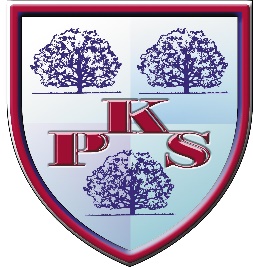
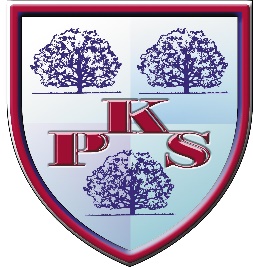
***Kennington Primary School***

**­A whole school approach to Multiplication and Times Tables**

**July 2019**

**G. Goulds**

**Times Tables are at the heart and are the central calculation method for mental arithmetic, which helps to form the basis of understanding and ability when working with number. Once the children have learnt the multiplication and division facts and the link between them, they will be able to confidently and competently complete calculations without resorting to other, more time-consuming methods. At Kennington Primary School, we believe that through a variety of engaging and interactive techniques, we can equip our children with the skills to learn their times tables by the time that they reach the end of Year 4. To this end, this high level of acquisition and application will enable them to achieve the knowledge required for the Year 4 Multiplication Tables Check (MTC), which is due to take place in June 2020.**

**Aims:**

1. **To raise the profile of the teaching and application of times tables across our school.**
2. **To ensure that the linked division facts to the times tables are explicitly taught, practiced and applied to ensure fluency and understanding.**
3. **To ensure development builds upon prior learning as children move through the school.**
4. **To develop the awareness and development of appropriate language around school during the teaching and application of multiplication and division facts.**

**Progression of times tables through school.**

**Listed below is the expectation of the progression made as children move through school. Some children who are ready may be exposed and challenged by a higher expectation, however this will be at the discretion of the class teacher.**

**Requirements for satisfying the year group expectations:**

**To be able to count in steps of that number, the children are required to count on in relatively quick succession.**

**To recall, children must be able to recall the multiplication and division facts within several seconds, in line with the time expectations of the MTC.**

**Reception:**

**To begin to count in steps of 2, 5 and 10.**

**Year 1:**

**To count in steps of 2s, 5s and 10s.**

**To begin to look at multiples of 2, 5 and 10.**

**Year 2:**

**To know multiplication and division facts for 2s, 5s and 10s.**

**To begin to look at multiplication facts for 3s.**

**Year 3:**

**To know multiplication and division facts for 2s, 3s, 5s and 10s.**

**To know multiplication and division facts for 3s and 6s.**

**To know multiplication and division facts for 4s and 8s.**

**To know multiplication and division facts for 9s.**

**To know multiplication facts for 12s.**

**Year 4:**

**To know multiplication and division facts for 12s.**

**To know multiplication and division facts for 7s.**

**To know multiplication and division facts for 11s.**

**Teaching of times tables throughout our school:**

**Teaching of multiplication, linked division facts and counting in multiples is to be carried out several times per week in class. This may take various forms, employing a variety of teaching and learning techniques:**

**The counting stick**

Each classroom will have a counting stick in which new tables can be introduced and used to revisit. This will support the early chanting element of learning the tables by rote, before moving on to recall at a later date. This approach needs to be used regularly and consistently throughout school to ensure consistency. Post it notes could be applied to the counting stick for the new table.

Please ensure that 11 x and 12 x is included despite the counting stick only going up to 10 x.

**Times Tables Rock Stars**

Every child in school (Willow onwards) has a TTRS log in. Class teachers should be setting a table or several tables per week for the class. Differentiation can be applied on the website by moving children to different sections of the ‘band’. This will hopefully ensure that intervention is prevalent.

In addition to this, in-class sessions should be incorporated wherever possible, especially in KS2 where tablets are widely available. Teachers should intermittently check usage of the class. Monthly data checks will be completed by GGO and certificates and prizes will be given out to those who have performed the best or improved the most across school.

**Hit the button**

This website is free to use and should be used throughout school where possible to promote recall. There are various options on the website, including doubles and halves. This may help with either KS1 children, or those in KS2 requiring intervention. This could be included in class newsletter to encourage parents.

**Displays**

There is a centralised TTRS display on the KS2 corridor. This will be updated with prize winners and a top 5 table, as well as any children have made large improvements. Class teachers could choose to create their own in-class display, highlighting those who have made large improvements in an effort to further encourage the class.

**Prize winners**

Each month, children will receive a certificate for: most improved, highest ‘coin’ earner within TTRS and highest amount of answers across the month. These children will receive certificates in the Celebration Assembly. Also, during an assembly once a month, the children will compete against each other in front of the school. Children will also periodically receive badges when they complete the next stage of TTRS. The highest performing child in each class (Willow onwards) will also receive a TTRS-related prize.