



Intent and Implementation of the whole school approach to times tables at Wisewood

Intent: Children to be fluent and know their times tables without thinking by the end of year 4.

<u>Year</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
FS	Verbally count in 1s to 20, verbally count in 10s to 10x 10, verbally count in 2s to 10 x 2					
Year 1	Experience of counting in 1s, 2s, 5s and 10s					
<u>Year 2</u>	<u>1x</u>	<u>(1x) 2 x</u>	<u>5x</u>	<u>(5x) 10x</u>	<u>0x</u>	<u>Revision</u>
<u>Year 3</u>	<u>(2x) 4 x</u>	<u>(4x) 8 x</u>	<u>3x</u>	<u>(3x) 6 x</u>	<u>(6x) 12x</u>	<u>Revision</u>
<u>Year 4</u>	<u>9x</u>	<u>7x</u>	<u>11x</u>	<u>Squares</u>	<u>Revision</u>	<u>Test June</u>

We will teach factual fluency and reasoning about structures and relationships separately. The use of concrete apparatus, representations, explicit explanations, and questioning will take place during main class teaching. We will therefore focus on teaching children to learn the facts by rote in the 15minute daily session. The aim is to commit the multiplicative facts to the long-term memory, which will support the deeper learning in the main maths lesson.

Y3 and Y4

- 15-minute session a day learning the facts from the overview.
- Structure of the lesson will include introduction of the 3 facts – that are also on the board.
- Teacher to insist the children always say the whole fact and not just the answer.
- Activity to rote learn e.g. card games, how many times can you write the facts in a minute...
- Test partner
- Complete appropriate grid to time and record the number of gaps.
- Use a book to track progress.
- Congratulate and make notes of children's progress (well done Jack – 4 less gaps than yesterday...)



TTRS

- Lunch time groups for those that need it.
- HW for Y3-Y6
- Competitions half termly with a disco for the children that achieve 500 coins
- Class teachers to complete half termly boys Vs girls
- Class competitions to be announced at assembly each week – class with the most coins receive an extra play.
- Y4 to complete a sound check each week and JJ to record results



Medals

- Bronze, Silver and Gold medals to be earned by children for recording facts on a grid to time.
- Expectation that a minimum of all ARE children receive a bronze medal by the end of Y2, silver by the end of Y3 and gold by the end of Y5.
- CSP to update the board with names.
- All children maintain the facts by completing a grid weekly and photograph of the child with the fastest time is printed for the board.



Overview of a Times Table session at Wisewood

Starter: Introduce the facts that are being learnt that day.

Children say it after you – children must say the whole fact every time that they say it.

You may refer to previous learning and discuss why you are learning the facts that you are.

e.g. "Today we are learning the 1st 3 facts of the 3 times table. We know $1 \times 3 = 3$ and we know our 2 times tables and so we know $3 \times 2 = 6$. We will therefore learn ..."

Main Part: Activity to learn the facts by rote.

This could include the children writing the facts as many times as they can in a minute, playing a card game, flash cards with a partner...

Every time the fact is said the children must say the full calculation.

If children know their times tables and they have learnt their facts (gaining gold in less than 3 minutes 30) they can complete – I know so I know using place value, commutative...) If they are not able to complete the facts without thinking they must complete the same activity as the rest of the class.

Assessment In this section, we are looking for children to have learnt more facts and increased the speed in which they can recall facts.

Children will complete a grid with all previous facts that have been learnt and the additional times table that have been taught. Children will record their time and number of gaps.

Use the last minute of the session to ask the children – who has less gaps than yesterday, who has improved their speed...

Finally, can Y3 and Y4 have a display on the wall with a grid of facts learnt and the facts that you are currently learning. With current facts please ask the children the facts when they arrive, when they line up, at dinner... Please pop on FB and Seesaw and insist that children say the whole fact – not just the answer.

