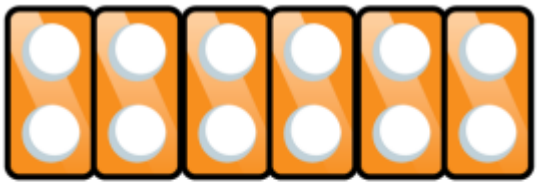
Multiplication Tables Policy

2 times tables

Children should be given opportunities to count in 2s forwards and backwards daily. They should look for patterns in the 2 times tables using concrete manipulatives to support. They should be supported to notice that there is a pattern in the ones.

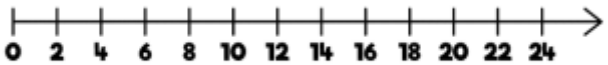
The following representations may support learning:

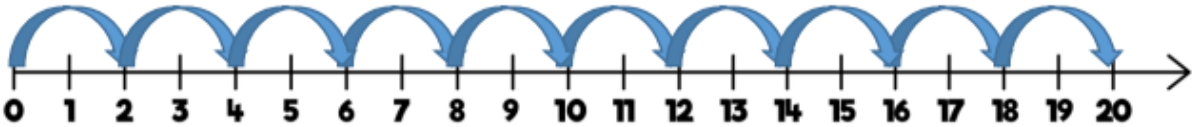


Numicon

Everyday items that come in pairs

Number lines





Bead strings

Hundred square

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

Money

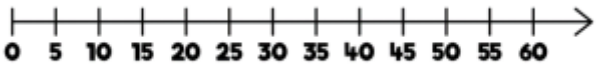
5 times table

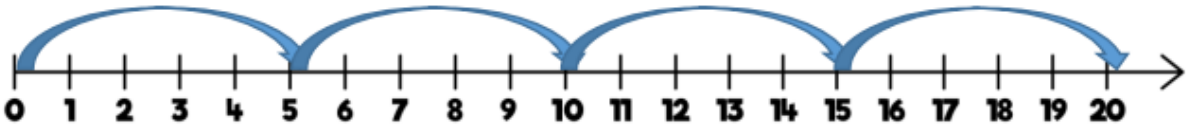
Children should be given opportunities to count in 5s forwards and backwards daily. They should look for patterns in the 5 times tables using concrete manipulatives to support. They should be supported to notice that there is a pattern in the ones and that there is an odd, even pattern.

The following representations may support learning:

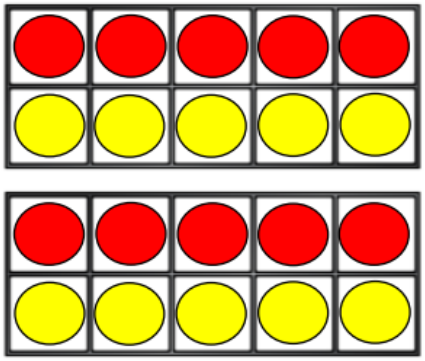
Numicon

Number lines



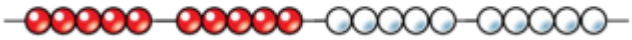


Ten frames



Hundred square

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



Bead string

Fingers

Money

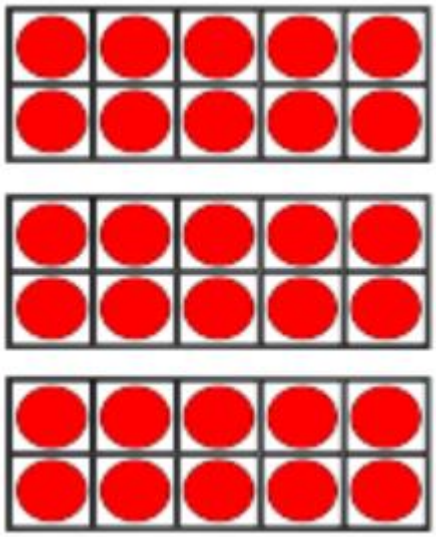
10 times table

Children should be given opportunities to count in 5s forwards and backwards daily. They should look for patterns in the 10 times tables using concrete manipulatives to support. They should be supported to notice that there is always 0 in the ones column and that the tens increase by 1 ten each time.

The following representations may support:

Numicon

Ten frames



Base ten

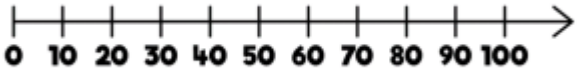
Bead string

Hundred square

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

Money

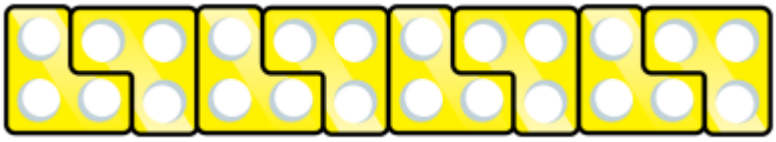
Number lines



3 times tables (year 3)

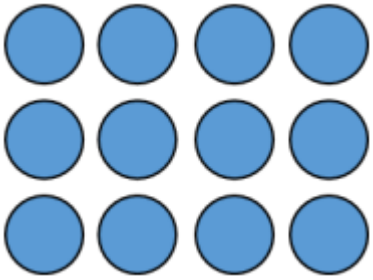
Children should be given opportunities to count in 3s forwards and backwards daily. They should look for patterns in the 3 times tables using concrete manipulatives to support. They should be supported to notice that there is an odd, even pattern, using numicon to support. The pattern in the ones may be highlighted using a number square.

The following representations may support:



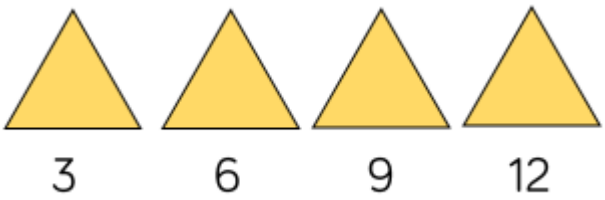
Numicon

Counters for arrays



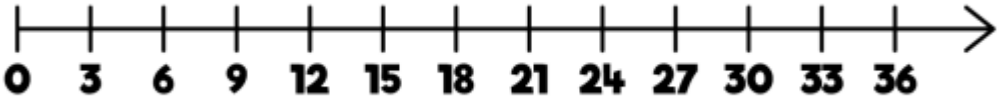
Hundred square

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



Triangles

Number lines



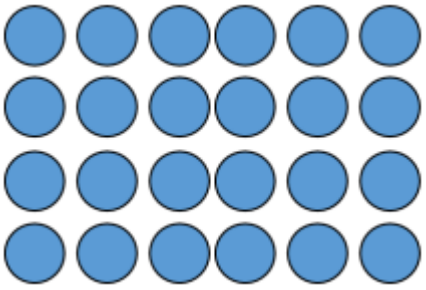
4 times table (year 3)

Children should be given opportunities to count in 4s forwards and backwards daily. They should look for patterns in the 4 times tables using concrete manipulatives to support. They should be supported to make links with the 2 times tables, seeing how each multiple is double the 2s. Highlight the pattern in the ones and encourage children to notice that all multiples are even using shapes.

The following representations may support:

Numicon

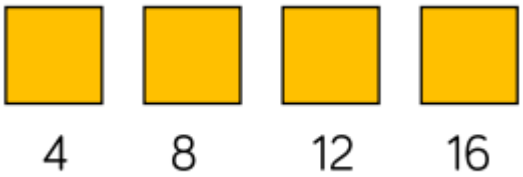
Counters for arrays



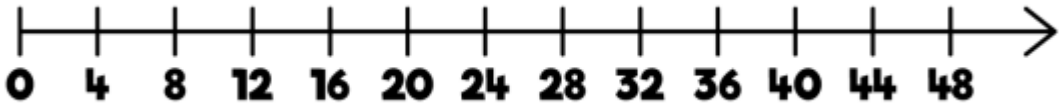
Hundred square

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

Squares



Number line

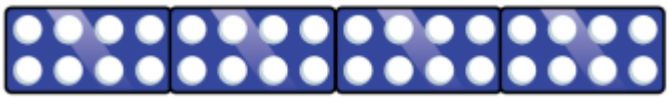


8 times

table (year 3)

Children should be given opportunities to count in 8s forwards and backwards daily. They should look for patterns in the 8 times tables using concrete manipulatives to support. They should be supported to make links with the 4 times tables, seeing how each multiple is double the 4s. Highlight the pattern in the ones and encourage children to notice that all multiples are even using shapes.

The following representations may support:

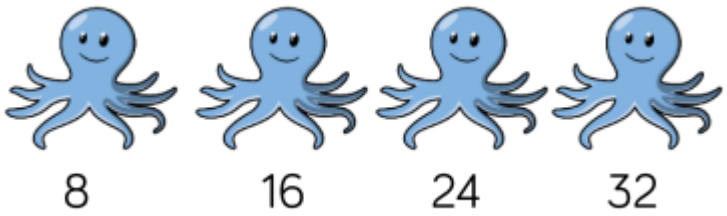


Numicon

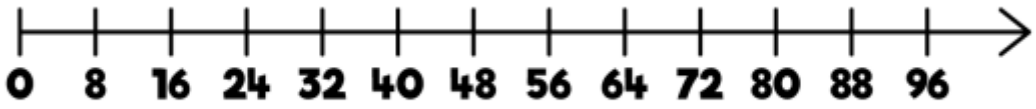
Hundred square

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

Real life objects



Number line



6 times table (year 4)

Children should be given opportunities to count in 6s forwards and backwards daily. They should look for patterns in the 6 times tables using concrete manipulatives to support. They should be supported to make links with the 3 times tables, seeing how each multiple is double the 3s. Highlight the pattern in the ones and encourage children to notice that all multiples are even using numicon to support.

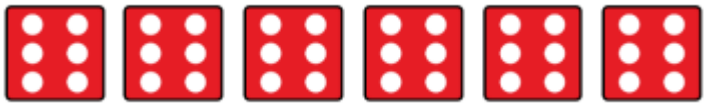
The following representations may support:

Numicon

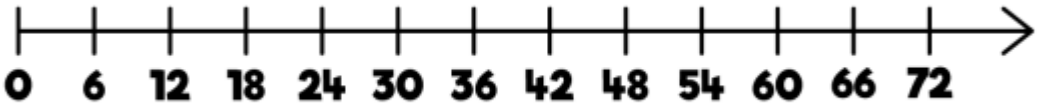
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Hundred square

Real life objects



Number line



9 times table (year 4)

Children should be given opportunities to count in 9s forwards and backwards daily. They should look for patterns in the 9 times tables using concrete manipulatives to support. Support children to notice the pattern in the tens and ones using the hundred square to support. Also note the odd, even pattern within multiples.

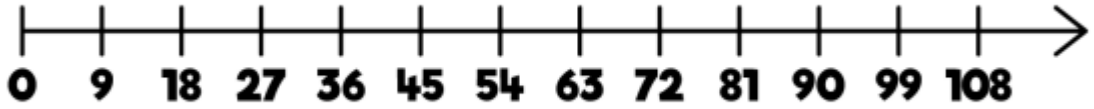
The following representations may be used to support learning:

Numicon

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

Hundred square

Number line



7 times tables (year 4)

Children should be given opportunities to count in 7s forwards and backwards daily. They should look for patterns in the 7 times tables using concrete manipulatives to support. Support children to notice the odd, even pattern within multiples. Although there are less obvious patterns to spot to support children, they know a number of facts already due to commutativity.

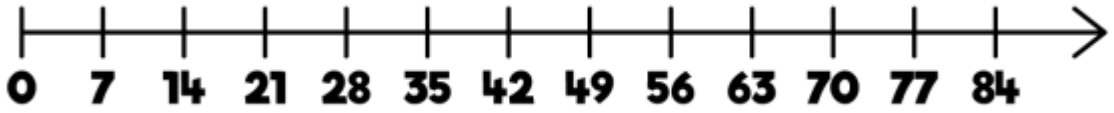
The following representations may be used to support learning:

Numicon

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

Hundred square

Number line



11 times tables (year 4)

Children should be given opportunities to count in 11s forwards and backwards daily. They should look for patterns in the 11 times tables using concrete manipulatives to support. Support children to notice the pattern in the tens and ones using a hundred square. Also draw their attention to the pattern in the tens and ones after crossing 100.

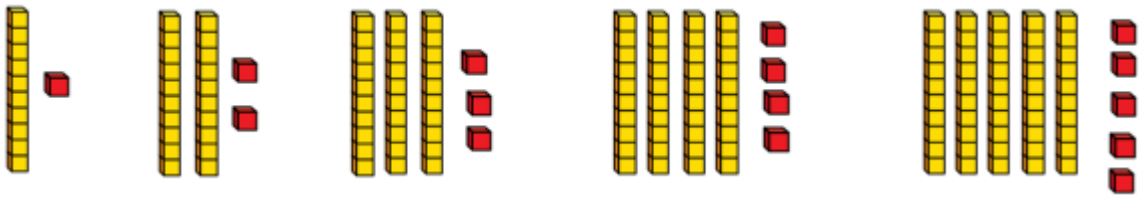
The following representations may be used to support learning:

Hundred square

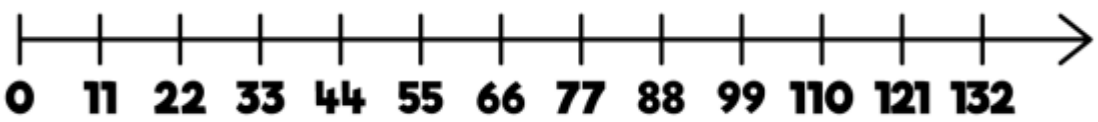
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Place value counters

Base ten



Number line



12 times tables (year 4)

Children should be given opportunities to count in 12s forwards and backwards daily. They should look for patterns in the 12 times tables using concrete manipulatives to support. Make links to the 6 times table, seeing how every multiple is double the 6s. Support children to notice the pattern in the ones.

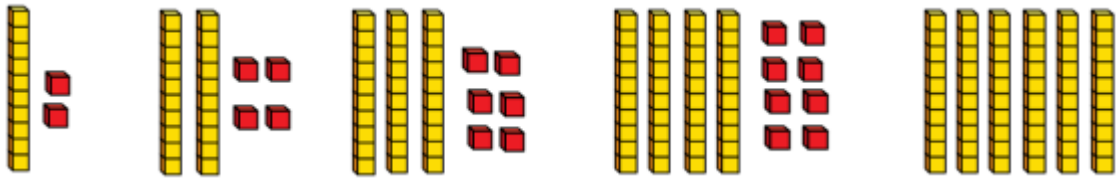
The following representations may be used to support learning:

Hundred square

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

Place value counters

Base ten



Number line