

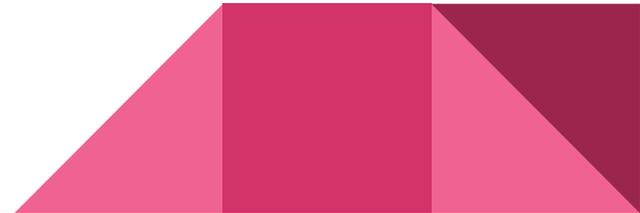


Teaching Times Tables at Freeland 2021

Teaching Methods

These teaching methods of times tables, follows the White Rose Hub Mastery programme and also follow Freeland School's Times Table Policy.

This document informs parents, students and teachers of how Times Tables are to be taught at Freeland School. It also shows progression and the expectation at the end of each year group.





Times Table Policy

Times tables to be taught daily

Times tables

- Times tables are to be taught daily (see how to teach on drive under [times tables](#)):
- FS and Year 1 - to count daily in 2, 5 and 10's
- Year 2 - Explicitly practise the 2x table, 5x table and 10x table
- Year 3 - Continue to practise 2x, 5x, 10x and learn 3x, 4x, 6x, 8x
- Year 4 - All times tables to be mastered in time for MTC
- Year 5/6 - Continue to practice all daily
- Times table practise to be given homework weekly on PiXL app
- Weekly test for 5 minutes [in back of book](#).
- Year 4 ,from February onward, to do The Check on PiXL app.

How to best teach Times tables

Times tables can be taught in a variety of ways such as:

- Times tables aerobics (see link - <https://www.youtube.com/watch?v=6h1CAoE1cLE>)
- Times tables library (in school resources)
- PiXL times table app (given as homework)
- The Check (on PiXL times table app - 25 questions in 1 minute 30 seconds) - [essential for year 4's](#)
- Hit the button (online resource)
- PiXL games (on app)

Times Table Teaching

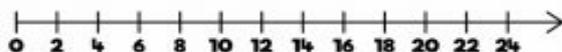
Skill	Year	Representations and models	
Recall and use multiplication and division facts for the 2-times table	2	Bar model Number shapes Counters Money	Ten frames Bead strings Number lines Everyday objects
Recall and use multiplication and division facts for the 5-times table	2	Bar model Number shapes Counters Money	Ten frames Bead strings Number lines Everyday objects
Recall and use multiplication and division facts for the 10-times table	2	Hundred square Number shapes Counters Money	Ten frames Bead strings Number lines Base 10

Skill	Year	Representations and models	
Recall and use multiplication and division facts for the 3-times table	3	Hundred square Number shapes Counters	Bead strings Number lines Everyday objects
Recall and use multiplication and division facts for the 4-times table	3	Hundred square Number shapes Counters	Bead strings Number lines Everyday objects
Recall and use multiplication and division facts for the 8-times table	3	Hundred square Number shapes	Bead strings Number tracks Everyday objects
Recall and use multiplication and division facts for the 6-times table	4	Hundred square Number shapes	Bead strings Number tracks Everyday objects

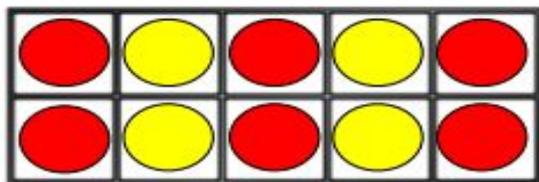
Skill	Year	Representations and models	
Recall and use multiplication and division facts for the 7-times table	4	Hundred square Number shapes	Bead strings Number lines
Recall and use multiplication and division facts for the 9-times table	4	Hundred square Number shapes	Bead strings Number lines
Recall and use multiplication and division facts for the 11-times table	4	Hundred square Base 10	Place value counters Number lines
Recall and use multiplication and division facts for the 12-times table	4	Hundred square Base 10	Place value counters Number lines

Skill: 2 times table

Year: 2



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50



Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

Look for patterns in the two times table, using concrete manipulatives to support. Notice how all the numbers are even and there is a pattern in the ones.

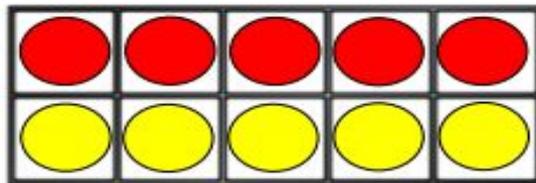
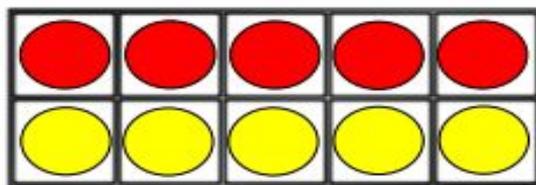
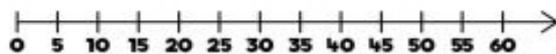
Use different models to develop fluency.

Skill: 5 times table

Year: 2



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

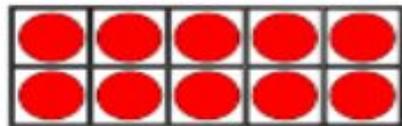
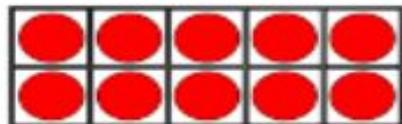
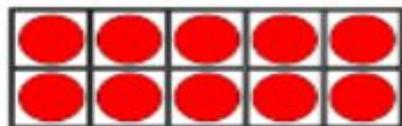
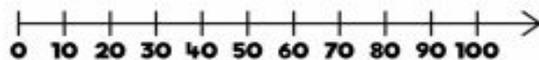


Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

Look for patterns in the five times table, using concrete manipulatives to support. Notice the pattern in the ones as well as highlighting the odd, even, odd, even pattern.

Skill: 10 times table

Year: 2



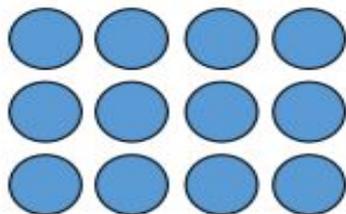
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

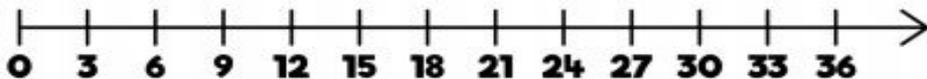
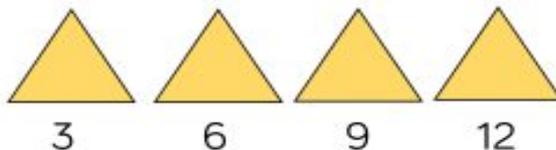
Look for patterns in the ten times table, using concrete manipulatives to support. Notice the pattern in the digits—the ones are always 0, and the tens increase by 1 ten each time.

Skill: 3 times table

Year: 3



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

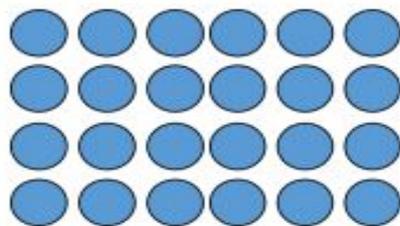


Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

Look for patterns in the three times table, using concrete manipulatives to support. Notice the odd, even, odd, even pattern using number shapes to support. Highlight the pattern in the ones using a hundred square.

Skill: 4 times table

Year: 3

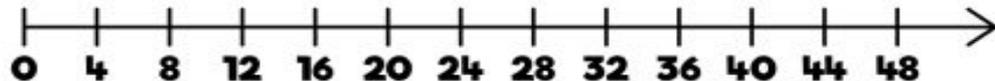


1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50



4 8 12 16

4	8	12	16	20
24	28	32	36	40
44	48	52	56	60



Encourage daily counting in multiples, supported by a number line or a hundred square. Look for patterns in the four times table, using manipulatives to support. Make links to the 2 times table, seeing how each multiple is double the twos. Notice the pattern in the ones within each group of five multiples. Highlight that all the multiples are even using number shapes to support.

Skill: 8 times table

Year: 3



8

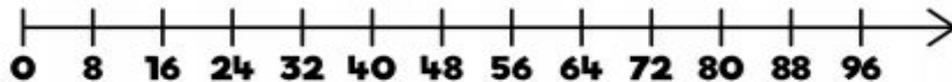
16

24

32

8	16	24	32	40
48	56	64	72	80

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Encourage daily counting in multiples, supported by a number line or a hundred square. Look for patterns in the eight times table, using manipulatives to support. Make links to the 4 times table, seeing how each multiple is double the fours. Notice the pattern in the ones within each group of five multiples. Highlight that all the multiples are even using number shapes to support.

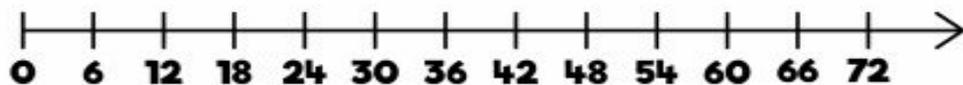
Skill: 6 times table

Year: 4



6	12	18	24	30
36	42	48	54	60
66	72	78	84	90

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Encourage daily counting in multiples, supported by a number line or a hundred square. Look for patterns in the six times table, using manipulatives to support. Make links to the 3 times table, seeing how each multiple is double the threes. Notice the pattern in the ones within each group of five multiples. Highlight that all the multiples are even using number shapes to support.

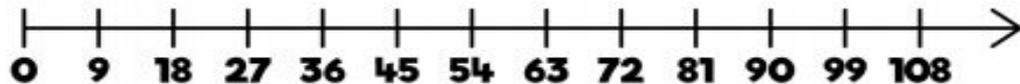
Skill: 9 times table

Year: 4



9	18	27	36	45
54	63	72	81	90

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square. Look for patterns in the nine times table, using concrete manipulatives to support. Notice the pattern in the tens and ones using the hundred square to support as well as noting the odd, even pattern within the multiples.

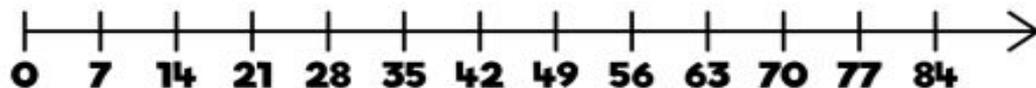
Skill: 7 times table

Year: 4



7	14	21	28	35
42	49	56	63	70

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Encourage daily counting in multiples both forwards and backwards, supported by a number line or a hundred square. The seven times table can be trickier to learn due to the lack of obvious pattern in the numbers, however they already know several facts due to commutativity. Children can still see the odd, even pattern in the multiples using number shapes to support.

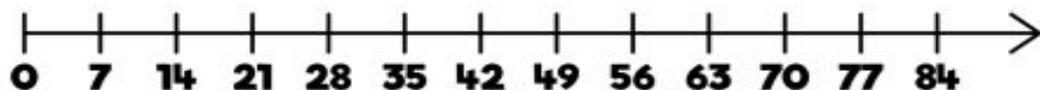
Skill: 7 times table

Year: 4



7	14	21	28	35
42	49	56	63	70

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



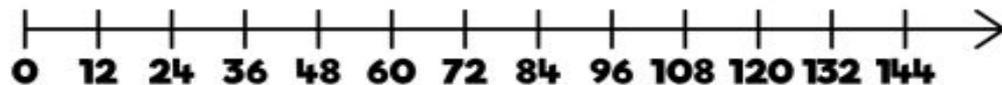
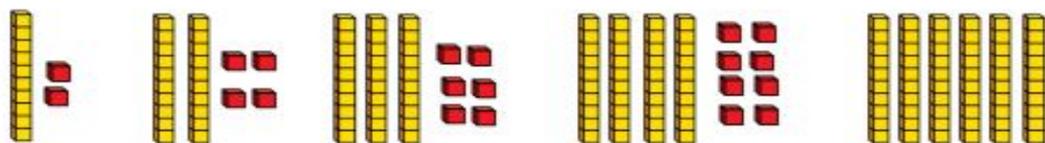
Encourage daily counting in multiples both forwards and backwards, supported by a number line or a hundred square. The seven times table can be trickier to learn due to the lack of obvious pattern in the numbers, however they already know several facts due to commutativity. Children can still see the odd, even pattern in the multiples using number shapes to support.

Skill: 12 times table

Year: 4

12	24	36	48	60
72	84	96	108	120
132	144			

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Encourage daily counting in multiples, supported by a number line or a hundred square. Look for patterns in the 12 times table, using manipulatives to support. Make links to the 6 times table, seeing how each multiple is double the sixes. Notice the pattern in the ones within each group of five multiples. The hundred square can support in highlighting this pattern.

Glossary

Array – An ordered collection of counters, cubes or other item in rows and columns.

Commutative – Numbers can be multiplied in any order.

Dividend – In division, the number that is divided.

Divisor – In division, the number by which another is divided.

Exchange – Change a number or expression for another of an equal value.

Factor – A number that multiplies with another to make a product.

Multiplicand – In multiplication, a number to be multiplied by another.

Partitioning – Splitting a number into its component parts.

Product – The result of multiplying one number by another.

Quotient – The result of a division

Remainder – The amount left over after a division when the divisor is not a factor of the dividend.

Scaling – Enlarging or reducing a number by a given amount, called the scale factor