



# The Big Picture

Recommended for Year 2

Strategy D - Make a List or Table.

Children to organise their work into lists or tables.

# D2

# Trops and Bops



# NC Objectives

To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts (year 2, multiplication and division)

## Stickability

Solve one-step problems involving multiplication ... with the support of the teacher. (year 1, multiplication and division)

To recall and use multiplication and division facts for the 2, 3, 4 and 8 multiplication tables (Multiplication and Division (Year 3))

## Key Questions

How many Bops could there be?  
How do you know?

Can you make a list of multiples of 2 and 3? How can this help us?

## Resources

Copied sheets of problem

Arrays or number lines.

Larger copies of blank tables.

## Problem based learning

Children should demonstrate the beginning of systematic working, referring to a list of multiples of 2 and 3 to support them with finding the solutions.

## HOOK

Introduce the new alien creatures and ask the children to describe them. Count the eyes on different numbers of the creatures.

## Teacher Led

Show PitSTOP 2 to the children. Use arrays or other visual methods to demonstrate that 15 eyes can be made up of 5 Trops. Repeat for the second example and others as needed. Make a list of multiples of 2 and 3 to refer to.

## Student Led

Attempt PitSTOP 3 in pairs. Support children in using a list of multiples of 2 and 3 when tackling the second part of the problem.

Support: PitSTOP 1  
Extension: What if there are 8 eyes, how many of each could there be?

## Teacher Led

Feed back from PitSTOP 3, especially the last section and move to PitSTOP 4. Model how to solve by subtracting 12 eyes (for 4 Trops) from 22. How many eyes are we left with? How many Bops is that? Children to tackle PitSTOP 5 in pairs.

## AFL & Independent

As pupils are ready, give out PitSTOP PitSTOP 6 for children to complete independently.

Support: continue with PitSTOP 5  
Extension: PitSTOP 7

## PLENARY

Go through all the solutions as a class, drawing attention to children that began to use the table in a systematic way.

LEARNING SEQUENCE