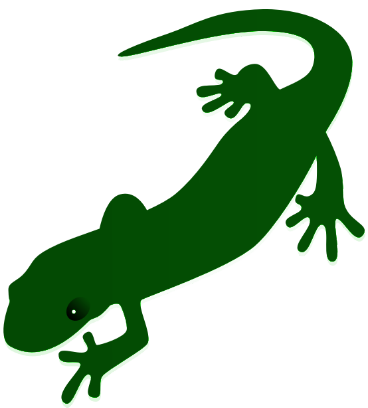
2023/2024

SIR ROBERT GEFFERY'S SCHOOL

A School for Enthusiasts

Parents Guide to Learning Times Tables



The SRG Salamander Times Tables Challenge

Times Tables Guidelines

Children will be learning their tables in class as follows (please note the importance of checking and practising the facts from previous years, as well as the tables to be learnt in that year group):

Year Group	Teaching and Learning	Focus for checking and practice
Reception	Counting in 10, 5 and 2s	Counting in 1s
Year 1	Number Bonds to 10 and 20 10 and 2 times tables	Counting in 10, 5 and 2s
Year 2	2 and 5 times tables	Number Bonds to 10 & 20 10 times tables
Year 3	3,4 and 8 times tables	10, 2 and 5 times tables
Year 4	6, 7, 9, 11 and 12 times tables	3,4 and 8 times tables
Year 5	All times tables to 12 x 12 checked, practised thoroughly and applied, including combining with place value knowledge (e.g. 5600 = 70 x 80)	
Year 6	All times tables to 12 x 12 checked, practised thoroughly and applied to an increasingly wide array of contexts supporting depth of knowledge and speed of recall (e.g. 1/7 of 560 = 80, Area of a rectangle 0.7 x 8.0m = 5.6m2).	

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Top tips for helping your child learn their times tables:

1. Learn a little at a time. If you start a new times table,
don't try and master it overnight. Start with a few facts (e.g. 1 x 5, 2 x 5), then add more in when they are used to it.
2. Constant revision of all the tables is important, as they are easy to forget when you move onto a new set.
3. Demonstrate using real objects so children can see (e.g. 3 lots of 4 as 3 rows of 4 matchsticks to 'see' 3 x 4 = 12).
4. Use real life situations to develop understanding of times tables (e.g. If you save 3p every day, how much do you think you would have saved in a week?)

Hints

It is very important that the children understand how the tables are compiled so that they can start to find their own tricks for fluency:

1 x 5 = 5
This means there is 1 'lot of' 5

2 x 5 = 10
This means that there are 2 'lots of 5' i.e. 5 plus another 5 (5 + 5 =10)

3 x 5 = 15
3 lots of 5
5 + 5 + 5 = 15

This knowledge is especially helpful for higher times tables. If a child does not know 7 x 7, they do not need to start at the beginning.

5 x 7 = 35
6 x 7 = 35 + 7 (5 lots of 7 plus one more 7 = 6 lots of 7) = 42
7 x 7 = 42 +7 (7 lots of 7) = 49

This is the 'Distributive Law of Multiplication'
i.e. 7 x 7 = (5 x 7) + (2 x 7)

Multiplication is Commutative

Commutative means that it doesn't matter which way around the numbers go, so 2 x 4 is the same as 4 x 2

2 x 4 = 4 x 2

This is the 'Commutative Law of Multiplication'

i.e. 2 x 4 = 4 x 2

You could also look at chocolate bars and look at the times table fact they show.

Use mnemonics to aid the memory

'I ate and ate till I was sick on the floor: 8 times 8 is 64!'

'Wakey, wakey, rise and shine: seven 7's are 49.'

(see attached sheet for additional mnemonics)

Try and make up some of your own.

Some also find having 'actions' to a times table helpful too - e.g. doing the x5 whilst holding up five fingers at a time. Actions can help make it fun.

Talk the tables

• Count forwards and backwards in 2's, 3's, 4's etc.

• Put one finger up every time you move onto the next number in the sequence, this may help the children to remember which number they are up to

• Chant the tables **"One times five is five … Two times five is ten … etc."**

• Working on one table at a time, but saying them out of order

• Give them the answer and they work out the question

Looking for patterns in the tables

2 x : All even numbers and the pattern repeats in the last digit.
2, 4, 6, 8, 10, 12, 14, 16, 18

3x : The numbers follow the pattern of odd, even, odd, even, odd – 3, 6, 9, 12, 15, 18.

4x : All of these are double the two times table facts

2, 4, 6, 8, 10	2x table
4, 8, 12, 16, 20	4x table

5x : Any odd number times 5 ends in a 5. Any even number times 5 ends in a 0.

6x : These numbers are double those in the three times table

3, 6, 9, 12, 15	3x table
6, 12, 18, 24, 30	6x table

8x : These answers are all double those in the four times table

4, 8, 12, 16, 20	4x table
8, 16, 24, 32, 40	8x table

9 x : All the digits add up to 9. This even works for really high multiples of 9, but you need to keep going until there is only one digit (called the 'digital root')

9 x 4 = 36	3 + 6 = 9
9 x 19 = 171	1 + 7 + 1 = 9

10x : All numbers end in zero.

11x : Both digits are the same (for answers up to 100)

12x : If you have learnt all the other tables, there should only be one fact to learn 12 x 12.

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Multiplication Square

This can be coloured in as each times table is learnt.

X	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

Games

Cards –

- Cut up some paper or card and make a quick set of cards for the times table (or just the trickier facts) that you need to practise
- Write the 'question' (e.g. 6 x 7, or 42 ÷ 6, or 42 ÷ 7) on the front and the 'answer' on the back

• Play games – for example 'Who can answer first and win the most cards?' 'How many can you do in 30 seconds? 10 Seconds?' 'Hide and seek the fact cards'

Bingo

• Each player selects five answers from one of the times tables
• Roll two die, add the dots together
• Multiply that total by whichever table it is you are doing
• Then cross out that number if you have it

Rock, paper, scissors

• Two players stand facing each other with hands behind their backs
• They say rock, paper, scissors (or similar) and show some fingers
• The players need to multiply the number of fingers with those of their partners
• The first to say the answer wins a point and play continues

Times Tables Table Tennis

• Each player holds an imaginary table tennis bat, one player starts with the first number in the times tables that they are learning
• Players try to build a rally by 'batting' the next number in the times table back to their partner

Ball games

• Throw n catch/ kick pass a ball whilst asking and answering times tables questions