Note: At times, what you might say during the lesson is shown in speech marks. You don't need to follow this exaclty but it gives an indication of the important points, explanations and prompts.

Part 1: Animation 1 Constructing the 5 times table

Your aim in this part of the lesson is to construct the 5 times table, relate it to repeated groups-of-five and identify patterns within it. You will also highlight to the children that we already know two of the facts from our previously learnt times tables.

Play the animation showing the 5 times table building up in two different ways, asking the children to watch carefully for anything they notice in either animation..

The first sequence shows repeated groups of 5 on a tens frame. As you watch the groups-of-five build up, pause the animation a couple of times and practise linking each of the factors to the representation. You have already taught the children that factors in a multiplication can be written in either order, and multiplication is commutative, during the two times table unit, so this is not new learning. If the children need a reminder you can explain as follows:

6 groups of 5

6×5
5×6

"Let's look at this first expression, 6 x 5. 6 is the **number of** groups. 5 is the **number in** each group. The second expression is 5 x 6, but the 5 still represents the **number in** each group, and the 6 still represents the **number of** groups. The factors are just written in a different order"
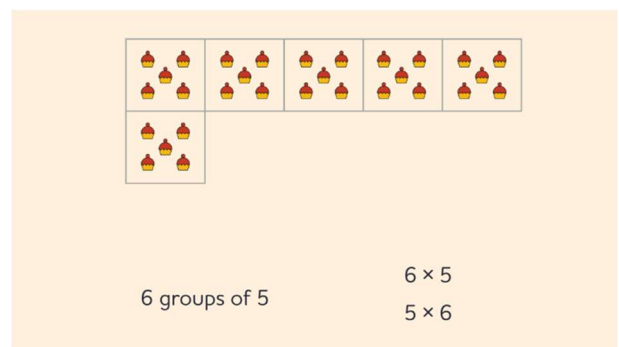
The second sequence shows a growing array of rows of 5, and this time includes the products.

Give the children a minute or two to talk to their partner about what they noticed in either representation. Share some of their observations, with you developing their explanations, and then drawing attention to any they have missed. They might include:

$1 \times 5 = 5$
$2 \times 5 = 10$
$3 \times 5 = 15$
$4 \times 5 = 20$
$5 \times 5 = 25$
$6 \times 5 = 30$
$7 \times 5 = 35$
$8 \times 5 = 40$

- Both sequences showed groups-of-five
- The 5 can be the first or second factor in the multiplication
- The ones digit in the products repeats in a 5, 0, 5, 0 pattern
- An even number of groups of 5 gives a multiple of 10. An odd number of groups of 5 does not give a multiple of 10.

Don't be limited to these – the children are likely to spot other things to discuss as well

Play the final part of the animation (shown on right) which shows which facts we are going to learn as part of our 36 essential facts. Draw attention to the fact that we know two of these facts already from our 2 times table and square times table.
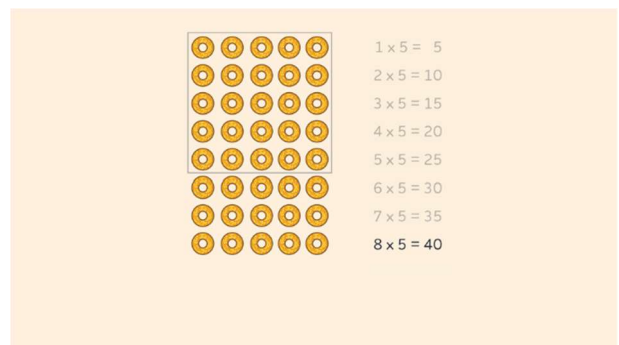
$1 \times 5 = 5$
$2 \times 5 = 10$ $5 \times 2 = 10$ (2 times table)
$3 \times 5 = 15$
$4 \times 5 = 20$
$5 \times 5 = 25$ $5 \times 5 = 25$ (square times table)
$6 \times 5 = 30$
$7 \times 5 = 35$
$8 \times 5 = 40$
$9 \times 5 = 45$
$10 \times 5 = 50$
$11 \times 5 = 55$
$12 \times 5 = 60$