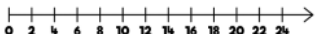
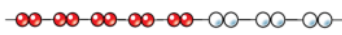


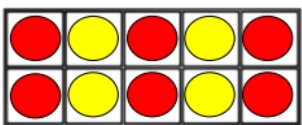

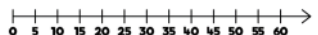



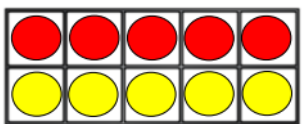
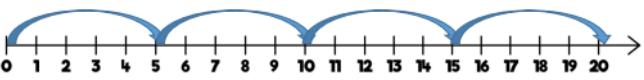


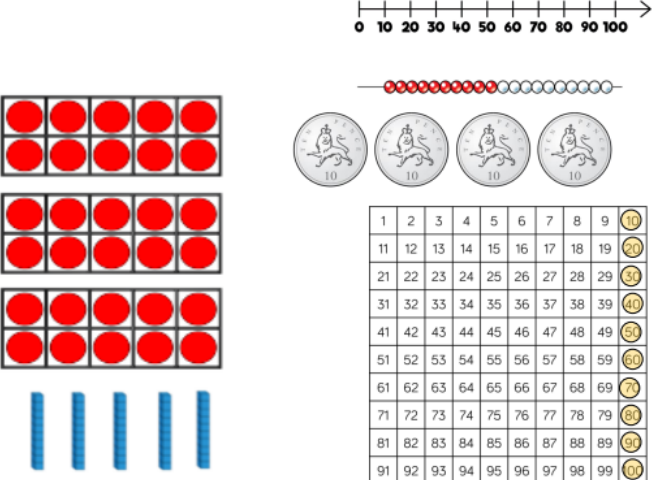
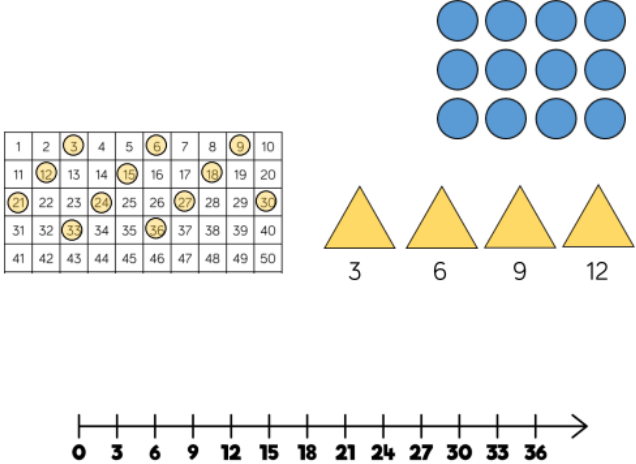
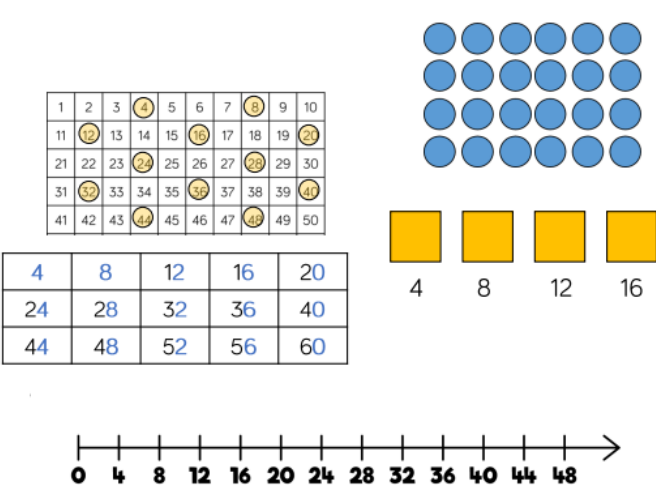
Meadowfield Primary School

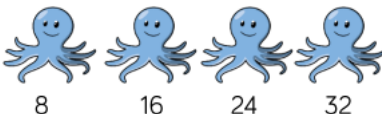
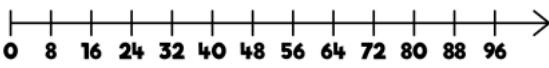
Calculation Policy


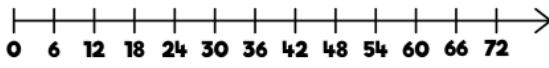
(based on the White Rose Maths Calculation Policy)

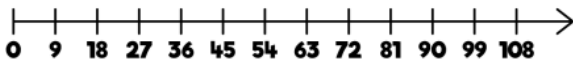
Times Tables

Skill: 2 times table	Year: 2
     	<p>Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.</p> <p>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.</p> <p>Use different models to develop fluency.</p>
Skill: 5 times table	Year: 2
     	<p>Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.</p> <p>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.</p>

Skill: 10 times table	Year: 2
	<p>Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.</p> <p>Look for patterns in the ten times table, using concrete manipulatives to support. Notice the pattern in the digits- the ones are always 0, and the tens increase by 1 ten each time.</p>
Skill: 3 times table	Year: 3
	<p>Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.</p> <p>Look for patterns in the three times table, using concrete manipulatives to support. Notice the odd, even, odd, even pattern using number shapes to support. Highlight the pattern in the ones using a hundred square.</p>
Skill: 4 times table	Year: 3
	<p>Encourage daily counting in multiples, supported by a number line or a hundred square. Look for patterns in the four times table, using 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.</p>

Skill: 8 times table						Year: 3																																																																																																		
					<p>Encourage daily counting in multiples, supported by a number line or a hundred square. Look for patterns in the eight times table, using manipulatives to support. Make links to the 4 times table, seeing how each multiple is double the four. Notice the pattern in the ones within each group of five multiples. Highlight that all the multiples are even using number shapes to support.</p>																																																																																																			
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Skill: 6 times table						Year: 4																																																																																																		
					<p>Encourage daily counting in multiples, supported by a number line or a hundred square. Look for patterns in the six times table, using manipulatives to support. Make links to the 3 times table, seeing how each multiple is double the three. Notice the pattern in the ones within each group of five multiples. Highlight that all the multiples are even using number shapes to support.</p>																																																																																																			
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Skill: 11 times table										Year: 4												
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11	22	33	44	55	66																	
77	88	99	110	121	132																	

Skill: 12 times table										Year: 4															
<table border="1" style="display: inline-table; margin-right: 20px;"> <tr><td>12</td><td>24</td><td>36</td><td>48</td><td>60</td></tr> <tr><td>72</td><td>84</td><td>96</td><td>108</td><td>120</td></tr> <tr><td>132</td><td>144</td><td></td><td></td><td></td></tr> </table> <div style="display: flex; justify-content: space-around;"> <div></div> <div></div> <div></div> </div>										12	24	36	48	60	72	84	96	108	120	132	144				<p>Encourage daily counting in multiples, supported by a number line or a hundred square.</p> <p>Look for patterns in the 12 times table, using 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.</p>
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