

Guidance for teachers – KS1 Multiplication

2.1 Counting, unitising and coins

These short videos are intended to provide your pupils with interactive lessons whilst they are learning from home. You can choose how regularly you set them for your class. Some of the learning might be consolidation and practice which aids confidence and retrieval and helps build firm foundations for moving on to future areas of mathematics. It is important that pupils experience these in the suggested order. They have been designed to be a coherent sequence of learning which builds on previous understanding and exemplify a [teaching for mastery approach](#).

General features of a teaching for mastery approach, which can be found within these lessons:

- **Stem sentences** which promote precise mathematical vocabulary and generalisations for all pupils
- **Representations** which are carefully chosen and can be concrete, iconic or abstract and that move between the three.
- **Opportunities for deepening understanding for all pupils** using small steps of learning enables pupils to learn together and gain deep conceptual understanding.
- **Independent practice and retrieval** - you could ask the children to send you their practice activities so that you can check understanding. You could also set supplementary activities to extend practice and develop fluency in counting in steps of 2, 5 and 10.

Lesson 6 This lesson starts with counting in 2s, 5s and 10s and gets the children to consider what multiple they could be counting in if they say 25. A one-penny coin is introduced, with a value of 'one p'. Children are encouraged to make some one-dot tokens to use alongside the pennies to help with seeing the value of several one-penny coins. They then apply this understanding to see what they can buy with one penny coins.

Lesson 7 Children now look at different coins and consider what is the same and what is different. The focus is then on the 2p coin, 5p coin and 10p coin alongside the two-dot, five-dot and ten-dot tokens to support with putting them in an order related to their value.

Lesson 8 Revise counting in 2s and 5s using the pre-money tokens. Children then use a generalised sentence to make the link between pennies and other denominations, for example 'I say two pence, but I think two one pennies', 'I say five pence, but I think five one pennies'...

Lesson 9 Attention is now drawn to the number of coins, the value of each coin and the value of the set of coins. Using 2p coins, the language of 'one two-pennies' instead of 'one two-pence coin' emphasises the meaning of the coin denomination.

Lesson 10 Using sets of 5p and sets of 10p coins, identify the number of coins, the value of each coin and the value of the set of coins. Children then set up a 'five-pence shop' ready for the next lesson.

These lessons have been planned from the NCETM Mastery PD Materials. Please access the original materials [here](#).

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