Masham C of E (VA) Primary School

Multilocation Tables at Masham

‘One Body, Many Parts (1 Corinthians 12)

Each of us has a special talent and role we can use for God, like the different parts of a body working together.

At Masham, we work together under God’s guidance to grow minds, spirits and bodies to learn, care and share together.

At Masham, we want everyone to flourish. We cherish our values as we promote the flourishing of all.

Multiplication Tables at Masham School

Our aim at Masham is for all our pupils to become fluent, and confident, in recalling and using the facts of all multiplication tables up to 12, along with the inverse division facts so that they can utilise this knowledge across their learning in all strands of Maths to support fluency, accuracy and efficiency in calculating and problem solving.

Order of Teaching

Explicit times table teaching, of approximately 5 minutes per day, will begin in Year 2 (Spring term, when the children have been exposed to multiplication and division) and run throughout the rest of the children's time at Masham. This may form part of the mental/oral start to a lesson, or may be timetabled at a separate time of day, as best fits for the different class structures across our school. There should, however, be a clearly identified slot for focus on the teaching of times tables in all KS2 classes and for Y2 children from the Spring term onwards, once the White Rose Maths units on Multiplication and Division have been completed. For Year 1 pupils, at a similar point in the Spring term, daily practise on counting in 2s, 5s and 10s should be introduced.

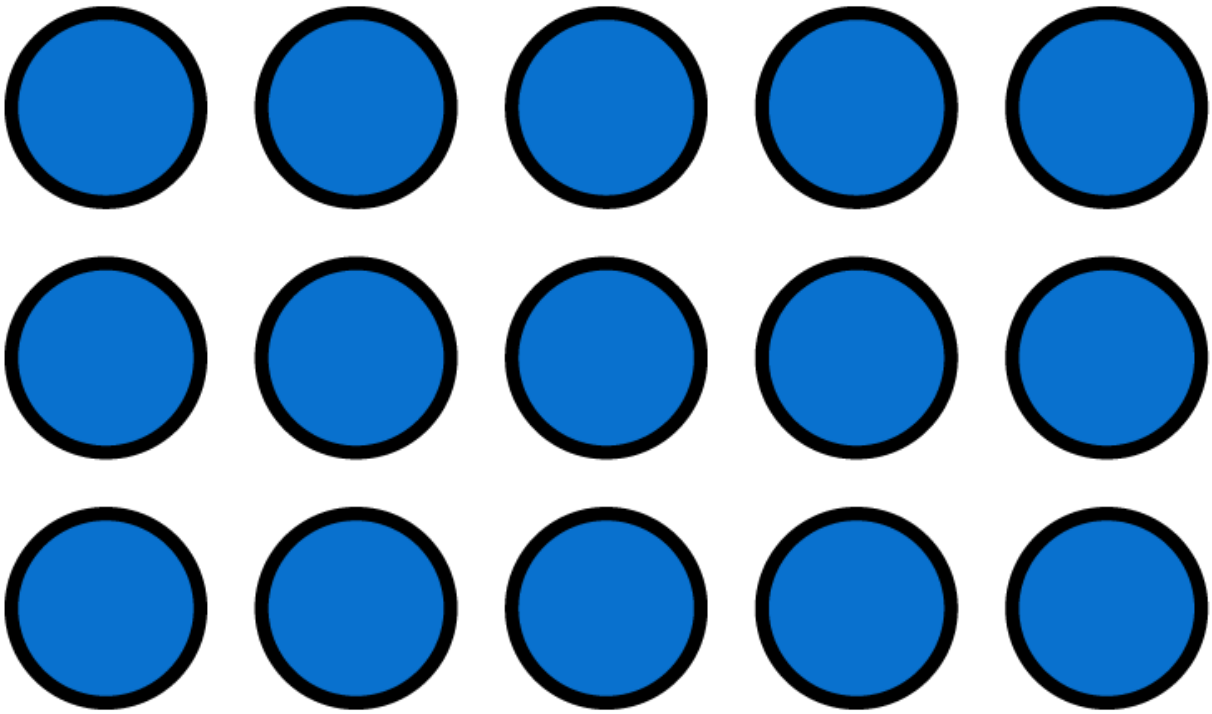
For pupils in Years 5 and 6, daily multiplication practise will consist of either extension using known facts (eg 6x30, or 14x8) for those who have achieved 20+ in the Y4 MTC, or as catch up interventions for those who scored below 20 in the Y4 MTC.

The times tables will be taught in the following order/year groups/terms, to ensure that each new times table will build upon the prior knowledge.

Multiplication Table	Year Group
1x	2
2x	2
5x	2
10x	2
3x	3
4x	3
6x	3
8x	3
9x	4
7x	4
11x	4
12x	4

Teaching Strategies

Teachers should provide the children with a visual array of the times table they are working on and get the children to name the facts that the array represents. Stem sentences should then be used to develop children's fluency of recall.



5 x 3 = 15

3 x 5 = 15

15 divided by 3 = 5

15 divided by 5 = 3

From this, the majority of the teaching of tables should be rote learning and chanting, with cold calling questions of multiplication and division facts. Some children can also be extended with related fact questions, for example 3 x 40 = 120 in UKS2.

Additionally, teachers can use the counting stick or may want to use songs or rhymes that they already know that may help the children retain the key facts. Teachers should not teach 'short cuts' such the 'finger method' for 9x tables, and should focus on developing children's recall of facts, rather than their ability to count up in multiples.

Children should answer in full when asked a question, so if asked 'what is 3 x 5?' they should be saying 'three times five is fifteen' or if asked 'what are five lots of three?' they should be saying 'five lots of three is fifteen' and so on and so forth. This should be modelled using the stem sentences when a new table is introduced.

When approximately 90% of the children are fluent at one of the times tables, including the division facts, teachers should move onto the next one and set appropriate intervention for anyone who hasn't grasped it yet. This fluency should be determined by teacher judgement through 'quickfire questions'/'show me' activities in Year 2 and through TT Rockstars data for Y3 upwards. If all the allocated tables for the year group have been secured before the end of the academic year, class teachers should discuss next steps with the Maths Lead to decide whether to move to the tables allocated for the next year group, or to focus on increasing speed of recall – this will be decided on a cohort by cohort basis in the knowledge of individual pupils and their needs enabled by the small size of our school.

Teachers should take advantage of and show children that as they get further through the times tables, there are less to learn - once they reach the 12s for example, the only fresh table to learn is 12 x 12. They should be constantly reminded of inverse operations and division facts.

Times Table Rockstars may be introduced to develop familiarity from Year 2 and should then be used as a homework tool from Y3 upwards, and Y4 will follow the progression of the TTRockstars 'OUMTC Prep' across the year in addition to their daily session outlined above.