

Richard Bonington Primary School

Times Table Policy



Introduction

This policy outlines the teaching, organisation and management of the process and implementation of times tables throughout the school. Times tables are at the heart of mental arithmetic, which in itself, helps form the basis of a child's understanding and ability when working with number. If a child is secure and fluid with their times tables knowledge, they are able to work more confidently with advanced calculations.

Aims:

- To raise the profile of the teaching of times tables and to raise the overall knowledge of times table facts across the school.
- To explain the expected practices, to ensure children learn their times tables.
- To ensure continuity in practices and progression in times tables.
- To develop mathematical language associated to multiplication and division (e.g. product, multiples of, scale up etc.).

Curriculum and times tables:

<u>Year Group</u>	<u>Tables to be learnt</u>	<u>Beginning</u>	<u>Working towards</u>	<u>Secure</u>
1	2,5 and 10	Children to count forward from any given number to 20 and backwards from any given number to 0.	Children can count in multiples of 2, 5 and 10 with thinking time.	Children can count in multiples of 2, 5 and 10 with fluidity.

2	2,5 and 10	Children can repeat their 2, 5 and 10 times tables in order.	Children can complete 2, 5 and 10 times tables out of order.	Children can complete their 2, 5 and 10 times tables and division facts.
3	3, 4 and 8	Children can repeat their 3,4 and 8 times tables in order.	Children can complete their 3,4 and 8 times tables out of order.	Children can complete 3,4 and 8 times tables and division facts.
4	6,7,9,11 and 12	Children can repeat their 6,7,9,11 and 12 times tables in order.	Children can complete their 6,7,9,11 and 12 times tables out of order.	Children can complete their 6,7,9,11 and 12 times tables and division facts.
5/6	<p>In years 5 and 6, children should catch up where they have fallen behind on their previous times tables in other year groups.</p> <p>In these year groups, children should recall multiplication and division facts for all multiplication tables from 1 to 12.</p> <p>Year 5: Multiply and divide numbers mentally drawing upon known facts</p> <p>e.g. 30×40, 70×80, 0.7×6</p> <p>Year 6: To perform mental calculations, including mixed operations and large numbers</p>			
Children with SEN	Children to work at a pace appropriate to their needs but are supported to meet year group expectations with extra interventions when appropriate.			

Extra year group requirements:

<u>Year group</u>	<u>Requirement</u>
2	Count in steps of 3 from any given number, forwards and backwards
3	Count from 0 in multiples of 4, 8, 50 and 100
4	Count in multiples of 6, 7, 9, 25 and 1000

Teaching Times Tables:

Year 2:

In the summer term, explicit times table practice will be built into the start of maths lessons. Year 2 will focus on the 2, 5 and 10 times tables to ensure that they are fluent and are prepared for the expectations of year 3. The planning and teaching of times tables focuses on strategies and techniques to aid the children in understanding the concept of times tables; not just tested.

- Arrays
- Finding patterns
- Making links between known times tables where relevant

Other activities and resources that can support learning of times tables:

- Counting sticks
- Chanting
- Times table grids
- Games and challenges
- Songs

Years 3

Times tables are taught and recalled at least 3 times per week. Year 3 focus on 3,4- and 6-times table and they are taught weekly during a specific session. The planning and teaching of times tables focuses on strategies and techniques to aid the children in understanding the concept of times tables; not just tested.

- Arrays
- Finding patterns
- Making links between known times tables where relevant

Other activities and resources that can support learning of times tables:

- Counting sticks
- Chanting
- Times table grids
- Games and challenges
- Songs

Testing:

Once a week, the children are tested on the times table which is their own targeted one. The children will complete 40 questions within 4 minutes using the school tests. The children will work through the tests, at their own pace, to ensure progression. If pupils are stuck on specific test, teachers will provide interventions to support progress.

Home learning:

Children will have access to Doodletables once a week in school but can also access at home.

Year 4

Times tables are taught and recalled on alternate days every week for approximately 10 minutes. Each week, the planning focuses on all times tables (x12) and/or be planned from the most recent gap analysis- focusing on tables the children are finding trickier. The planning and teaching of times tables focuses on strategies and techniques to aid the children in understanding the concept of times tables; not just tested.

- Arrays

- Finding patterns
- Making links between known times tables where relevant

Other activities and resources that can support learning of times tables:

- Counting sticks
- Chanting
- Times table grids
- Games and challenges
- Songs

Testing:

Once a week, the children are tested on the times table which is their own targeted one. The children will complete 40 questions within 4 minutes using the school tests. At least once a week in school, the children practise using TTRS and always finish the session with a 'soundcheck'. This data then feeds into the following weeks' focus for teaching and recalling, as well as a personalised target for every child.

Years 5 and 6

In Years 5 and 6, for pupils who did not pass the Year 4 Multiplication Times table Check or for who need additional support, they will receive

Differentiation:

It is expected that children will be at varying stages in their times table journey. If children are secure in the times tables, which is allocated for their year group, they must be moved on to the times tables from the years above. If they have not yet achieved the target tables for their year groups, they must work on the tables from the year group below. KS2 children who are working on KS1 bands will have extra support in developing an understanding of the concept of 'lots of' before moving on to rote learning of any times tables.

Once the children are able to recall all their times table facts, they need to be extended through related number facts, real life problem solving and reasoning.

Home learning:

Times Table Rockstars is a home learning tool which all KS2 pupils have access. It is a carefully sequenced programme of times tables practice. Teachers can access and set

learning tasks for pupils and children are expected to be actively encouraged to use this platform from home.

We also use Doodletables as an online and home learning tool to support with learning and recall of tables.

Application of times tables in calculation:

(See calculation policy)

Children's understanding of times tables is only relevant if they are aware of their application in calculations and real life. In order to do this, the children should be using instant recall of times tables when needed in calculations. This awareness can be created in several ways:

- Highlighting when times tables are being used during modelling
- Discussion of how they are being applied during problem solving
- Inclusion of real life examples of times tables application
- Practising times tables on a daily basis
- Marking that identifies misconceptions due to incorrect calculating