



## Introduction

At South Marston, the quick recall of multiplication and division facts (times tables) is viewed with high importance. 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. The ability to recall these facts quickly enables children to answer related questions with greater confidence and efficiency. We believe that through a variety of interactive, visual, engaging and rote learning techniques, most children can achieve the full times tables knowledge required by the end of Year 4.

## Aims of the policy

1. To raise the profile of the teaching of times tables and to raise overall knowledge of the times tables and related division facts across the school.
2. To explain the expected practices, to ensure children learn their times tables.
3. To ensure continuity in practices and progression in times tables.
4. To ensure there is successful teaching and learning of times tables and related division facts within our school

## Progression of times tables throughout the school

Below is the expected progression throughout the school but children who are ready may progress into higher year group expectations once they have a secure knowledge of the times tables facts (and related divisions) and can recall them accurately.

Our whole school approach takes on board the 'Chanting' method in short sound bites for rapid recall e.g. instead of chanting four times 8 is 32, say four eights are 32. This is to make the sound bite more memorable.

Key Stage 1	Key Stage 2
<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>To be able to count in steps of 10</li> <li>To be able to count in steps of 5</li> <li>To be able to count in steps of 2</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>To be able to recall the 10 times table</li> <li>To be able to recall the 5 times table</li> <li>To be able to recall the 2 times table</li> <li>To be able to count in steps of 3</li> </ul>	<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>To be able to recall the 3 times table</li> <li>To be able to recall the 4 times table</li> <li>To be able to recall the 8 times table</li> </ul> <p><u>Year 4</u></p> <ul style="list-style-type: none"> <li>To be able to recall the 6 times table</li> <li>To be able to recall the 7 times table</li> <li>To be able to recall the 9 times table</li> <li>To be able to recall the 11 times table</li> <li>To be able to recall the 12 times table</li> </ul> <p><u>Year 5 &amp; 6</u></p> <ul style="list-style-type: none"> <li>To be able to recall of the times tables facts and related divisions through regular consolidation</li> </ul>

**Requirements for satisfying the year group expectations are as follows:**

- To be able to count in steps, the children are required to count on in quick succession. – If the child has to count on in 1's to reach the next 5, the child is unable to count on in 5's.
- To be able to recall, the child must be able to recall the times tables and related division facts instantly
- If the child needs to count on/count up in 7's to reach  $4 \times 7$ , they do not know their 7 times table. They are able to count on in 7's.

It is expected that children will be at varying stages in their times table journey. In KS1 it is very important that less able children have extra support in developing an understanding of the concept of '**lots of**' and '**groups of**' before moving on to rote learning of any times tables. If children are confident in the times tables 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 of the tables for the year group below.

Introducing a new times table

It is important to highlight what the children already know as known facts. Through the knowledge of commutative law they can really see even at this stage how much they already know.

Write up the associated division facts alongside the times table facts so that the children can see the clear relationship between multiplication and division.

Introduce times tables with a counting stick activity or through step counting using the FunKey maths step counting PPTs.

### Counting Stick method

Use the shortest sound bite to state the fact e.g.  $6 \times 7 = 42$  would be 6 sevens are 42.

For division facts, use the sound bite for the related multiplication fact e.g.  $42 / 7 = 6$  would be read backwards to become 6 sevens are 42. The repetition of this same sound bite avoids the need to learn a new sound bite, supports recall and highlights the relationship between multiplication and division.

### **Suggested resources to support teaching:**

- Challenges e.g. times table shootout, times table splat, beat the teacher
- Counting stick
- Fizz buzz game
- Times table bingo
- FunKey Maths step counting PowerPoints
- Hit the Button
- Times Table Rockstars
- BBC Supermovers times table songs
- Times table sheets