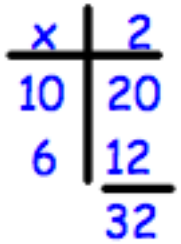
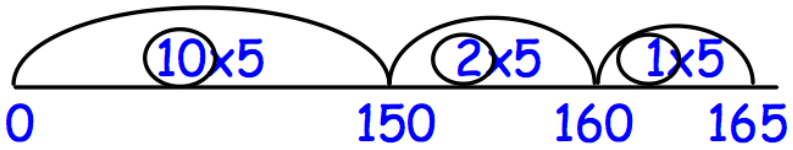
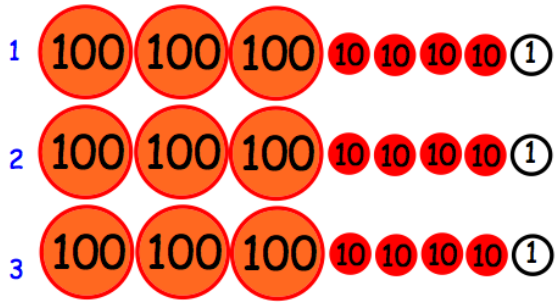
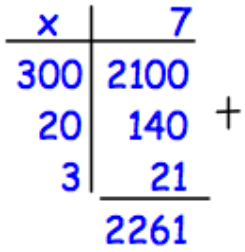
Progression MULTIPLICATION	Underlying skills	Success criteria
Foundation Stage: Children in the Foundation Stage start multiplication in the summer term. Children chant in 10's, 2's and 5's. 	• Count up to 100.	• Use fingers as denominations of 10s, 2s and 5s, touching them as they count.
Year 1: Children learn multiplication as 'lots of' e.g. 3 x 2 is three lots of 2. This would be represented visually for the children.  	• Count in 2s, 5s, 10s. • Understand x2 as doubling, getting the same group twice.	• Count objects in lots of 2 by whispering 1, loud 2, whisper 3, loud 4…
Concept counters  	• Count objects accurately using one to one correspondence matching a number name to each object.	• Arrange the concept counters to match the number sentence. • Tap the concept counters saying the last counter in the group as a loud number. • The total number of concept counters is the answer.
Arrays Children represent multiplication as repeated addition and arrays. Children are taught that arrays can represent both number sentences.  	• Count objects accurately using one to one correspondence matching a number name to each object. • Count in 2s, 5s, 10s.	• Draw lots of 10s, 2s, 5s to match the number sentence. • Count the number of spots, the total is the answer.

Progression	MULTIPLICATION	Underlying skills	Success criteria
Year 2 / 3: Concept counters 16 x 2 = 		• Count in 2s, 5s, 10s. • Know by heart multiplication facts for 2, 5 and 10 times tables. • Count in 2s, 5s, 10s, 3s, 4s, 8s, (Y3). • Know by heart multiplication facts for 2, 5, 10, 3, 4, and 8 times tables, (Y3). • Know multiplication can be done in any order.	• Make the 1-digit number using concept counters. • Repeat making it lots of times (2-digit number). • Count the counters, the total is the answer.
16 x 2 = 		• Count in 2s, 5s, 10s. • Know by heart multiplication facts for 2, 5 and 10 times tables. • Count in 2s, 5s, 10s, 3s, 4s, 8s, (Y3). • Know by heart multiplication facts for 2, 5, 10, 3, 4, and 8 times tables, (Y3). • Partitioning.	• Make the 2-digit number using concept counters as many times as the 1-digit number. • Count the tens and then the units, the total is the answer.
Vertical grid method. 16 x 2 = 32 		• Count in 2s, 5s, 10s. • Know by heart multiplication facts for 2, 5 and 10 times tables. Count in 2s, 5s, 10s, 3s, 4s, 8s, (Y3). • Know by heart multiplication facts for 2, 5, 10, 3, 4, and 8 times tables, (Y3). • Know multiplication can be done in any order. • Partitioning. • Multiply multiples of 10. • Understand addition of two 2-digit numbers. • Begin to apply column addition.	• Partition the 2-digit number into tens and units – write them below each other in a multiplication grid. • Multiply the tens row by the 1-digit number, writing the answer in the appropriate place, (hundreds and tens). • Multiply the units row by the 1-digit number, writing the answer in the appropriate place, (tens and units). • Add the two answers together, this is the answer to the multiplication number sentence.

Progression	MULTIPLICATION	Underlying skills	Success criteria
Year 2 / 3 Repeated addition on a number line. 13 x 5 = 165  		• Count in 2s, 5s, 10s. • Know by heart multiplication facts for 2, 5 and 10 times tables. • Know multiplication can be done in any order. • Partitioning.	• Draw an empty number line. • Make the 2-digit number worth of jumps forwards along the number line in multiples of the number you are multiplying (10x5 2x5, 1x5). • Put a circle around the multiples you have jumped (10,2, 1). The number you land on is the answer.
Year 3: Concept counters 341 x 3 =  		• Count in 2s, 5s, 10s, 3s, 4s, 8s, 6s, 7s, 9s, 11s, 12s. • Know by heart multiplication facts up to 12 x 12. • Know multiplication can be done in any order. • Partitioning	• Make the larger number using concept counters. • Repeat making it lots of times (1-digit number). • Count the counters in hundreds, tens and units, the total is the answer.
Vertical grid method. 323 x 7 =  		• Count in 2s, 5s, 10s, 3s, 4s, 8s, 6s, 7s, 9s, 11s, 12s. • Know by heart multiplication facts up to 12 x 12. • Know multiplication can be done in any order. • Partitioning. • Multiply multiples of 10 and 100. • Column addition.	• Partition the 3-digit number into hundreds, tens and units – write them below each other in a multiplication grid. • Multiply the hundreds row by the 1-digit number, writing the answer in the appropriate place, (thousands and hundreds). • Multiply the tens row by the 1-digit number, writing the answer in the appropriate place, (hundreds and tens). • Multiply the units row by the 1-digit number, writing the answer in the appropriate place, (tens and units). • Add the three answers together, this is the answer to the multiplication number sentence.

Progression	MULTIPLICATION	Underlying skills	Success criteria
Year 4 314 x 4 = 1256 Th h t u 3 1 4 x 4 1 6 + 4 0 1 2 0 0 1 2 5 6 **Year 5/6:** 2314 x 12 = 27768 Th h t u 2 3 1 4 x 1 2 4 8 + 1 2 0 3 6 0 0 2 4 0 0 0 2 7 7 6 8	**fact box** 1 x 4 =4 2 x 4 = 8 3 x 4 = 12 4 x 4 =1 6	• Count in 2s, 5s, 10s, 3s, 4s, 8s, 6s, 7s, 9s, 11s, 12s. • Know by heart multiplication facts up to 12 x 12. • Know multiplication can be done in any order. • Partitioning. • Multiply multiples of 10, 100 and 1000. • Multiply decimals. • Understand place value. • Column addition.	• Partition the 3-digit number into hundreds, tens and units. • Write the smaller 1-digit number underneath in the units column. • Multiply the units by the 1 – digit number and write the answer below the line. • Multiply the tens by the 1 – digit number and write the answer below the units multiplication. • Multiply the hundreds by the 1 –digit number and write the answer below the tens multiplication. • Ensure all multiplication answers are in the correct columns. • Add all the multiplications answers below the line, this is the total.