

1. (NC) given e.g. 4×3 dots in rectangle (encourage students to count)
2. (NC) guided 2 ways to count squares in e.g. 3×6 rectangle gives first 3 numbers in the 6 column in a multiplication grid or first 6 numbers in the 3 row. Look up facts in multiplication square
3. (NC) use hands to derive $\times 5$ facts $U \times 5$
4. (NC) use hands to derive $\times 9$ facts $U \times 9$
5. (NC) guided 2 quicker ways to multiply e.g. 3×10 rather than counting squares are to write out multiples of 3 or 10. Student decides which is easiest for them way to work out multiplication facts.
6. (NC) guided use of \times facts to derive others: e.g. $2 \times 7 \rightarrow 4 \times 7$ and similar to e.g. 8×7 ($U \times 4$ and $U \times 8$)
7. (NC) guided use of \times facts to derive others: $1 \times U + 2 \times U + 4 \times U$ ($7 \times U$)
8. (NC) guided choose preferred $U + U + U$ or $1 \times U + 2 \times U$ ($3 \times U$)
9. (NC) guided choose preferred double of $U + U + U$ or $2 \times U + 4 \times U$ ($6 \times U$)