

## Our Lady and St Anne's RC Primary Times Tables Policy

### Introduction

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. Once the children have learnt their times tables by heart, they are then able to work far more confidently- and efficiently- through a wide range of more advanced calculations. At Our Lady and St Anne's RC Catholic Primary School, we believe that through a variety of interactive, visual, engaging and rote learning techniques, most children can achieve the full times table knowledge **by the end of Year 4.**

Year Group	Expectation	
Year 1	Count in multiples of twos, fives and tens.	
Year 2	Count in multiples of 2, 3, 5 and 10.	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.
Year 3	Count in multiples of 4 and 8.	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
Year 4	Count in multiples of 6, 7 and 9.	Recall and use multiplication and division facts for multiplication tables up to 12 x 12.
Year 5	Regular consolidation of all times tables.	Multiply and divide numbers mentally, drawing upon known facts.
Year 6	Regular consolidation of all times tables.	Perform mental calculations, including with mixed operations and large numbers.

Children will be assessed regularly for their times table progression.

## Aims

1. To raise the profile of the teaching of times tables and to raise the overall knowledge of times table 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.<sup>[SEP]</sup>
4. To ensure the successful times table teaching and learning within our school.

Children will be assessed regularly for their times table progression.

## Teaching Times Tables

It is expected that times tables are visited on a daily basis throughout the school.<sup>[SEP]</sup> A range of activities need to be used, to provide a suitable learning style for all children.

- Counting sticks,
- Chanting Games – dice rolling, pass the ball/bag,
- times table board games.
- Times table grids IWB games/challenges

## Differentiation

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' before moving on to rote learning of any times tables.

Once children are able to recall all their times tables facts, they need to be extended through place value, related number facts and real life problem solving/problems in context.

## Homework

Children need to be sent home with times table homework on a regular basis. This can be in the form of times table 'boxes, identifying times table patterns, practising with parents.

### **Application of Times Tables in Calculation**

Children's growing understanding of times tables is only relevant if they are aware of their application in calculations and real life. In order to do this, children should be using 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 – identifying where errors have been made, due to incorrect calculating.

### **Times Tables on Display**

Times tables should be on display in all classrooms, for children to use as support and reference.