



Progression of multiplication skills year 1-6

Skill	Year	Representations and models	
Solve one-step problems with multiplication	1/2	Bar model Number shapes Counters	Ten frames Bead strings Number lines
Multiply 2-digit by 1-digit numbers	3/4	Place value counters Base 10	Expanded written method Short written method
Multiply 3-digit by 1-digit numbers	4	Place value counters Base 10	Short written method
Multiply 4-digit by 1-digit numbers	5	Place value counters	Short written method

Skill	Year	Representations and models	
Multiply 2-digit by 2-digit numbers	5	Place value counters Base 10	Short written method Grid method
Multiply 2-digit by 3-digit numbers	5	Place value counters	Short written method Grid method
Multiply 2-digit by 4-digit numbers	5/6	Formal written method	

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Skill	Year Group	Representation
Solve 1-step problems using multiplication	Year 1 and 2	Children represent multiplication as repeated addition in many different ways. In Year 1, children use concrete and pictorial representations to solve problems. They are not expected to record multiplication formally. In Year 2, children are introduced to the multiplication symbol
: Multiply 2-digit numbers by 1-digit numbers	Year 3 and 4	Informal methods and the expanded method are used in Year 3 before moving on to the short multiplication method in Year 4. Place value counters should be used to support the understanding of the method rather than supporting the multiplication, as children should use times table knowledge.
: Multiply 3-digit numbers by 1-digit numbers	Year 4	When moving to 3- digit by 1-digit multiplication, encourage children to move towards the short, formal written method. Base 10 and place value counters continue to support the understanding of the written method. Limit the number of exchanges needed in the questions and move children away from resources when multiplying larger numbers.
Multiply 4-digit numbers by 1-digit numbers	Year 5	When multiplying 4- digit numbers, place value counters are the best manipulative to use to support children in their understanding of the formal written method. If children are multiplying larger numbers and struggling with their times tables, encourage the use of multiplication grids so

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		children can focus on the use of the written method.
Multiply 2-digit numbers by 2-digit numbers	Year 5	When multiplying a multi-digit number by 2-digits, use the area model to help children understand the size of the numbers they are using. This links to finding the area of a rectangle by finding the space covered by the Base 10. The grid method matches the area model as an initial written method before moving on to the formal written multiplication method
Multiply 3-digit numbers by 2-digit numbers	Year 5	Children can continue to use the area model when multiplying 3- digits by 2-digits. Place value counters become more efficient to use but Base 10 can be used to highlight the size of numbers. Children should now move towards the formal written method, seeing the links with the grid method.
Multiply 4-digit numbers by 2-digit numbers	Year 6	When multiplying 4- digits by 2-digits, children should be confident in using the formal written method. If they are still struggling with times tables, provide multiplication grids to support when they are focusing on the use of the method. Consider where exchanged digits are placed and make sure this is consistent.