


Phase 2 Multiplication and Division

Phase 2 Multiplication and Division	Assessment Note	Marks
I can begin to describe, build and count simple arrays	Question 1	
I can use practical materials to: <ul style="list-style-type: none">➤ combine and count equal groups to calculate how many altogether (multiplication)➤ partition a collection equally and count the number of groups or number in each group (division)	Question 2	
I can start to recognise the symbols (\times , \div) to represent the operations of multiplication and division and the associated vocabulary	Question 3	
I can begin to recall 2 and 10 multiplication facts (times tables)	Question 4	

Question	Mark
<p>1 How many cupcakes are there altogether?</p>  <p>Explain how you got your answer.</p>	<p>1</p>

2		
(a)	Ali buys 10 bags of apples. Each bag has 4 apples in it. How many apples does he buy? Explain your answer.	1
(b)	Sarah is filling party bags with sweets. She has 14 sweets altogether and decides to put 2 in every bag. How many bags can she fill? Explain your answer.	1
3		
(a)	There are ten tables in a classroom with four cups on each table. Write this as a multiplication number sentence.	
(b)	Two friends share 12 sweets equally between them. Write this as a division number sentence	
4		

(a)	Anna is counting in twos: 2, 4, 6, <input type="text"/> , <input type="text"/> , 12, <input type="text"/> Fill in the missing numbers.	
(b)	Jack is counting in tens starting at 50: 50, 60, <input type="text"/> , <input type="text"/> , 90, <input type="text"/> Fill in the missing numbers.	