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| **Progression in the teaching of Times Tables** | | | | | |
| 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 St Botolph’s, 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 time they enter Year 5. | | | | | |
| EYFS | Y1 | Y2 | Y3 | Y4 | Y5 and Y6 |
| I can count in steps of 1  I can count in steps of 2  I can count in steps of 10  I can count in steps of 5 | I can count in steps of 2, 5 and 10 | I know my 2 times table  I know my 5 times table  I know my 10 times table | I know my 4 times table  I know my 8 times table | I know my 3 times table  I know my 6 times table  I know my 9 times table  I know my 7 times table  I know my 11 times table  I know my 12 times table | Regular consolidation of all times tables |

Times Table Challenge

Children will be encouraged to learn their times tables and be able to recite them in order (from x1 to x12) in under 20 seconds. Once complete they will move onto the next times table.

For consistency across the school, from Y2 upwards, all classrooms will display a times table chart (angry birds) where children have their name attached. They will move along the chart to show their progress in their times table learning.

Times tables will be taught through Maths No Problem lessons as well as in other engaging ways throughout the school day. They may also be given as homework tasks.

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| **Process of teaching Times Tables** | | | |
| Children will be taught the concept of multiplication using practical resources. | Children will progress on to using number lines or pictures. | Children will count in multiple steps. | Children will recite times tables by  rote.  Links will be made with ‘grouping’ and division whilst times tables are being taught. |
| Concrete | Pictorial | Abstract | Abstract |
| During this stage children will use practical equipment to and make equal groups to help them count in multiples.      They begin to think about how they order the equipment to show their equal groups and begin to create arrays. | Children and draw their own pictures to help them count in different multiples.  Possible representations including number lines, equal groups, arrays.    They understand columns and rows and how to arrange the equipment into equal groups. Using arrays they can spot the different facts it shows in order to make connections. | Children are able to count out loud their times tables  They are able to produce sequences of numbers  2, 4, 6, 8, 10  5, 10, 15, 20, 25, 30  They can also produce the number sentences related to the times tables.    They understand commutative facts (for example 1 X 7 = 7 and 7 X 1 = 7) | Children are fluent in their tables and can recite them in any order making links to division.    3 times 3 equals 9, so 9 divided by 3 equals 3. One third of 9 equals 3.  If you know 3 times 3 equals 9, what else do you know? 3 x 30 = 90 etc. |
| Throughout all the stages, children will be encouraged to talk about the patterns that they notice and make connections to other times tables they have learnt. They will discuss the relationship between the numbers.  As they become more fluent, they will be able to recite the facts in any order, along with the related division facts.  Throughout the later stages, children will begin to make links to the division facts. They will also begin to notice other connections, for example if I know 9 x 3, I know 9 x 30 etc.  They can create different fact families.  Children begin to solve problems that involve their times table facts. | | | |