Creating a Love of Learning

Friday 20th September 2019

Progression with Multiplication tables

Introduction

Times tables are at the heart of mental arithmetic. Along with number bonds, they form the basis of a child's understanding and ability when working with number.

Children's growing understanding of times tables is only relevant if they are aware of their application in calculations and real life problem solving. 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. At school, we will:

- Highlight when times tables are being used in modelling
- Discuss of how they are being applied during problem solving
- Include real life examples of times table application
- Mark – identify where errors have been made by incorrect calculating
- Display times tables in all classrooms for children to use as support and reference. However, by Years 5 and 6 children should be independent of displays.

Teaching Times Tables

- Times tables are visited, at least, on a weekly basis.
- A range of activities are provided, suitable for all learning styles. These can include written methods, chanting / singing tables, playing games and interactive challenges using the laptops and Ipads
- Whenever possible, learning tables should be related to real life contexts and real life problem solving.

Differentiation

- It is expected that children will be at different stages in their times table journey.
- In year 1 and year 2 it is very important that children have support in developing the concept of "lots of"/ repeat addition before moving on to the learning of any times tables.

- If children are confident with the times table for their year group, children's knowledge will be extended within the the year group expectations (working towards Platinum). After this, children can be moved on to the tables for the year group above, after consultation with the maths coordinator.

Requirements to satisfy moving onto the next table.

To know a times table a child must be able to recall the times table facts quickly (If they need to count on /count up they do not know the table).

Bronze - Children should be able to recite the given table.

Silver – Children will answer questions from the table, out of order.

Gold – Children will be able to use reciprocal facts (division).

Platinum - Children should be able to solve real life problems involving the use of table facts.

It is expected that children will be able to recall all x and ÷ facts from previous tables, building on their existing knowledge.

At no point should we, or will we race through the list of tables. Tables facts are tools to solve problems and calculations. Consolidating (repeat practising) will feature a lot from year 2 to year 4.

Supporting learning at home.

Times tables should be supported by parents/carers at home and should be encouraged, similar to reading. Staff will send home appropriate tables related homework and will assess once a week, just like spellings. This will ensure the importance of learning times tables is enhanced and its profile is raised within school. In addition, it will encourage fluidity throughout school. The school will give advice to parents and post support on the website.

National Curriculum Guidelines

	National Curriculum
1	Count in multiples of 2, 5 and 10. Recall and use all doubles to 10 and corresponding halves.
2	Know ×2, ×5 and ×10 and division facts. Begin to know ×3 and division facts
3	Know ×2, ×3, ×4, ×5, ×8, ×10 tables facts and related division facts
4	Tables up to 12 × 12 and related division facts
5	Extend knowledge
6	

Table 4: Extra year group curriculum requirements not to forget.

Year group	Requirement
2	Throughout the year children to count in steps of 3.
3	Throughout the year children can count from 0 in multiples of 4,8,50 and 100.
4	Throughout the year children can count in multiples of 6,7,9,25 and 1000.

If there any further questions, please feel free to come in and discuss them with me.

Regards,

Nick.