




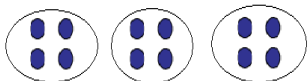




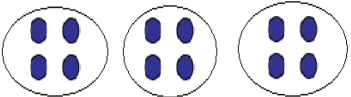
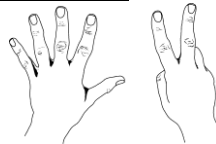
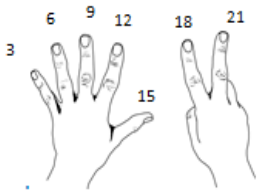
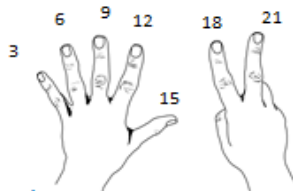



MULTIPLICATION & DIVISION Self-Assessment Where am I now and where do I go next?

Level 1 WHERE AM I NOW? 	Level 2 WHERE AM I NOW? 	Level 3 WHERE AM I NOW? 	Level 4 WHERE AM I NOW? 	Level 5 WHERE AM I NOW? 
<p>●●●●●●</p> <p>Make two groups of 3</p> <p>●●●●●●</p> <p>Share 8 counters with 4 children</p>	<p>3 groups of 4 How many altogether?</p>  <p>12 shared with 4 How many each?</p>	<p>$7 \times 3 =$</p>  <p>$21 \div 3 =$</p>	<p>$8 \times 3 = 24$</p>  <p>$24 \div 3 = 8$</p>	<p>$6 \times 7 = 42$ $42 \div 7 = 6$</p> <p>$9 \times 8 = 72$ $72 \div 8 = 9$</p>
<p>SUCCESS CRITERIA</p> <p>I CAN: form equal groups</p>  <p>2 groups of 3 =</p>  <p>8 shared between 4 =</p>	<p>SUCCESS CRITERIA</p> <p>I CAN: use rhythmic or skip counting to find the total of visible items – need to see or touch items.</p> <p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> 	<p>SUCCESS CRITERIA</p> <p>I CAN: use fingers as markers and skip count concealed items.</p> <p>Step 1 - Markers</p>  <p>Step 2 - Count</p> 	<p>SUCCESS CRITERIA</p> <p>I CAN: use fingers to progressively count concealed items</p> <p>A number is counted as a finger is raised. Student continues until the total is reached.</p> 	<p>SUCCESS CRITERIA</p> <p>I CAN: quickly recall times tables and the inverse operation.</p> <p>$6 \times 7 = 42$ $42 \div 7 = 6$</p> <p>$9 \times 8 = 72$ $72 \div 8 = 9$</p> 

MULTIPLICATION & DIVISION Self-Assessment **Where am I now and where do I go next?**