



Winterton Junior School Times Table Policy

Introduction

Times Tables are at the heart of mental arithmetic, which in itself helps to 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 Winterton Junior 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 time they enter Year 5.

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.
4. To ensure the successful times table teaching and learning within our school.
5. To develop our language in maths and replace 'times' with 'lots of'.

Times Tables in Key Stage 2

In Year 3:

- Review and revisit 2, 3, 4, 5 & 10 times tables
- I know my 6 times table
- I know my 7 times table
- I know my 11 times table

In Year 4:

- I know my 9 times table
- I know my 8 times table
- I know my 12 times table

In Year 5 and 6:

- **Regular** consolidation of **all** times tables

Children are assessed every half term for their times table progression, using the folders and record sheets provided.

Requirements for satisfying the 'I can' statement

- To know a times table, the child must be able to recall the times table fact **instantly**
- If they need to count on/count up in 7's to reach 4×7 , they do not **know** their 7 times table. They are able to count on in 7's.
- To count on in a number, 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.

Teaching Time tables

It is expected that times tables are visited on a daily bases throughout the school. 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.

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. 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 on the tables for the year group below. 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

Times table homework is sent home on a regular basis. This can be in the form of times table 'challenges', identifying times table patterns, practicing with parents or listening to Times Tables songs, to name a few.

Application of times tables in calculation

Children's growing understanding of times tables are 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 table application.
- Practicing times tables on a daily basis.
- Marking –identifying where errors have been made, due to incorrect calculating.

Times Tables on Display

Times tables are on display in all classrooms, for children to use as support and reference. The displays are large enough for all children to see and on tabletop resources where used.

Policy written by Mrs Ros Taylor: Autumn 2017

Policy agreed by Staff: Autumn 2017

Policy agreed by Governors: Autumn 2017

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