



Multiplication (times tables)

“We like practising them every day because I don’t think I would be as quick at knowing them if we just did it in maths.”

“I like using the technology because it doesn’t slow me down and I can focus on the times tables not writing.”

Intent

Maths guidance from the DfE in collaboration with the NCETM (National Centre of Excellence in the Teaching of Mathematics) emphasises the importance of children being able to recognise and apply the structures of multiplication and division in a **variety** of contexts.

Implementation

From Year 3, children throughout KS2 take part in daily multiplication sessions. The sessions are designed to give frequent 'short-burst' opportunities for children to practise their fluency of multiplication fact recall. Sessions are designed to provide a variety of contexts for children to recall multiplication facts in order to deepen understanding.

Children have opportunities to:

- verbally chant multiplication facts
- look for and discuss patterns in 100 squares
- play multiplication tables board games
- take part in online activities and practise online speed tests which mimic the Year 4 multiplication check timings and format.

Chanting is a vital element of our curriculum as the Maths guidance from the DfE in collaboration with the NCETM emphasises language as a focus for learning within mathematics. It states that when pupils commit multiplication table facts to memory, they do so using a “verbal sound pattern to associate the three relevant numbers.” They state the importance of providing opportunities for pupils to verbalise each multiplication fact as part of the process of developing fluency.

Children start each year with an initial assessment on the multiplication tables that are covered in the maths curriculum from the previous year group to identify a focused, individual starting point. Children then have opportunities to complete daily activities in a carousel format to strengthen their fluency and recall for that focus table. When they have shown 3 times that they can recall accurately and at speed using the online format, they are 'signed off' that multiplication table and move to their next table.

In Years 3 and 4, when they have 'signed off' all tables, they have daily opportunities to practise multiplication tables 1-12 in a random order. In Year 5 and 6, when they have 'signed off' all tables, these opportunities are weekly.

At the start of each term, children are given opportunities to 'check in' on the tables they have previously signed off in order to ensure their recall remains both accurate and at speed.

Impact

As children progress through their learning, the aim is for them to become secure in recalling times tables facts across their learning and in a variety of contexts. This recall will support children to be more fluent in written multiplication and division.