

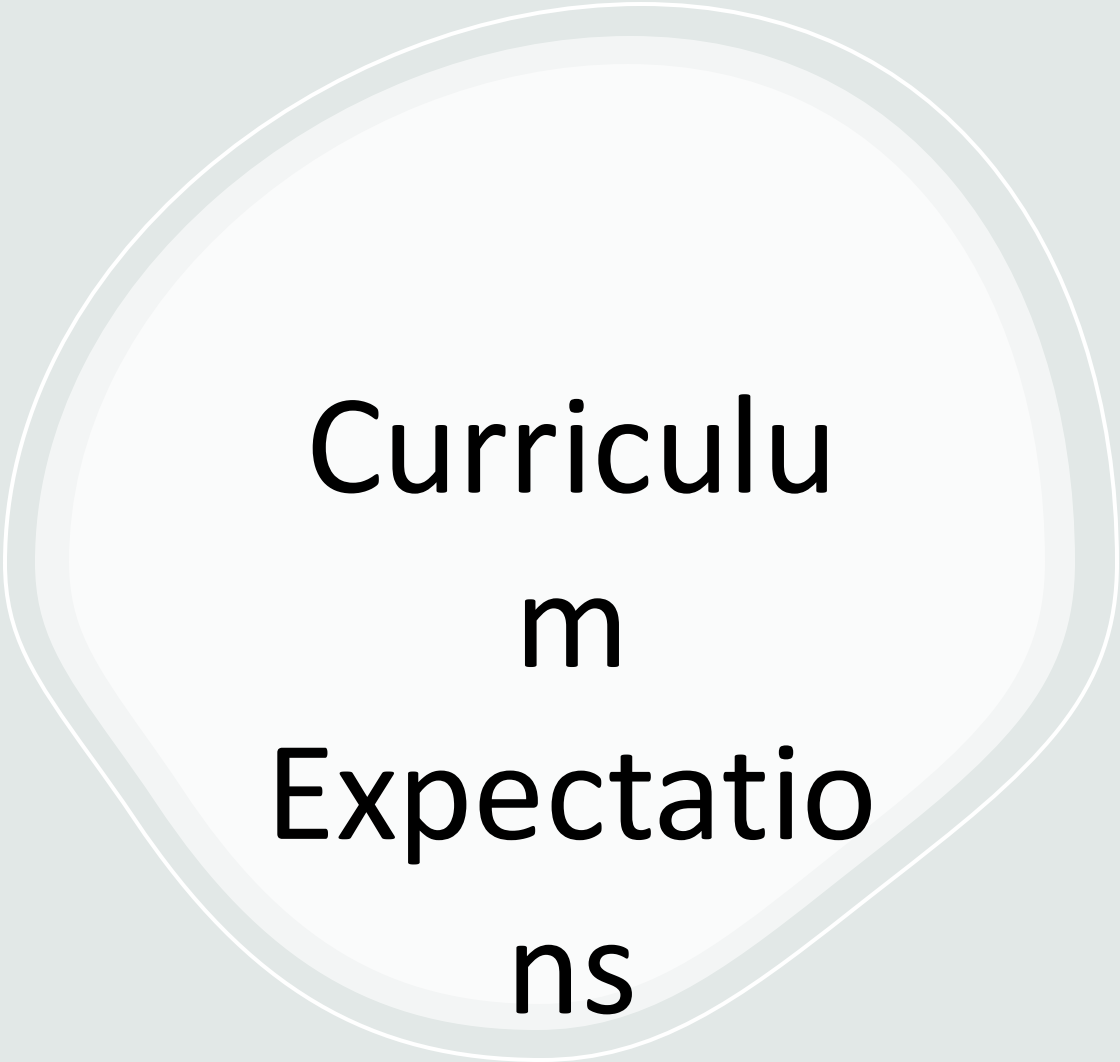
# INSPIRE



# Together



## Rockstar Day



**Curriculum  
Expectations**

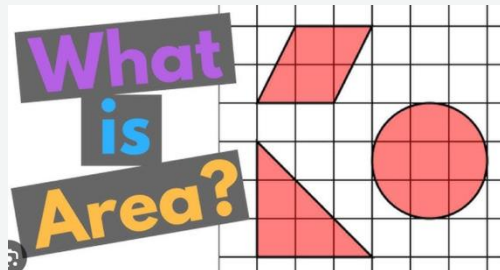
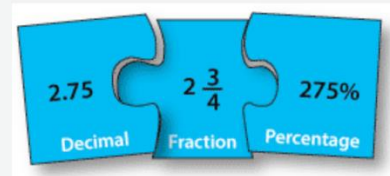
<b>Year 1</b>	Count in multiples of 2, 5 and 10. Recall and use all doubles to 10 and corresponding halves.
<b>Year 2</b>	Recall and use multiplication and division facts for the 2, 5 and 10 times tables including recognizing odd and even numbers.
<b>Year 3</b>	Recall and use multiplication and division facts for the 3, 4 and 8 times tables.
<b>Year 4</b>	Recall and use multiplication and division facts for tables up to 12 x 12
<b>Year 5</b>	Revision of all times tables and division facts up to 12 x 12
<b>Year 6</b>	Revision of all times tables and division facts up to 12 x 12

# Why are times tables so important?

- Times Tables knowledge underpins much of the primary mathematics curriculum.
- Mastering times tables and having the ability to quickly recall known facts is a necessary step to approaching more

a	b
1	4
2	8
3	12
6	24
9	36

Diagram illustrating multiplication facts for the number 4. The table shows the results of multiplying 4 by 1, 2, 3, 6, and 9. Red arrows indicate the relationships:  $1 \times 2 = 2$ ,  $2 \times 3 = 6$ ,  $3 \times 6 = 18$ , and  $6 \times 9 = 54$ .



# Key Stage 2 topics which require times tables.

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Cube		Factors		
Number		Multiplicati	Fraction	Prime
s	Ratio	on	s	Number
		Division	Decimal	s
Commo			s	Place
n	Square		Area	Value
Multipl	Number			

# How do we teach times tables at Bishop Martin?

- Explicit teaching through the White Rose (Our curriculum)
  - Regular reviews
- Multiplication lessons weekly
  - Regular practice
  - Times Tables Rockstars

# The Number Sense Approach

Pupils who find times tables difficult, tend to choose inefficient methods to retrieve facts. This increases cognitive load and slows the pace of learning.

e.g.  $8 \times 6$  (Unable to recall the fact)

Begins to skip count from zero using fingers (0, 8, 16...)



# The Number Sense Approach

- By teaching patterns and exploring the relationships between different times tables and by learning all the associated division facts, we aim to equip pupils with the most efficient methods.
- The order in which we teach times tables allows pupils to see the links between each times

			4	5	6	7	8	9				
	2	4	6	8	10	12	14	16	18	20	22	
	3	6	9	12	15	18	21	24	27	30	33	36
	4	8	12	16	20	24	28	32	36	40	44	48
	5	10	15	20	25	30	35	40	45	50	55	60
	6	12	18	24	30	36	42	48	54	60	66	72
	7	14	21	28	35	42	49	56	63	70	77	84
	8	16	24	32	40	48	56	64	72	80	88	96
	9	18	27	36	45	54	63	72	81	90	99	
	10	20	30	40	50	60	70	80	90	100		
		33	44	55	66	77	88	99				
		48	60	72	84							

# Bridging Steps

- By using known facts as bridging steps, we can make connections in learning.
- Square numbers and the 10 times table are excellent bridging step.
- These strategies help speed up pupils recall and avoids

	4	5	6	7	8	9	10	11	
3	4	5	6	7	8	9	10	11	
6	8	10	12	14	16	18	20	22	
6	9	12	15	18	21	24	27	30	33
8	12	16	20	24	28	32	36	40	44
10	15	20	25	30	35	40	45	50	55
12	18	24	30	36	42	48	54	60	66
14	21	28	35	42	49	56	63	70	77
16	24	32	40	48	56	64	72	80	88
18	27	36	45	54	63	72	81	90	99
20	40	50	60	70	80	90	100	110	120
22	44	55	66	77	88	99	110	121	132
24	48	60	72	84	96	108	120	132	144



# There are not 144 facts to

X	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

X	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
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1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Children start with their multiples  
of 1, 2, 5 and 10.

Next are the multiplies of 3 and 6  
then 4 and 8.

2	49	56	63	70
8	56	64	72	80
4	63	72	81	90

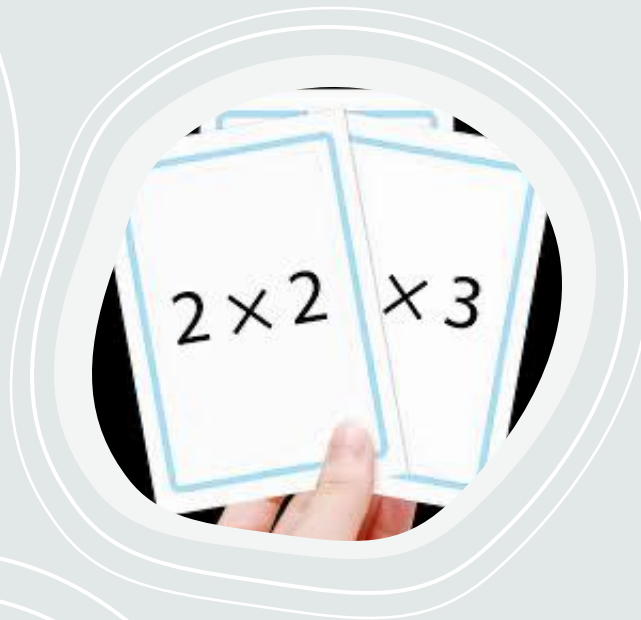
This leaves a small number of facts that require explicit focus.



# How can you help at home?

- Regular practice using different resources – little and often. **TTRS, MyMaths, Maths Frame, Hit the Button, BBC Maths Games.**
- Make it part of your family's day or have a family competition.
- Engage with TTRS Battles

$8 \div 8$	$16 \div 8$
$32 \div 8$	$40 \div 8$
$56 \div 8$	$64 \div 8$
$80 \div 8$	$88 \div 8$



## How can you help at home?

- Practice skip counting forwards and backwards.
- Start at different points when recalling times tables.
- Mix in some division facts.
- Flash cards.
- Display facts around the house.
- Look for ways to remember the tricky ones.  $56 = 7 \times 8$

# Where to practice when on Times Tables

## Rockstar

- Gig: Assessment
- Garage: Practice Personalised tables based on knowledge
- Jamming: Timer free game with choice of tables
- Studio: 1 minute game across all tables – improves recall and gives rock status
- Festival: Take on pupils from around the world (12x12)
- Rock slam: 1 minute game allowing pupils to challenge other children in school
- Soundcheck: Similar to multiplication check
- Arena: Live classroom game adapted to each child's level

