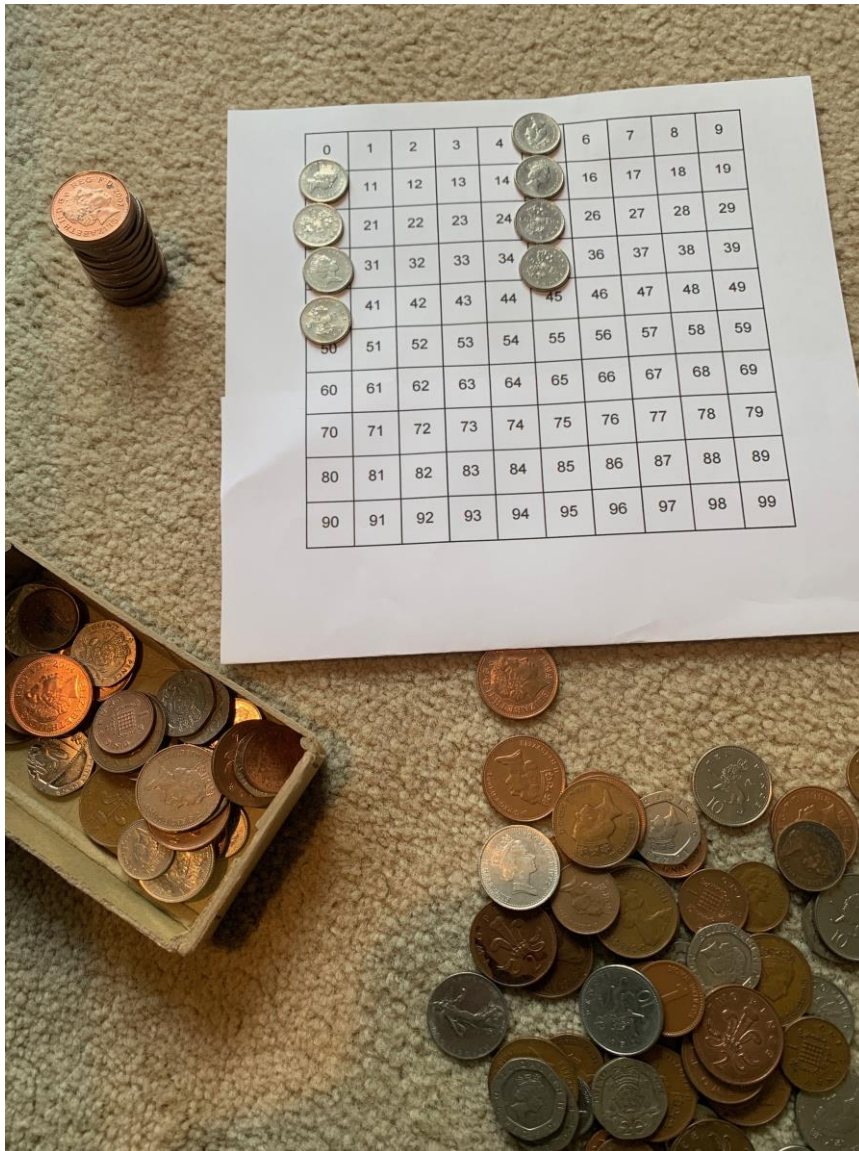


The teacher wrote the following number sentence on the white board and explained that it meant. '12 lots of 5 are equal to 60' (see footnote 2). She explained that this was a much quicker way of writing than the sum on Sophie's whiteboard:

$$5 \times 12 = 60$$



The children counted the coins on their hundred squares and were able to accurately say how many there were and how much they added up to. They then had a go at writing their number sentence.

The child with the 1ps on their square declared she didn't have to count them – she knew how many there were. The teacher asked her how she knew, and she explained that every square had one on up to 17 so there were 17.

The teacher left them to explore it and came back later to see the whiteboards said:

$$12 \times 5 = 60$$

$$28 \times 2 = 56$$

$$17 \times 1 = 17$$

At the end of the session the children were asked to share their learning with the class. They showed how to add up money by using a hundred square and how, by counting the coins, you can find a quick way of writing it down using the 'lots of' sign (footnote 2).

With thanks to Maureen Hunt

For guidance on Continuous Provision and mathematics through KS1, please see our Continuous Provision pages: <https://earlymaths.org/continuous-provision/>

FOOTNOTES:

- 1 Conventionally, the expression 12×5 is read as "12, 5 times".
- 2 There are limitations to using "lots of" for the X sign