Y4	Pupils will:	Stem sentences	Generalisations
Wk1	• consider 'many as 1' and see that a 'unit' can represent more than 1 • represent 'many as 1' using a unitised counter • recap that a 'unit' can represent 'many as 1' • see that 1 unit can be repeated • represent 1 or more units using unitised counters and multiplication expressions • recap that 1 unit can be repeated • represent 1 or more units using unitised counters and multiplication expressions • practise representing repeated units using unitised counters and multiplication expressions • identify which factor changes when there is a change in the number of units or the size of the unit • practise representing repeated units using unitised counters and multiplication expressions • practise identifying which factor changes when there is a change in the number of units or the size of the unit	• There are _____ ones. There is 1 _____ . • There is 1 _____ . There is _____ , _____ time. • There are _____ _____ . There is _____ , _____ times.	
Wk2	• recap how multiplication can be represented using unitised counters, words and symbols • relate 2 equal sets to doubles and describe this in different ways • represent doubles with unitised counters • represent doubles with expressions and identify that one of the factors will always be 2 • recap that doubling can always be represented by 2 unitised counters and a multiplication expression in which one factor is always 2 • recall doubles to double 5 and connect these to multiplication facts • identify that doubling a whole number always gives an even number and reason why	• There are _____ _____ . There is _____ , _____ times. • 5 needs _____ to make _____ ; _____ is made of 5 and _____ . • Double 5 is _____ . Double _____ is _____ . 10 and _____ is _____ . Double _____ is _____ .	• When a number is doubled, one of the factors will always be 2. • Doubling a whole number always gives an even number.

Y4	Pupils will:	Stem sentences	Generalisations
	• recap that doubling any whole number always gives an even number, and recall doubles up to double 5 • find double 6, 7, 8 and 9 by using the '5 and a bit' structure • practise recalling doubles to find the product when 2 is a factor • recap the missing part of 6, 7, 8 and 9 if 5 is a part • practise finding double 6, 7, 8 and 9 by using the '5 and a bit' structure • reason about these doubles • practise finding double 6, 7, 8 and 9 by using the '5 and a bit' structure • reason about these doubles • connect doubles to the related multiplication facts in which 2 is a factor		
Wk3	• practise recalling products in the 2 times table, focusing on the number of syllables in the products • identify that doubles facts can be used when solving problems involving repeated units of 2 • practise retrieving factors when the product is given and one of the factors is 2 • reason about doubles 11–14 • practise recalling products in the 2 times table, focusing on the number of syllables in the products • reason about doubles 11–19 • practise recalling products in the 2 times table, focusing on the number of syllables in the products • reason about the numbers that result from doubling a number, and doubling the resulting number • connect doubling and doubling again to multiplying by 4 • practise recalling products when one of the factors is 4 • reason about the connection between doubling and halving	• There are _____ _____ . There is _____ , _____ times. • Double 10 is _____ . Double _____ is _____ . 20 and _____ is _____ . Double _____ is _____ . • Double _____ is _____ . Double _____ is _____ . So, 4 times _____ is equal to _____ .	

Y4	Pupils will:	Stem sentences	Generalisations
Wk4	• recall products in the 5 times table • identify that facts in the 5 times table have a product that is a multiple of 10 when one factor is even • recap that facts in the 5 times table have a product that is a multiple of 10 when one factor is even • identify that facts in the 5 times table have a product that is NOT a multiple of 10 when the factor that is not 5 is odd • recap halves of numbers within 20 • identify that halving a multiple of 10 can help us to find products when one of the factors is 5 • recap that halving a multiple of 10 can help us to find products when one of the factors is 5 • practise recalling products when 5 is a factor • practise recalling facts for the 2 and 5 times tables	• _____ times 10 is equal to _____ .	• The product of 5 and an EVEN number is a multiple of 10. • The product of 5 and an ODD number ends in a 5. • When one factor is halved, the product is halved.
Wk5	• identify arrangements of blocks that make square shapes • identify what happens when two factors that are the same are multiplied together • recap the generalisation that when two factors that are the same are multiplied together, the product is a square number • practise saying 'factor, factor, product' when the factors are the same • sort numbers according to whether they are square or not square • recall square numbers previously explored • reason about the square products for 6 × 6 and 9 × 9 • practise recalling square products previously learned • reason about square products for 7 × 7 and 8 × 8 • reason about how 7 × 7 and 8 × 8 can be represented using unitised counters. • recap products for square facts to 100 • derive the products for 11 × 11 and 12 × 12 • begin to practise retrieving facts in which 2 is a factor • practise recalling the product when two factors are the same • solve multiplication problems using learned facts	• There are _____ _____ . There is _____ , _____ times. • There is _____ _____ . There is _____ , _____ time.	• When two factors that are the same are multiplied together, the product is a square number.

Y4	Pupils will:	Stem sentences	Generalisations
Wk6	• recall facts from previous sessions • use the distributive property to explore why 12 times a number is equal to 10 times the number add 2 times the number • focus on the first four facts from the 12 times table, using unitised counters to represent the structure • recap the first four facts from the 12 times table • revise the fact 5 × 12 • practise fact retrieval • recap previously learned facts from the 12 times table • use the distributive property to think about 6 × 12 • use a number line gesture to compare the position of 10 sixes and 12 sixes • recap the first six facts from the 12 times table • use the distributive property to think about 7 × 12 • use a number line gesture to compare the position of 10 sevens and 12 sevens • recap the first seven facts from the 12 times table • use their understanding of multiplying by 10 to work out 10 × 12 • recall the fact 12 × 12	• 10 _____s add 2 _____s is equal to 12 _____s. • 12 _____s is equal to 10 _____s add 2 _____s. • 10 _____s, _____ . • 12 _____s, _____ .	• When two factors that are the same are multiplied together, the product is a square number.
Wk7	• recap facts from previous sessions • use the distributive property to think about the facts 8 × 12 and 9 × 12 • recap facts from previous sessions • use 10 × 12 to explain the product of 11 × 12 • recap facts from previous sessions • practise recalling all 12 times table facts up to 12 × 12 • make practice cards for the 12 times table facts • recall facts from the 12 times table • use the distributive property to explore why 11 times a number is equal to 10 times the number add 1 times the number • focus on the first nine facts from the 11 times table and explain the pattern between factors and products • recap the first nine facts from the 11 times table • learn the fact 10 × 11 • practise recalling all the facts in the 11 times table up to 11 × 11	• 10 _____s, _____ . • 12 _____s, _____ . • 10 _____s add 1 _____ is equal to 11 _____s. • 11 _____s is equal to 10 _____s add 1 _____ . • 10 _____s, _____ . • 11 _____s, _____ .	• When two factors that are the same are multiplied together, the product is a square number.

Y4	Pupils will:	Stem sentences	Generalisations
Wk8	• recap facts from previous sessions • explore why 9 times a number is equal to 10 times the number subtract 1 times the number • recap facts from previous sessions • recap why 9 times a number is equal to 10 times the number subtract 1 times the number • practise subtracting 1 times a number from 10 times the number • identify missing digits in multiples of 9 • recap facts from previous sessions • explore the facts 3×9, 4×9 and 5×9 • compare arrays which change from factor 10 to factor 9 • use the sweeping hand gesture to represent the factors and product on an array • use the number line gesture to show how 10 of a number is connected to 9 of the same number • recap facts from previous sessions • recap the connection between 10 times a number and 9 times the number using the number line gesture and the sweeping hand gesture • explore the facts 6×9, 7×9 and 8×9 • look for patterns between factors and products in the 9 times table • recap facts from previous sessions • practise facts from the 9 times table	• 10 _____s subtract 1 _____ is equal to 9 _____s. • 9 _____s is equal to 10 _____s subtract 1 _____ . • 10 _____s, _____ . 9 _____s, _____ .	
Wk9	• begin to become familiar with the expressions for the core multiplication facts (CMF) • recap that when two factors that are the same are multiplied together, the product is a square number • practise recalling 10×10, 11×11 and 12×12 • practise recalling multiplication facts in which the two factors are the same • apply the commutative property of multiplication to recognise those products that are the same • recap that when 1 is a factor, the product is equal to the other factor (when there are two factors)		• When two factors that are the same are multiplied together, the product is a square number. • When the order of the factors is changed, the product remains the same.

Y4	Pupils will:	Stem sentences	Generalisations
	• recognise that the 36 core facts in the core multiplication facts (CMF) table can be used to solve any multiplication calculation • recap facts in which 2 is a factor • identify patterns in the core multiplication facts (CMF) table and recognise that, in the CMF, the smaller factor is always written first • practise saying the smaller factor first, regardless of the position of the factors. • recap that the smaller factor is always written first in the core multiplication facts (CMF) • practise saying the smaller factor first, regardless of the position of the factors • recap that multiplication is commutative • identify those facts that are less well known		• When 1 is a factor, the product is equal to the other factor (if there are only two factors).
Wk10	• recap the products for 10×10 • connect 10×11 to 10×10, and to 11×11 • use these facts to solve problems • practise recalling the products for 10×10, 10×11 and 11×11 • identify that 10×12 and 12×10 both have the product 120 • use these facts to solve problems • practise recalling the products for 10×10, 10×11 and 11×11 • practise deriving and recalling 11×12 using 10×12 • practise deriving and recalling 12×12 from 11×12 OR using partial products • recall 12×12 and identify the product as a square number • reason about missing digits involving previously- learned facts • estimate the position of multiples of 12 in the linear number system • recall products previously learned		
Wk11	• recall the products for 1×1 and 11×11 • recap that 5×9 is equal to 10 fives subtract 1 five • practise recalling the product for 5×9 using the oral pattern and gestures • recall the products for 2×2 and 12×12 • write corresponding multiplication and division facts for 5×9 • practise recalling the product for 5×9 using the oral pattern and gestures • recall the products for 2×12 and 5×5	• 10 _____s subtract 1 _____ is equal to 9 _____s.	• Where none of the factors are even, the product is odd. • Where at least one of the factors is even, the product is even.

Y4	Pupils will:	Stem sentences	Generalisations
	• explore why 3 x 4 is equal to double 6 • practise recalling the product for 3 × 4 using the oral pattern and gestures • recall the products for 2 × 11 and 10 × 11 • write corresponding multiplication and division facts for 3 × 4 • practise recalling the product for 3 × 4 using the oral pattern and gestures • recap the connection between a context, unitised counters and multiplication expressions • practise retrieving facts previously learned	• 9 _____s is equal to 10 _____s subtract 1 _____ . • 10 _____s, _____ . 9 _____s, _____ . • There are _____ _____ . There is _____ , _____ time/s.	
Wk12	• recall the products for 5 × 9 and 3 × 4 • recap that 3 × 9 is equal to 10 threes subtract 1 three • practise retrieving previously-learned facts • recall the products for 2 × 5 and 5 × 12 • write corresponding multiplication and division facts for 3 × 9 • practise recalling the product for 3 × 9 using the oral pattern and gestures • recall the products for 2 × 6 and 6 × 12 • explore why 7 × 8 equals 56 • practise recalling the product for 7 × 8 using the oral pattern and gestures • recall the products for 9 × 9 and 8 × 8 • write corresponding multiplication and division facts for 7 × 8 • practise recalling the product for 7 × 8 using the oral pattern and gestures • recap the connection between a context, unitised counters and multiplication expressions • practise retrieving facts previously learned	• 10 _____s, _____ . 9 _____s, _____ .	• Where none of the factors are even, the product is odd. • Where at least one of the factors is even, the product is even.
Wk13	• recall the products for 3 × 9 and 7 × 8 • explore why the product of 5 and 7 is 35 • practise retrieving previously learned facts • recall the products for 3 × 3 and 2 × 7 • write corresponding multiplication and division facts for 5 × 7 • practise recalling the product for 5 × 7 using the oral pattern and gestures	• Double 10 is _____ ; Double _____ is _____ ; 20 and _____ is _____ , so double _____ is _____.	• Where none of the factors are even, the product is odd. • The product of 5 and an ODD number ends in a 5.

Y4	Pupils will:	Stem sentences	Generalisations
	• recall the products for 7 × 7 and 2 × 9 • explore why 4 × 8 equals 32 • practise recalling the product for 4 × 8 using the oral pattern and gestures • recall the products for 5 × 9 and 3 × 4 • write corresponding multiplication and division facts for 4 × 8 • practise recalling the product for 4 × 8 using the oral pattern and gestures • recap the connection between a context, unitised counters and multiplication equations • practise retrieving facts previously learned		• Where at least one of the factors is even, the product is even.
Wk14	• recall the products for 3 × 9 and 7 × 8 • reason about 3 × 7, relating it to 2 × 7 and 1 × 7 • practise recalling the product for 3 × 7 using the oral pattern and gestures • recall the products for 4 × 4 and 2 × 8 • write corresponding multiplication and division facts for 3 × 7 • reason about 3 × 7, relating it to 2 × 7 and 1 × 7, and then to 3 × 5 and 3 × 2 • practise recalling the product for 3 × 7 using the oral pattern and gestures • recall the products for 7 × 12 and 11 × 12 • reason about 6 × 7, relating it to 3 × 7 and 3 × 7, and see that the product of 6 and 7 is double the product of 3 and 7 • practise recalling the product for 6 × 7 using the oral pattern and gestures • recall the products for 5 × 7 and 4 × 8 • write corresponding multiplication and division facts for 6 × 7 • reason about 6 × 7, relating it to 5 × 7 and 2 × 7 • practise recalling the product for 6 × 7 using the oral pattern and gestures • use learned facts to solve contextualised problems • practise retrieving facts previously learned		• Where none of the factors are even, the product is odd. • Where at least one of the factors is even, the product is even. • When one factor is doubled, the product is doubled.
Wk15	• practise retrieving previously learned facts		

Y4	Pupils will:	Stem sentences	Generalisations
Wk16	• recall the products for 2 × 12 and 6 × 7 • derive 3 × 8 using 3 × 4 • practise recalling the product for 3 × 8 using the oral pattern and gestures • recall the products for 6 × 6 and 3 × 12 • write corresponding multiplication and division facts for 3 × 8 • practise recalling the product for 3 × 8 using the oral pattern and gestures • recall the products for 4 × 12 and 8 × 12 • derive 4 × 6 using known facts • practise recalling the product for 4 × 6 using the oral pattern and gestures • recall the products for 9 × 12 and 10 × 12 • write corresponding multiplication and division facts for 4 × 6 • practise recalling the product for 4 × 6 using the oral pattern and gestures • recap the connection between a context, unitised counters and multiplication equations • practise retrieving facts previously learned		• Where at least one of the factors is even, the product is even.
Wk17	• recall the products for 5 × 5 and 7 × 8 • derive 6 × 8 by adding 8 to the product of 5 and 8 • practise recalling the product for 6 × 8 using the oral pattern and gestures • recall the products for 3 × 8 and 7 × 12 • write corresponding multiplication and division facts for 6 × 8 • practise recalling the product for 6 × 8 using the oral pattern and gestures. • recall the products for 2 × 6 and 3 × 9 • derive 3 × 6 using known facts • practise recalling the product for 3 × 6 using the oral pattern and gestures • recall the products for 4 × 6 and 10 × 11 • write corresponding multiplication and division facts for 3 × 6 • practise recalling the product for 3 × 6 using the oral pattern and gestures • recap the connection between a context, unitised counters and multiplication expressions • practise retrieving facts previously learned		• Where at least one of the factors is even, the product is even.

Y4	Pupils will:	Stem sentences	Generalisations
Wk18	• recall the products for 4 × 8 and 7 × 7 • recap that 6 × 9 is equal to 10 sixes subtract 1 six • practise recalling the product for 6 × 9 using the oral pattern and gestures • recall the products for 6 × 8 and 11 × 11 • write corresponding multiplication and division facts for 6 × 9 • practise recalling the product for 6 × 9 using the oral pattern and gestures • recall the products for 3 × 6 and 5 × 12 • derive 5 × 6 using known facts • practise recalling the product for 5 × 6 using the oral pattern and gestures • recall the products for 3 × 8 and 4 × 6 • write corresponding multiplication and division facts for 5 × 6 • practise recalling the product for 5 × 6 using the oral pattern and gestures • use previously- learned facts to solve problems • practise retrieving facts previously learned	• 10 _____s subtract 1 _____ is equal to 9 _____s. • 9 _____s is equal to 10 _____s subtract 1 _____ . • 10 _____s _____ . 9 _____s, _____ .	• Where at least one of the factors is even, the product is even. • The product of 5 and an EVEN number ends in a 0.
Wk19	• recall the products for 6 × 8 and 5 × 6 • recap that 7 × 9 is equal to 10 sevens subtract 1 seven • practise recalling the product for 7 × 9 using the oral pattern and gestures • recall the products for 3 × 6 and 6 × 9 • write corresponding multiplication and division facts for 7 × 9 • practise recalling the product for 7 × 9 using the oral pattern and gestures • recall the products for 6 × 7 and 7 × 12 • derive 5 × 8 using known facts • practise recalling the product for 5 × 8 using the oral pattern and gestures • recall the products for 5 × 9 and 6 × 12 • write corresponding multiplication and division facts for 5 × 8 • practise recalling the product for 5 × 8 using the oral pattern and gestures • use previously learned facts to solve problems • practise retrieving facts previously learned	• 10 _____s subtract 1 _____ is equal to 9 _____s. • 9 _____s is equal to 10 _____s subtract 1 _____ . • 10 _____s, _____ . 9 _____s, _____ .	• Where none of the factors are even, the product is odd.

Y4	Pupils will:	Stem sentences	Generalisations
Wk20	• practise retrieving previously learned facts		
Wk21	• recall the products for 7 × 9 and 5 × 8 • recap that 8 × 9 is equal to 10 eights subtract 1 eight • practise recalling the product for 8 × 9 using the oral pattern and gestures • recall the products for 6 × 7 and 3 × 8 • write corresponding multiplication and division facts for 8 × 9 • practise recalling the product for 8 × 9 using the oral pattern and gestures • recall the products for 6 × 9 and 5 × 6 • derive 3 × 5 using known facts • practise recalling the product for 3 × 5 using the oral pattern and gestures • recall the products for 9 × 9 and 7 × 8 • write corresponding multiplication and division facts for 3 × 5 • practise recalling the product for 3 × 5 using the oral pattern and gestures • use previously learned facts to solve problems • practise retrieving facts previously learned	• 10 _____s, _____ . 9 _____s, _____. • 10 _____s subtract 1 _____ is equal to 9 _____s. • 9 _____s is equal to 10 _____s subtract 1 _____.	• Where none of the factors are even, the product is odd. • Where at least one of the factors is even, the product is even.
Wk22	• recall the products for 8 × 9 and 3 × 5 • recap that 4 × 9 is equal to 10 fours subtract 1 four • practise recalling the product for 4 × 9 using the oral pattern and gestures • recall the products for 7 × 9 and 4 × 8 • write corresponding multiplication and division facts for 4 × 9 • practise recalling the product for 4 × 9 using the oral pattern and gestures • recall the products for 5 × 8 and 3 × 8 • interpret 4 × 5 as '4 fives' and see how it is connected to 2 tens • practise recalling the product for 4 × 5 using the oral pattern and gestures • recall the products for 5 × 7 and 8 × 8 • write corresponding multiplication and division facts for 4 × 5 • practise recalling the product for 4 × 5 using the oral pattern and gestures • use previously learned facts to solve problems • practise retrieving facts previously learned	• 10 _____s, _____. • 9 _____s, _____.	• Where at least one of the factors is even, the product is even.

Y4	Pupils will:	Stem sentences	Generalisations
Wk23	- recall the products for 8×9 and 3×5 - derive the product for 4×7 by connecting it to 2×7 - practise recalling the product for 4×7 using the oral pattern and gestures - recall the products for 4×5 and 4×9 - write corresponding multiplication and division facts for 4×7 - practise recalling the product for 4×7 using the oral pattern and gestures - use previously learned facts to solve problems - practise retrieving facts previously learned - practise recalling previously learned facts		• Where at least one of the factors is even, the product is even.
Wk24 Wk25 Wk26	1. Going for Gold card practice 2. Teacher prompt cards: fact practice with individual pupils 3. Whole-class fact practice 4. Going for Gold fact recap slides 5. Other ideas for fact practice 6. Odd and even products 7. Square number fact practice 8. Factor 9 fact practice 9. Factor 2 fact practice 10. Factor 12 fact practice 11. Factor 9 and factor 12 fact practice 12. Core multiplication facts (CMF) grid		• Where none of the factors are even, the product is odd. • Where at least one of the factors is even, the product is even.
Wk27	- use generalised statements to recap whether products are odd or even - find missing factors in multiplication equations - find all the factors for a given product - recap finding missing digits and factors in multiplication equations - complete unitised counter representations by finding missing factors - find missing factors and write equations to match a given maths story - recap finding missing factors in multiplication equations - recap square number facts - draw unitised counter representations to match a maths story - adapt multiplication stories for a given equation - recap square numbers and their matching factors	• _____ represents the unit size. • _____ represents the number of units.	• Where none of the factors are even, the product is odd. • Where at least one of the factors is even, the product is even.

Y4	Pupils will:	Stem sentences	Generalisations
	• recap drawing unitised counter representations to match a maths story • identify products from times table facts and write matching expressions • find the nearest multiple of a given number less than 17 • identify products from multiplication table facts and write matching expressions • find the nearest multiple of 8 to a given number • explore multiples of 8 through a game called 'Bin It!'		
Wk28	• recap finding missing digits and factors in multiplication equations • solve and write multiplication maths stories involving measures contexts • recap writing a multiplication maths story involving measures contexts • identify products from times table facts and write matching expressions • find the nearest multiples, that are less than a given number, to complete equations • recap finding the nearest multiples, that are less than a given number, to complete equations • explore how the value of the product in a multiplication equation becomes the value of the dividend in the corresponding division equation • find missing factors in multiplication equations • find missing quotients in corresponding division equations • recap finding missing factors and quotients in corresponding division equations • identify products from times table facts and write matching expressions • find the nearest multiples, that are less than a given number, to complete multiplication and division equations • recap finding missing factors and quotients in corresponding division equations • identify products from times table facts and write matching expressions • find the nearest multiples, that are less than a given number, to complete multiplication and division equations • explore multiples of 7 through a game called 'Bin It!'		• The value of the product in a multiplication equation becomes the value of the dividend in the corresponding division equation.
Wk29	• recap finding missing factors in an equation • use corresponding multiplication equations to solve division equations • recap using corresponding multiplication equations to solve division equations. • write corresponding multiplication and division equations for a given fact that is beyond the range of times table facts		• The value of the product in a multiplication equation becomes the value of the

Y4	Pupils will:	Stem sentences	Generalisations
	• recap writing corresponding multiplication and division equations for a given fact that is beyond the range of times table facts • solve maths stories involving division • explain what each number represents in equations relating to maths stories involving division • recap solving maths stories involving division • identify products from times table facts and write matching expressions • find the nearest multiples that are less than a given number and complete related multiplication and division equations • identify products from times table facts and write matching expressions • find the nearest multiples that are less than a given number and complete related multiplication and division equations • use clues to identify matching numbers • explore multiples of 6 through a game called 'Bin It!'		dividend in the corresponding division equation.
Wk30	• recap how the value of the product in a multiplication equation becomes the value of the dividend in the corresponding division equation • use corresponding multiplication equations to solve division equations • recap using corresponding multiplication equations to solve division equations • recap writing corresponding multiplication and division equations for a given fact that is beyond the range of the times table facts • use and write clues to identify one number from a range provided • recap writing corresponding multiplication and division equations for a given fact that is beyond the range of the times table facts • identify products from times table facts and write matching expressions • explore products from times table facts that use a limited range of numbers from the number pad • explore products from times table facts which use a selected range of numbers from the number pad • explore multiples of 9 through a game called 'Bin it!' • solve a range of calculations to reveal a hidden message		• The value of the product of a multiplication equation becomes the value of the dividend of a corresponding division equation.