



Pensans School

Times Tables Vision Statement

Mathematics Vision

At Pensans School, we strive to nurture confident, fluent and curious mathematicians who recognise the power, understanding and creativity of mathematics. Our curriculum ensures that every child develops a deep and connected understanding of mathematical concepts, enabling them to apply their learning with confidence and independence.

Times tables are a crucial foundation for mental arithmetic and underpin many areas of mathematics. Secure knowledge of multiplication and division facts enables children to work with greater speed, accuracy and confidence. At Pensans School, we prioritise the teaching of times tables so that all pupils are equipped to access wider mathematical learning successfully.

Aims

- To raise the profile and quality of times table teaching across the school.
- To ensure children develop secure understanding of multiplication and division concepts.
- To provide clear progression and consistency in practice from Year 1 to Year 6.
- To ensure all pupils achieve fluency in multiplication and division facts to 12×12 .

Teaching Progression at Pensans School

- Year 1: Count in multiples of 2, 5 and 10. Recall doubles to 10 and halves.
- Year 2: Recall multiplication and division facts for the 2, 5 and 10 tables. Recognise odd and even numbers. Begin learning the $3 \times$ table for HA.
- Year 3: (Secure) Recall of the 3, 4, 6, 8, 9 and 11 multiplication tables and related division facts.
- Year 4: Rapid recall and practice of all multiplication and division facts up to 12×12 .
- Year 5 & 6: Consolidate and apply all multiplication and division facts up to 12×12 , including multiplying and dividing by powers of 10.

Teaching Times Tables

At Pensans School, times tables are embedded within daily practice and are explicitly taught through clear modelling, guided practice and independent application. We balance fluency practice with deep conceptual understanding so that children know both how and why multiplication works.

Fluency means rapid and accurate recall of multiplication and related division facts.

Conceptual understanding means being able to represent and explain multiplication and division using practical equipment, visual models and mathematical language (e.g., understanding 3×4 as three groups of four).

Lessons follow our 'I do, We do, You do' approach, providing structured modelling before guided and independent practice. Children are encouraged to explore patterns, make connections between tables and articulate their reasoning clearly.

- We use a range of resources to support understanding, including:
- Bead strings and counting sticks
- Arrays and grouping models
- Numicon and manipulatives
- Hundred squares and multiplication grids
- Carefully selected digital platforms to reinforce fluency

Mastery and Inclusion

We recognise that children progress at different rates. Teachers identify pupils who need additional support and provide targeted intervention to strengthen conceptual understanding. It is our expectation and belief that all children can learn their times tables. The exception to this is where children are working significantly below their peers and require a bespoke approach. This will be identified in their ILP's. We believe that all children can succeed in learning their times tables with the right teaching and practice.

Pupils working at greater depth are challenged to demonstrate flexible thinking, make connections across the curriculum and represent multiplication creatively. Regular revision of learnt multiplication tables are checked through TTRS sound checks and heat maps in KS2 which ensures knowledge is retained and applied confidently throughout the school.