

Times Table Teaching and Learning Progression from Reception to Year 6

Introduction

Times tables play a crucial part in children's development of maths knowledge and skills. It is therefore important that the children develop this knowledge progressively and that they can be seen to be building on it. With the government's new multiplication check for Year 4, we want to make sure our children are prepared and equipped to tackle this as well as developing an important life skill.

Therefore, we have structured our learning of times tables as below.

There is a lot of research about the importance of not just memorising these tables but learning them. However, we know that for some children this is a real struggle and aversion. To complement our progression, we have the support of timestable rockstars, which presents these tables in fun ways for the children to interact with. Practice, **although crucial**, will not be successful alone. Application is important and so returning consistently to the tables they have learnt will be beneficial to retention and understanding.

Assessment and Recording

From Year 2, there should be a weekly timed application of the tables being monitored. This information should then be recorded clearly either in a mark book or on a spreadsheet. This will help with monitoring and handing over to the next teacher. This is separate to any other teaching and learning of the times tables that is taking place as part of the maths curriculum time. There may also be the need for extra intervention and support to be put in place. This information should be clearly shared with parents and the maths lead.

Timings

(Teacher discretion to be used here. Do not go beyond the 6-seconds-per-question that the check uses.)

Strips in order: 1minute = 13Qs

Strips of combined tables: 3-4 minutes= 40Qs

Mixed 100: 5mins then shortened.

Order: Starting at Year 2

(Teacher discretion to move on to the next step but at LEAST two weeks of consistently good scores)

Reception and Year 1: No formal testing but lots of counting, chanting and songs of counting in steps forwards and even backwards.

2x tables in order

2x tables mixed

10x tables in order

10x and 2x tables mixed

5x tables in order

5x, 10x and 2x tables mixed

3x tables in order

3x, 5x, 10x and 2x tables mixed

6x tables in order (differs from the national curriculum. Direct link to the 3x; we should be looking for patterns to support our children.)

6x, 3x, 5x, 10x and 2x tables mixed

4x tables in order

4x, 6x, 3x, 5x, 10x and 2x tables mixed

8 x tables in order

8x, 4x, 6x, 3x, 5x, 10x and 2x tables mixed

7x tables in order

7x, 8x, 4x, 6x, 3x, 5x, 10x and 2x tables mixed

9 x tables in order

9x, 7x, 8x, 4x, 6x, 3x, 5x, 10x and 2x tables mixed

11x tables in order

11x, 9x, 7x, 8x, 4x, 6x, 3x, 5x, 10x and 2x tables mixed

12x tables in order

12x, 11x, 9x, 7x, 8x, 4x, 6x, 3x, 5x, 10x and 2x tables mixed

Mixed

Mixed with division facts

Mixed with division facts double sided.

Decimal and Fraction multiplication and division

Timestables Rockstars

All pupils have access to this from Y3 (Y2 Summer term). This is a good resource to use at home and in school.

Arithmetic

Early Years and KS1: Sessions working practically: counting out loud forwards and backwards, singing/chanting in steps of 2,5,10.

Lower KS2: Continue with chanting etc. Weekly arithmetic focus—not necessarily in test format—6/7 questions timed in a productive way. As the year goes by you can build questions in as you cover the curriculum content.

Upper KS2: Continue with chanting etc. 2/3 Times a week focus/mini quick-fire question.

Recapping prior learning

2x weekly: 4 questions. Last year, Last topic, Last week and Yesterday. This can be a mix of arithmetic and reasoning to build up skills and recap prior learning.

Useful Websites

<https://www.timestables.co.uk/1-minute-test/>

<https://www.timestables.co.uk/100-seconds/>

<https://www.timestables.co.uk/speed-test/>