



# Calculation Policy - Times Tables



Skill: 2 times table	Year: 2
	<p>Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.</p> <p>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.</p> <p>Use different models to develop fluency.</p>

Skill: 5 times table	Year: 2
	<p>Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.</p> <p>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.</p>

Skill: 10 times table	Year: 2
	<p>Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.</p> <p>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.</p>


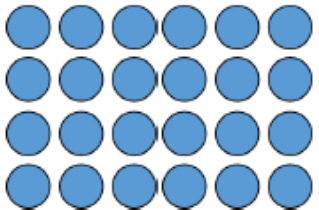
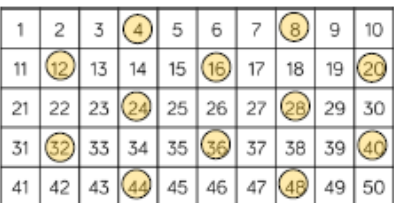
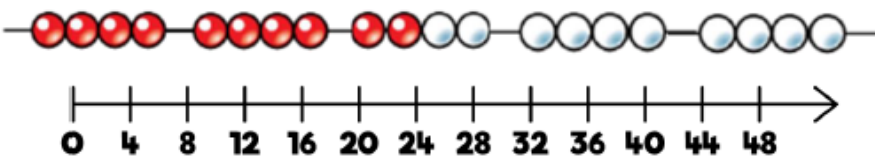
Skill: 3 times table	Year: 3
	<p>Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.</p> <p>Look for patterns in the three times table, using concrete manipulatives to support. Notice the odd, even, odd, even pattern using number shapes to support. Highlight the pattern in the ones using a hundred square.</p>

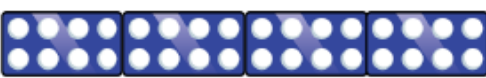


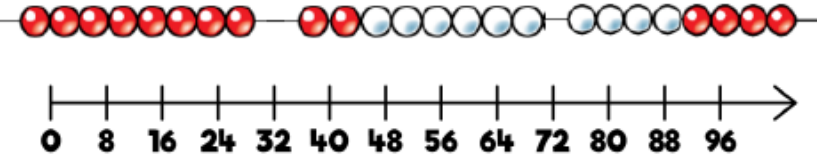




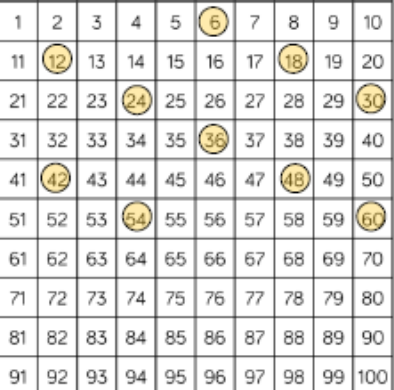
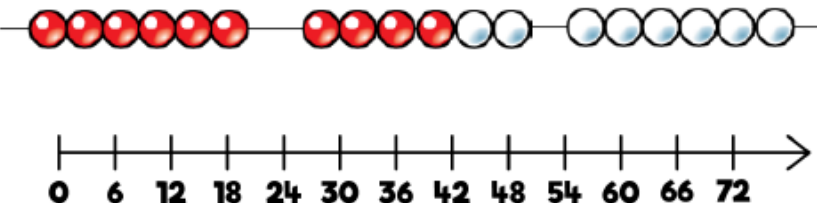



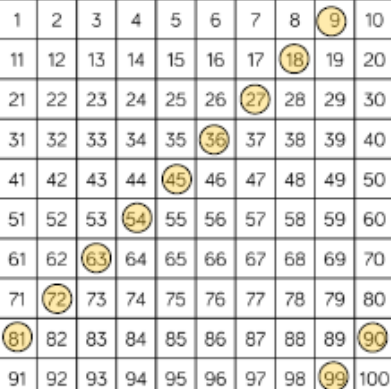
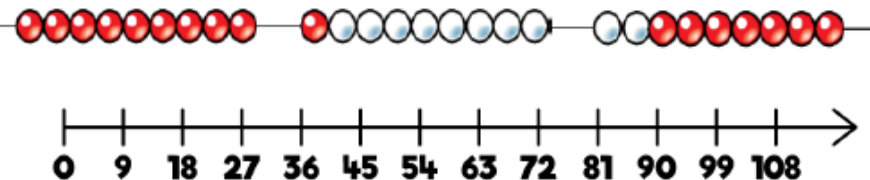
# Calculation Policy - Timetables (cont)



Skill: 4 times table					Year: 3
 					
					
					
<p>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.</p>					

Skill: 8 times table					Year: 3
 					
					
					
<p>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.</p>					

Skill: 6 times table					Year: 4
 					
					
					
<p>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.</p>					

Skill: 9 times table					Year: 4
					
					
					
<p>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.</p>					



# Calculation Policy - Timetables (cont)



Skill: 7 times table						Year: 4																																																																																																			
						<p>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.</p>																																																																																																			
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Skill: 11 times table						Year: 4																																																																																																			
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## Key Vocabulary

**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