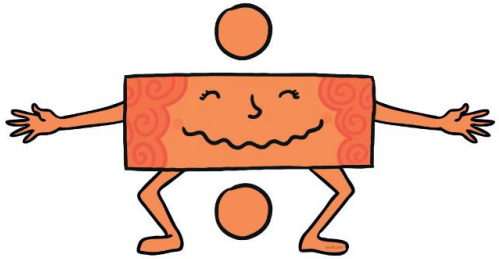
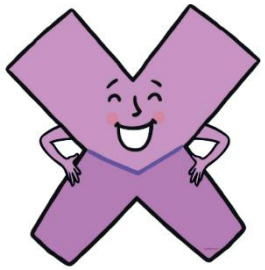
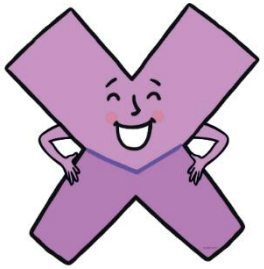


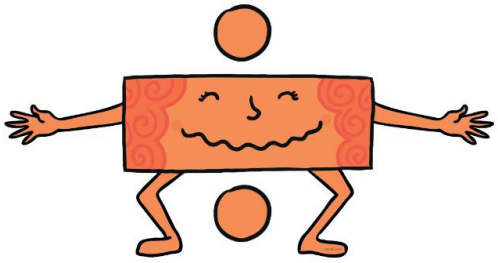


Cusgarne School

Times Tables Policy

2022-2023

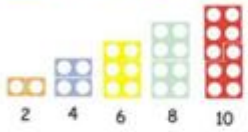


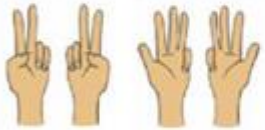


Skill	Year	Representations and models			Key Vocabulary
Doubling	EYFS	Everyday objects	Number shapes	Counters	Double, equal groups, add, total
Doubling	Y1	Everyday objects Bead string - Rekenrek	Number shapes Money	Counters Ten frames	Double, multiply by, times, groups of, lots of, combine, total, multiple, count on, add, jumps of, pattern
Recall and use multiplication and division facts for the 2- times table	2	Bar model Bead string – Rekenrek Everyday objects	Number shapes Money Number lines	Counters Ten frames	Double, multiply by, times, groups of, lots of, combine, total, multiple, count on, add, jumps of, pattern, arrays, columns, rows, share, divide, part, whole, inverse, factor
Recall and use multiplication and division facts for the 5- times table	2	Bar model Bead string – Rekenrek Everyday objects	Number shapes Money Number lines	Counters Ten frames	
Recall and use multiplication and division facts for the 10- times table	2	Hundred Square Bead string – Rekenrek Base 10	Number shapes Money Number lines	Counters Ten frames	
Recall and use multiplication and division facts for the 3- times table	3	Hundred square Bead strings	Number shapes Number lines	Counters Everyday objects	Double, multiply by, times, groups of, lots of, combine, total, multiple, count on, add, jumps of, pattern, arrays, columns, rows, commutativity, commutative, inverse, product, share, divide, part, whole,
Recall and use multiplication and division facts for the 4- times table	3	Hundred square Bead strings	Number shapes Number lines	Counters Everyday objects	

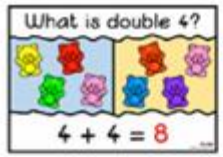
Recall and use multiplication and division facts for the 8- times table	3	Hundred square Bead strings	Number shapes Number lines	Everyday objects	
Recall and use multiplication and division facts for the 6- times table	4	Hundred square Bead strings	Number shapes Number lines	Everyday objects	
Recall and use multiplication and division facts for the 7- times table	4	Hundred square Bead strings	Number shapes	Number lines	
Recall and use multiplication and division facts for the 9- times table	4	Hundred square Bead strings	Number shapes	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	

Counting and other maths resources for children to make 2 equal groups.





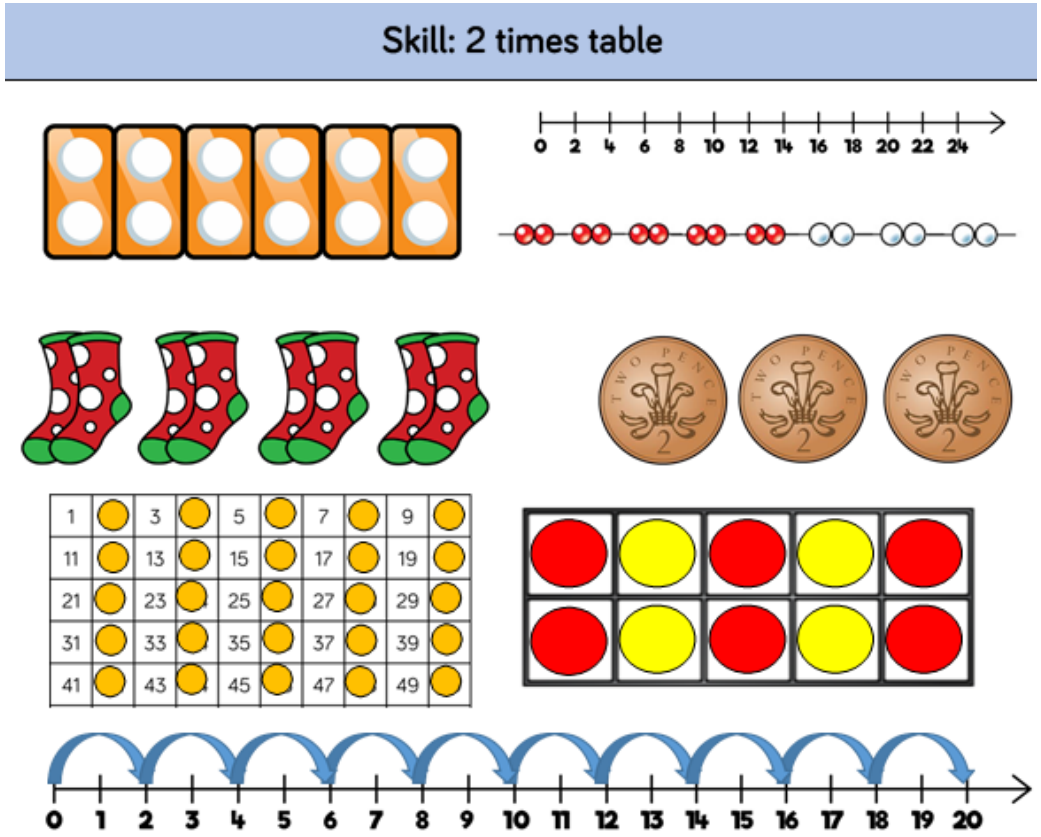
Physical and real-life examples that encourage children to see concept of doubling as adding two equal groups.



Pictures and icons that encourage children to see concept of doubling as adding two equal groups.

1+1=	7+7=
2+2=	8+8=
3+3=	9+9=
4+4=	10+10=
5+5=	11+11=
6+6=	12+12=

Addition calculations to model adding two equal groups.



Year EYFS/Y1

Encourage daily counting to find pairs of numbers using concrete manipulatives.

Look for patterns and notice how all the numbers are even and there is a pattern in the ones.

Use a range of models and everyday objects to develop fluency.

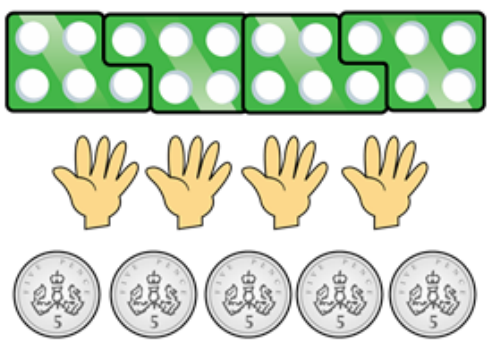
Year 2

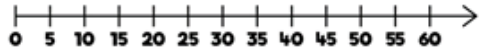
Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

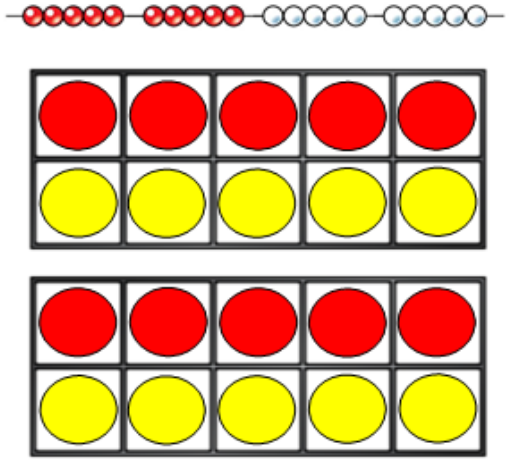
Look for patterns in the two times table, using concrete manipulatives to support. Notice how all the numbers are even and there is a pattern in the ones.

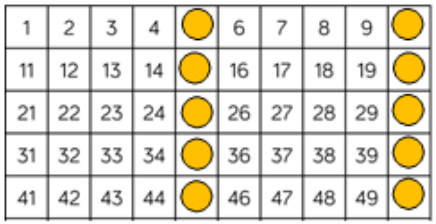
Use different models to develop fluency.

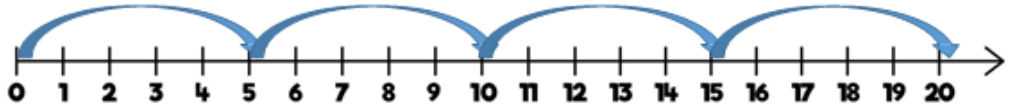
Skill: 5 times table









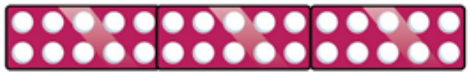


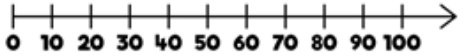
Year 2

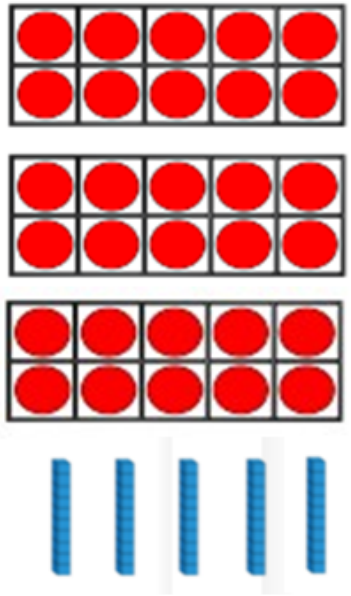
Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

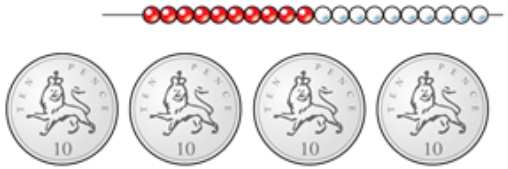
Look for patterns in the five times table, using concrete manipulatives to support. Notice the pattern in the ones as well as highlighting the odd, even, odd, even pattern.

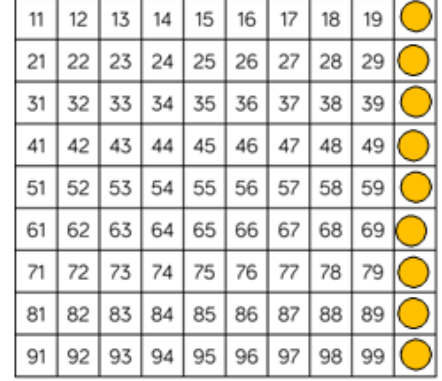
Skill: 10 times table









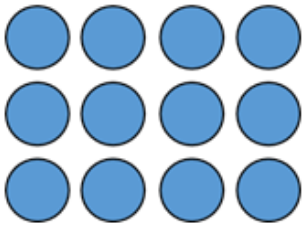


Year 2

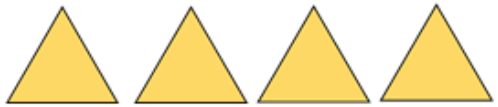
Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

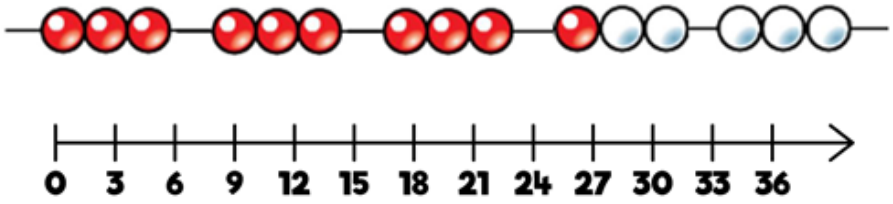
Look for patterns in the ten times table, using concrete manipulatives to support. Notice the pattern in the digits – the importance of ten and the tens increase by 1 ten each time.

Skill: 3 times table



1	2	●	4	5	●	7	8	●	10
11	●	13	14	●	16	17	●	19	20
●	22	23	●	25	26	●	28	29	●
31	32	●	34	35	●	37	38	39	40
41	42	43	44	45	46	47	48	49	50



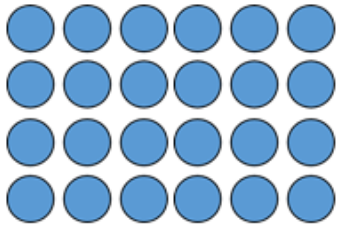


Year 3

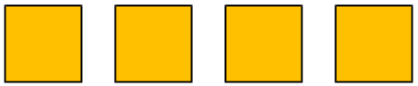
Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

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

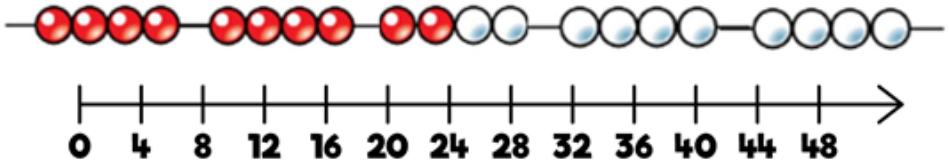
Skill: 4 times table



1	2	3	●	5	6	7	●	9	10
11	●	13	14	15	●	17	18	19	●
21	22	23	●	25	26	27	●	29	30
31	●	33	34	35	●	37	38	39	●
41	42	43	●	45	46	47	●	49	50



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

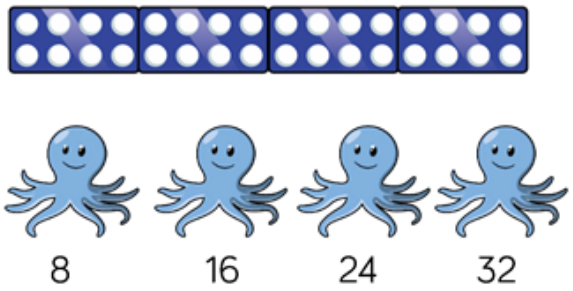


Year 3

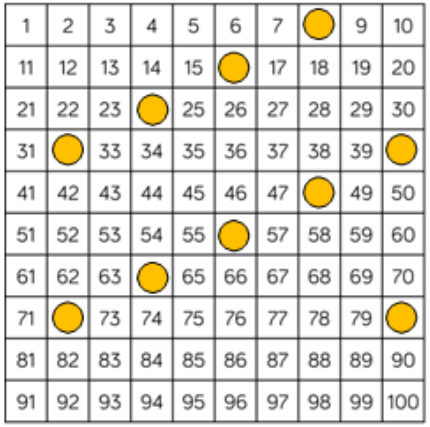
Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

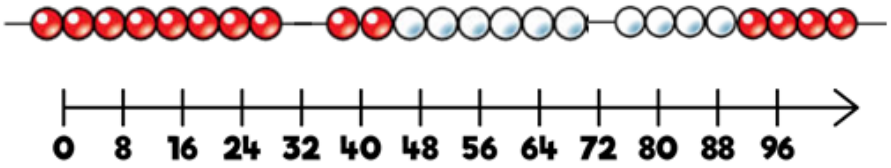
Look for patterns in the four times table, using concrete manipulatives to support. Make links to the 2 times table, seeing how each multiple is double the twos. Notice the pattern in the ones within each group of five multiples. Highlight that all the multiples are even using number shapes to support.

Skill: 8 times table



8	16	24	32	40
48	56	64	72	80



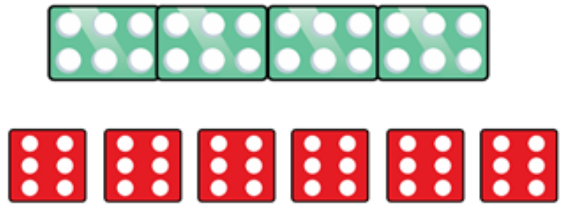


Year 3

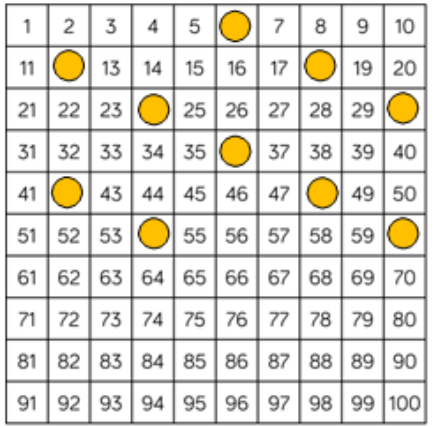
Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

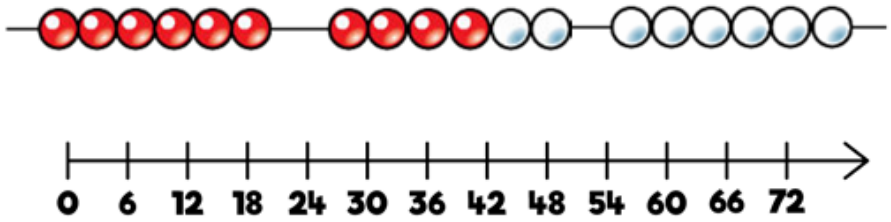
Look for patterns in the eight times table, using concrete manipulatives to support. Make links to the 4 times table, seeing how each multiple is double the fours. Notice the pattern in the ones within each group of five multiples. Highlight that all the multiples are even using number shapes to support.

Skill: 6 times table



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





Year 4

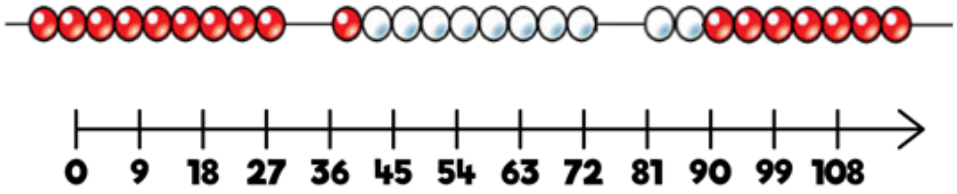
Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

Look for patterns in the six times table, using concrete 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

9	18	27	36	45
54	63	72	81	90

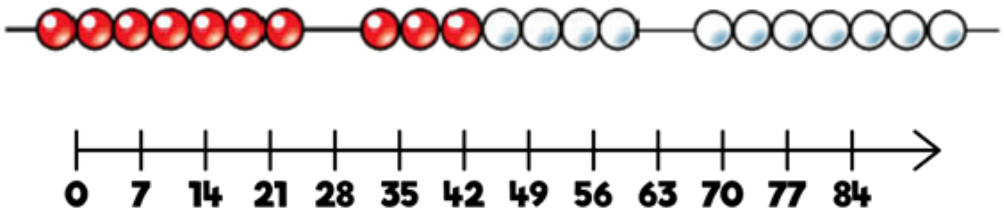
1	2	3	4	5	6	7	8	●	10
11	12	13	14	15	16	17	●	19	20
21	22	23	24	25	26	●	28	29	30
31	32	33	34	35	●	37	38	39	40
41	42	43	44	●	46	47	48	49	50
51	52	53	●	55	56	57	58	59	60
61	62	●	64	65	66	67	68	69	70
71	●	73	74	75	76	77	78	79	80
●	82	83	84	85	86	87	88	89	●
91	92	93	94	95	96	97	98	●	100



Skill: 7 times table

7	14	21	28	35
42	49	56	63	70

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



Year 4

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.

Year 4

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

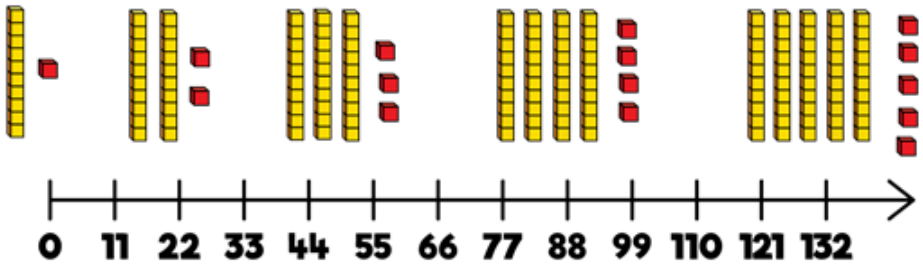
The seven times table can be trickier to learn due to the lack of obvious pattern. Children will already know several facts due to commutativity.

Children can still see the odd, even pattern in the multiples using the number shapes to support.

Skill: 11 times table

11	22	33	44	55	66
77	88	99	110	121	132

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



Year 4

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

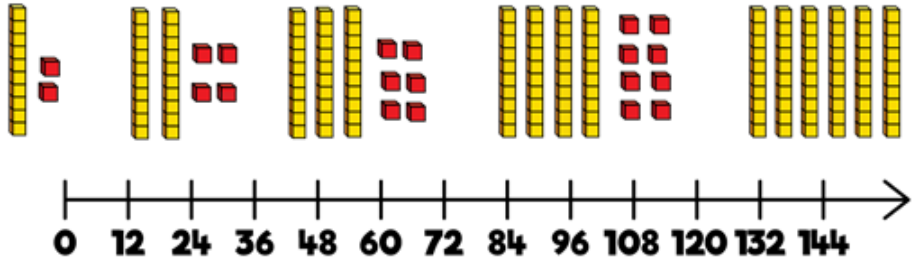
Look for patterns in the eleven times table, using concrete manipulatives to support. Notice the pattern in the tens and ones using the hundred square to support.

Also consider the pattern after crossing 100.

Skill: 12 times table

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

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



Year 4

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 twelve times table, using concrete 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

Aggregation – combining two or more quantities or measures to find a total.

Array – an ordered collection of counters, cubes or other items in rows and columns.

Augmentation – increasing a quantity or measure by another quantity.

Cardinal – the number that indicates how many there are in a set.

Commutative – numbers that can be multiplied in any order.

Dividend – in division, the number that is divided.

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

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

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

Numeral – the written symbol for a number – e.g. 1, 2, 3.

Partitioning – splitting a set or number into its component parts.

Product – the result of multiplying one number by another.

Quantity – the amount you have of something – e.g. a cup of flour, three boxes, half an hour.

Quotient – the result of a division.