



St Joseph's Times Tables Policy

The National Curriculum expectation for Primary Schools across the UK is that, by the end of Year 4, pupils are capable of recalling all 12 times tables up to 12x12.

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 Joseph's 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 time they enter Year 5.

Homework

Children need to be sent home times table homework on a regular basis. This can be in the form of times table 'challenges', identifying times table patterns, practising with parents, listening to Times Tables songs or through Education City.

Rote learning

Times tables should be recited as often as possible (preferably daily). Chant as: 'One times two is two, two times two is four, three times two is six ...'

Also chant as 'one multiplied by two is two, once two is two, one lot of two is two, one group of two is two, the product of one and two is two etc.'

This policy is a guide to ensure that all pupils are capable of recalling tables up to 12 x 12 by Year 4. However, teachers must move children on to the next set of times table (even if in the next year group) if they can. Similarly, if teachers find that children are working below the structure outlined in this document, we recommend tracking back to where those children are.

Reception	
By end of year	Counting in steps of 1 Counting in steps of 2 Counting in steps of 10 Counting in steps of 5
Teaching methodologies	<ul style="list-style-type: none"> • Count pairs of objects • Count straws bundled in tens • Sing counting songs • Hundred square • Number lines • Pictorial representations on display • Rolling Numbers (5, 10, 15, 20, 25, 30 etc.)

Year 1	
Autumn 1 & 2	Count in 2's up to 24, linking with even numbers and supporting doubles. Count in multiples of 10 in order up to 120.
Spring 1 & 2	Focus on counting in multiples of 5 up to 60, linking with knowledge of counting in 10s. Continue to develop fluency of counting in 2's and 10's.
Summer 1	Count in multiples of 10, 2 and 5 in order with growing fluency.
Summer 2	Count in multiples of 10, 2 and 5 in order fluently. Begin learning times tables
Teaching methodologies	<ul style="list-style-type: none"> • Count pairs of objects • Count straws bundled in tens • Sing counting songs • Hundred square

	<ul style="list-style-type: none"> • Number lines • Pictorial representations on display • Rolling Numbers • Reciting times tables
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Year 2	
Autumn 1	Consolidate counting in steps of 2, 5 and 10 in order from 0 up to 12x.
Autumn 2	Count in steps of 2 and 5 from 0 up to 12x fluently. Recall multiples of 10 up to 12x10 in any order, including missing numbers and related division facts with growing fluency.
Spring 1	Recall multiples of 2 up to 12x2 in any order, including missing numbers and related division facts. Recall multiples of 10 up to 12x10 fluently.
Spring 2	Recall multiples of 5 up to 12x5 in any order, including missing numbers and related division facts. Recall multiples of 2 up to 12x2 in any order, including missing numbers and related division facts with growing fluency.
Summer 1	Count in multiples of 3 to 12x3 in order from 0. Recall multiples of 2 up to 12x2 in any order, including missing numbers and related division facts fluently. Recall multiples of 5 up to 12x5 in any order, including missing numbers and related division facts with growing fluency.
Summer 2	Count in multiples of 3 to 12x3 in order from 0 with growing fluency. Recall multiples of 5 up to 12x5 in any order, including missing numbers and related division facts fluently.

Teaching methodologies	<ul style="list-style-type: none"> • Counting objects in groups of 2, 5, 10 & 3 • Sing counting songs • Hundred square • Number lines • Array with concrete resources • Pictorial representations on display • Rolling Numbers • Reciting times tables
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Year 3	
Autumn 1	Count in multiples of 3 to 12x3 in order from 0 fluently.
Autumn 2	Recall multiples of 3 up to 12x3 in any order, including missing numbers and related division facts with growing fluency. Count in multiples of 4 to 12x4 in order from 0 with growing fluency. Introduce (relating to x4) and begin to count in multiples of 8 from 0 to 12x8.
Spring 1	Recall multiples of 3 up to 12x3 in any order, including missing numbers and related division facts fluently. Count in multiples of 4 to 12x4 in order from 0 with fluently. Count in multiples of 8 to 12x8 in order from 0 with growing fluency.
Spring 2	Recall multiples of 4 up to 12x4 in any order, including missing numbers and related division facts with growing fluency. Count in multiples of 8 to 12x8 in order from 0 fluently.
Summer 1	Recall multiples of 4 up to 12x4 in any order, including missing numbers and related division facts fluently.

	Recall multiples of 8 up to 12×8 in any order, including missing numbers and related division facts with growing fluency.
Summer 2	Recall multiples of 8 up to 12×8 in any order, including missing numbers and related division facts fluently.
Teaching methodologies	<ul style="list-style-type: none"> • Counting objects in groups of 3, 4 and 8 • Hundred square • Number lines • Array with concrete resources • Pictorial representations on display • Rolling Numbers • Reciting times tables

Year 4	
Autumn 1	Recall multiples of 3, 4 and 8 up to $12 \times$ in any order, including missing numbers and related division facts fluently. Fluently count in 6's in order up to 12×6 , using multiples of 3 to support.
Autumn 2	Recall multiples of 6 in any order, including missing numbers and related division facts with growing fluency. Fluently count in 7's in order up to 12×7 .
Spring 1	Recall multiples of 6 in any order, including missing numbers and related division facts fluently. Recall multiples of 7 in any order, including missing numbers and related division facts with growing fluency.
Spring 2	Recall multiples of 7 in any order, including missing numbers and related division facts fluently. Fluently count in 9's in order up to 12×9 . Fluently count in 11's in order up to 12×11 .
Summer 1	Recall multiples of 9 in any order, including missing numbers and related

	<p>division facts with growing fluency (using 10x and adjusting by 1 group to find 9x as a strategy)</p> <p>Recall multiples of 11 in any order, including missing numbers and related division facts fluently.</p> <p>Fluently count in 12's in order up to 12x12.</p>
Summer 2	<p>Recall multiples of 9 in any order, including missing numbers and related division facts fluently.</p> <p>Recall multiples of 12 in any order, including missing numbers and related division facts with growing fluency (using 10x and adjusting by adding 2 more groups).</p>
Teaching methodologies	<ul style="list-style-type: none"> • Hundred square • Number lines • Pictorial representations on display • Rolling Numbers • Reciting times tables

Year 5

The National Curriculum expectation is that by the end of Year 4, children are able to recall all 12 tables up to 12x12. To secure this, we recommended that the first term of Year 5 be used to consolidate by continuing your practice. **If you find that your children are working below the structure outlined in this document, we recommend tracking back to where your children are.**

Autumn Term	<p>Recall multiples of 12 in any order, including missing numbers and related division facts fluently.</p> <p>Recall multiples of all times tables up to 12x12 in any order, including missing numbers and related division facts with growing fluency.</p>
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Teaching methodologies	<ul style="list-style-type: none">• Reciting Times tables• Pictorial representations on display• Rolling Numbers
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Date: December 2018

Signed (Principal): _____

Signed (Chair of Academy Committee): _____