

Times Tables Challenge

We have reviewed the teaching and learning of times tables across the school. In order to encourage the children to learn them in depth and not rely on times table square we are going to introduce a times tables challenge. This challenge will also aim to bring the teaching and learning of times tables in line with the National Curriculum. It will be both accessible and challenging for all pupils.

The National Curriculum expectation is that all children know all of their times tables up to 12×12 and their division equivalent by the end of Year 4. With this in mind, the expectation would be that Year 2 would complete Bronze part 1, Year 3 should complete Bronze part 2, Year 4 would complete Silver (parts 1 and 2) and Year 5 should achieve gold (parts 1 and 2) with children in Year 6 achieving Platinum.

The times tables challenge is outlined below:

Before commencing the times tables award the children will complete the 100 Challenge. This will ensure they are secure with the number bonds within 10 and 100.

After they have completed this they will move on to the amended times table challenge. Each award will consist of two sets of times tables to learn and therefore two challenges to pass before receiving their badge. Each level is outlined below:

Bronze:

- o $\times 2, \times 5, \times 10$
- o $\times 3, \times 4, \times 8$

Silver:

- o $\times 6, \times 7, \times 9$
- o Mixed all including $\times 11$ and $\times 12$

Gold:

- o Multiplying multiples of 10 ($30 \times 40 =$) and decimals ($0.3 \times 0.4 =$), square numbers and square roots
- o Fractions and percentages of numbers

Platinum:

- o Mixture of all of the above

The challenges will be assessed through a timed, written test. For example to complete the bronze and silver challenges the children will have 5 minutes to answer 45 mixed multiplication and division questions (e.g. $12 \times 5 =$). The children will then record their score and time enabling themselves and their teachers to see progress.

Learning times tables can be fun and enjoyable and should not become a chore. As the children need to develop an understanding and be able to manipulate these facts, they need to learn and apply them in a range of contexts, for example a game of bingo, counting and matching answers to the questions. To further develop their understanding and begin to see links between the times tables children should be encouraged to spot patterns in the multiples (e.g. all of the multiples of 2 are even numbers, there is a pattern in the units column of the multiples of 3).