



St Mary's CE Primary School



Times Tables Policy

2025-2026

It is our belief that there is something extraordinary and wondrous in everybody as unique creations of God. We value all our children as children of God and celebrate difference and diversity all within a safe, encouraging Christian school environment in which all flourish.

Therefore, all will aspire with God's strength to reach for the stars.

"I can do all things through him who strengthens me." Philipians 4:13

Mission Statement

St Mary's is a Christian school where all have the opportunity to recite, rehearse and learn times tables up to 12X12 and beyond. Times Tables is at the core of a child's mathematical journey. It not only makes this journey easier but makes the journey even more exciting.

The Role of Times Tables:

Times Tables plays a huge role in mental arithmetic, which in itself helps form the basis of a child's understanding and ability when working logically with number. Once children have learnt the times tables and related divisions by heart, they are able to work far more confidently and efficiently through a wide range of more advanced calculations and problems. At St Mary's Primary School, we believe that through a variety of interactive, visual, engaging, rote learning, fluency, problem-solving and ICT stimulus, all children can achieve the full times tables knowledge required by the end of Year 4.

Aims

The aims which apply to all our children:

- All children to know their times tables up to 12X12 by the end of year 4.
- To apply their times tables fluently to reasoning, every day contexts and mastery problems.
- To have outstanding teaching and learning of times tables and related division facts within our school.
- Children to develop knowledge of language associated with times tables: 'times', 'lots of', 'product', 'multiplied by'.
- Children to have a love of times tables.
- Children to find times tables exciting and fun to learn.

Teaching and Learning

Times Tables Weekly Schedule (After Week 1)				
Monday	Tuesday	Wednesday	Thursday	Friday
- Using the meter stick to practise the focus times table - Chanting - Singing songs	- Hit the button - Times Tables Rockstars - Year 4 (Practise MTC Check) - ICT activities Use the MVB and iPads.	Written practise/ times tables games Terror Tables Derivation Board How close to 100/200 Target boards Times tables card games Times tables dominoes Hot numbers Around the world	Fluency Applying times tables in different scenarios (Resources coming soon)	Times tables test

Substantive Knowledge:

In times tables lessons, children develop substantive knowledge through the explicit teaching of each times table. This is successfully achieved through: pattern seeking, using a meter stick to practise times tables, chanting, singing songs, written activities (such as: derivation boards, terror times tables, target boards and how close to 100/200), weekly tests and more. By the end of year 4, it is the expectation that all children can rapidly recall their times tables up to 12×12 .

Disciplinary Knowledge:

Children develop their disciplinary knowledge through the application of learning. This is attained during both times tables and maths lessons by: engaging in times tables fluency activities at least once weekly, completing multiplication and division questions in maths, learning how to use factors and factor pairs, multiples, finding the area of a range of shapes, the use of skills when working with fractions, decimals and percentages and problem-solving with multiplication and division and much more. Children at St Mary's understand that times tables knowledge contributes to every area of maths learning.

Resources

All resources are in teacher classrooms, through the use of a consistent whole school approach, times tables working walls, times tables activities, Quality First Teaching and ICT equipment.

Differentiation

It is expected that children will be at varying stages in their times table journey. Across the school, children who are not meeting their year group expectations receive extra support through precision teach interventions and additional support during class time from the TA and/or teacher. If they have not yet achieved the target times tables for their year group, they continue to work on the times tables from the year group below until they are secure.

If children are confident in the times tables allocated for their year group, they are challenged through fluency activities and problem-solving.

Progression of times tables:

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn term – Recite numbers by rote to 5	Autumn Term – Recites numbers by rote beyond 10	Consolidation for first two week of Early Years	Consolidation for first two week of Year 1	Consolidation for first two week of Year 2	Consolidation for first two week of Year 3	Consolidation through games, IWB activities, quizzes, using the meter stick (child-led) etc. Developing number fluency through the derivation board. Problem-solving.	
Spring term – Recite numbers by rote to 10	Spring Term – Subitise to 5/10 (using tens frame, tally, Numicon)	Counting in 10s Autumn 1 Counting in 5s Autumn 2 Counting in 2s Spring 1	2 X Autumn 1 2 ÷ Autumn 2	6 X Autumn 1 6 ÷ Autumn 2	11 X/11 ÷ Autumn 1 12 X/ 12 ÷ Autumn 2		
Summer term – Touch count to 5	Summer Term – Automatically recall all number bonds to 5/10	10 X Spring 2 10 ÷ 5 X Summer 1 5 X/5 ÷ Summer 2	4 X Summer 1 4 ÷ Summer 2	8 X Summer 1 8 ÷ Summer 2	7 X/ 7 ÷ Spring 1 Spring 2 onwards - Consolidation and preparation for MTC check Spring onwards		

Displays

The times tables working wall is used to display times tables children have previously learnt and are currently developing; key tips for learning times tables; patterns; work the children have produced during times tables time and score boards for class activities, games and challenges.



Homework

Children are required to spend 30 minutes on Times Tables Rockstars per week from Year 2-6.

Assessment, Monitoring, Recording and Reporting

It is the leader's responsibility to ensure a whole school approach is being consistently followed.

- Teachers will monitor and assess the impact of children's time tables learning through weekly tests. Scores to be kept on individual spreadsheets. The times tables leader will monitor these spreadsheets to ensure impact. The leader will also monitor those children engaging in precision teach intervention sessions.
- Year 4 to engage confidently in the Multiplication Times Tables Check
- Drop-in observations will take place during times tables time, to ensure consistency and impact.
- Teacher, child and parent questionnaires and interviews will also be undertaken by the leader.
- Staff meetings to discuss and develop times tables progression and the approach.

Reviewed: June 2024

Next Review: June 2025

Signed: Mrs E.Hancock (Times Tables Lead)