Reasoning and Problem Solving
Step 7: The 2 Times-Table

National Curriculum Objectives:

Mathematics Year 2: (2C6) Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

Mathematics Year 2: (2C7) Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals (=) signs

Mathematics Year 2: (2C8) Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Differentiation:

Questions 1, 4 and 7 (Reasoning)
Developing Use knowledge of the 2 times-table (up to 5x) to explain why a statement is true or false.
Expected Use knowledge of the 2 times-table (up to 12x) to explain why a statement is true or false.
Greater Depth Use knowledge of the 2 times-table, beyond 12x (using related facts from the known times-table), to explain why a statement is true or false.

Questions 2, 5 and 8 (Reasoning)
Developing Compare two statements using knowledge of the 2 times-table (up to 5x).
Expected Compare two statements using knowledge of the 2 times-table (up to 12x).
Greater Depth Compare two statements using knowledge of the 2 times-table (beyond 12x), using related facts from the known times table.

Questions 3, 6 and 9 (Problem Solving)
Developing Use knowledge of the 2 times-table (up to 5x) to arrange cards to produce a correct statement.
Expected Use knowledge of the 2 times-table (up to 12x) to arrange cards to produce a correct statement.
Greater Depth Use knowledge of the 2 times-table (beyond 12x, using related facts from the known times-table) to arrange cards to produce a correct statement.

More resources which follow the same small steps as White Rose.

Did you like this resource? Don't forget to review it on our website.

The 2 Times-Table

The 2 Times-Table

1a. There are 2 pens in a pack.

Aleena says,

> I bought 2 packs so I have 4 pens.

Is she correct?

Show me why.

D   R

1b. There are 2 biscuits in a packet.

Kevin says,

> I have 5 packets so I have 9 biscuits.

Is he correct?

Show me why.

D   R

2a. Todd and Liz borrow books from the library.
Todd says,

> I have more because I have 4 lots of 2 books.

Liz says,

> I have more because I have 2 lots of 3 books.

Who has the most books?

D   PS

2b. Jordan and Lewis buy chocolate bars from the tuck shop.
Jordan says,

> I have more because I have 5 lots of 2 bars.

Lewis says,

> I have more because I have 2 lots of 5 bars.

Who has the most chocolate bars?

D   PS

3a. Use the cards below to complete the statement. You may use the cards more than once.
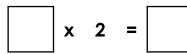Find 2 possibilities.

[ ] x 2 = [ ]

| 2 | 8 | 4 | 1 |

D   PS

3b. Use the cards below to complete the statement. You may use the cards more than once.
Find 2 possibilities.

[ ] x 2 = [ ]

| 2 | 6 | 3 | 4 |

D   PS

Reasoning and Problem Solving – The 2 Times-Table– Year 2 Developing

4a. There are 2 books in a pack.

Jose says,

> I bought 8 packs so I have 15 books.

Is he correct?

Show me why.

R

4b. There are 2 balls in a box.

Ruby says,

> I have 11 boxes so I have 22 balls.

Is she correct?

Show me why.

R

5a. Imani and Scott buy stickers for their collections.

Imani says,

> I have more because I have 10 lots of 2 stickers.

Scott says,

> I have more because I have 2 lots of 8 stickers.

Who has the most stickers?

PS

5b. Leila and Nina buy sweets from the shop.

Leila says,

> I have more because I have 9 lots of 2 sweets.

Nina says,

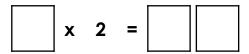> I have more because I have 2 lots of 7 sweets.

Who has the most sweets?

PS

6a. Use the cards below to complete the statement. You may use the cards more than once.
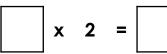Find 2 possibilities.

☐ x 2 = ☐ ☐

| 2 | 5 | 0 | 6 | 1 |

PS

6b. Use the cards below to complete the statement. You may use the cards more than once.
Find 2 possibilities.

☐ x 2 = ☐ ☐

| 2 | 6 | 1 | 7 | 4 |

PS

classroomsecrets.co.uk

Reasoning and Problem Solving – The 2 Times-Table– Year 2 Expected

The 2 Times-Table

The 2 Times-Table

7a. There are 2 batteries in a pack.

Toby says,

> I bought 13 packs so I have 26 batteries.

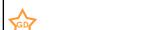Is he correct?

Show me why.

R

7b. There are 2 crayons in a box.

Tina says,

> I have 17 boxes so I have 43 crayons.

Is she correct?

Show me why.

R

8a. Simon and Cali buy pencils for their colouring books.

Simon says,

> I have more because I have 18 lots of 2 pencils.

Cali says,

> I have more because I have 2 lots of 19 pencils.

Who has the most pencils?

PS

8b. Niamh and Mick count the badges they own.

Niamh says,

> I have more because I have 15 lots of 2 badges.
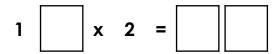
Mick says,

> I have more because I have 2 lots of 15 badges.

Who has the most badges?

PS

9a. Use the cards below to complete the statement. You may use the cards more than once.
Find 2 possibilities.

$$1 \boxed{} \times 2 = \boxed{}\boxed{}$$

| 3 | 4 | 8 | 2 | 1 |

PS

9b. Use the cards below to complete the statement. You may use the cards more than once.
Find 2 possibilities.

$$1 \boxed{} \times 2 = \boxed{}\boxed{}$$

| 2 | 6 | 5 | 1 | 3 |

PS

classroomsecrets.co.uk

Reasoning and Problem Solving – The 2 Times-Table– Year 2 Greater Depth

Reasoning and Problem Solving
The 2 Times-Table

Developing
1a. **Yes, 2 x 2 = 4**
2a. **Todd: 4 x 2 = 8; Liz: 2 x 3 = 6**
    Todd has the most.
3a. **1 x 2 = 2; 2 x 2 = 4; 4 x 2 = 8**

Expected
4a. **No, 8 x 2 = 16**
5a. **Imani: 10 x 2 = 20; Scott: 2 x 8 = 16**
    Imani has the most.
6a. **5 x 2 = 10; 6 x 2 = 12**

Greater Depth
7a. **Yes, 2 x 13 = 26**
8a. **Simon: 18 x 2 = 36; Cali: 2 x 19 = 38**
    Cali has the most.
9a. **11 x 2 = 22; 12 x 2 = 24; 14 x 2 = 28**

Reasoning and Problem Solving
The 2 Times-Table

Developing
1b. **No, 2 x 5 = 10**
2b. **Jordan: 5 x 2 = 10; Lewis: 2 x 5 = 10**
    Neither, they have the same.
3b. **2 x 2 = 4; 3 x 2 = 6**

Expected
4b. **Yes, 11 x 2 = 22**
5b. **Leila 9 x 2 = 18; Nina 2 x 7 = 14**
    Leila has the most.
6b. **6 x 2 = 12; 7 x 2 = 14**

Greater Depth
7b. **No, 2 x 17 = 34**
8b. **Niamh: 15 x 2 = 30; Mick: 2 x 15 = 30**
    Neither. They have the same.
9b. **11 x 2 = 22; 13 x 2 = 26; 16 x 2 = 32**

classroomsecrets.co.uk

Reasoning and Problem Solving – The 2 Times-Table **ANSWERS**