

Times Tables

Parent Meeting

14.2.19



Overview

- Curriculum expectations
- Why learn times tables?
- Teaching techniques
- Ways to support at home

Curriculum Expectations

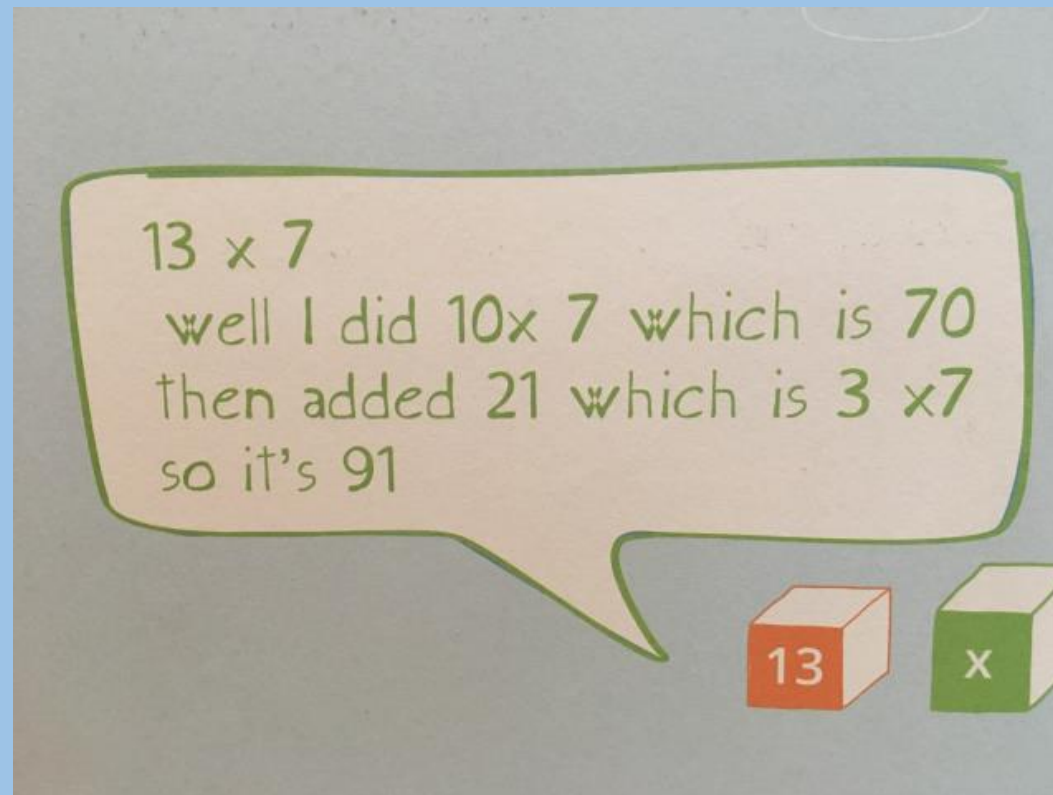
Year	Expectation	Examples
2	10, 5 and 2 times tables	$10 \times 4 = \square$ $28 \div 2 = \square$ $\square \div 5 = 9$ How many 2s in 24?
3	10, 5, 2, 4, 8 and 3 times tables	$8 \times 4 = \square$ $16 \div 4 = \square$ $21 \div \square = 3$ How would you use $5 \times 3 = 15$ to work out 50×3 ?
4	10, 5, 2, 4, 8, 3, 6, 9, 7, 11 and 12 times tables	$7 \times 6 = \square$ $54 \div 9 = \square$ $32 \div \square = 8$ $0.2 \times 8 = \square$ $320 \div 4 = \square$
5 & 6	Application of all times table facts to 12 x 12	$96 \div 12 = \square$ $9^2 = \square$ $9,000 \times 12,000 = \square$ $0.7 \times 0.7 = \square$ $540 \div \square = 60$

The Department for Education is introducing a Times Table Check will now be administered for children in Year 4, starting in the 2019-20 academic year.

Why learn them?

- Being fluent in your times tables is **essential** for success in Mathematics.
- Children who can't recall their times tables struggle in all areas of mathematics, due to cognitive overload.
- Automaticity with facts is essential so the mind is free to think about concepts.

BUT knowing your times tables is so much more than just memorisation. Children aren't just thinking "I know this fact" but "I know this fact therefore I can work out this..."



The Multiplication Times Table Check (MTC)

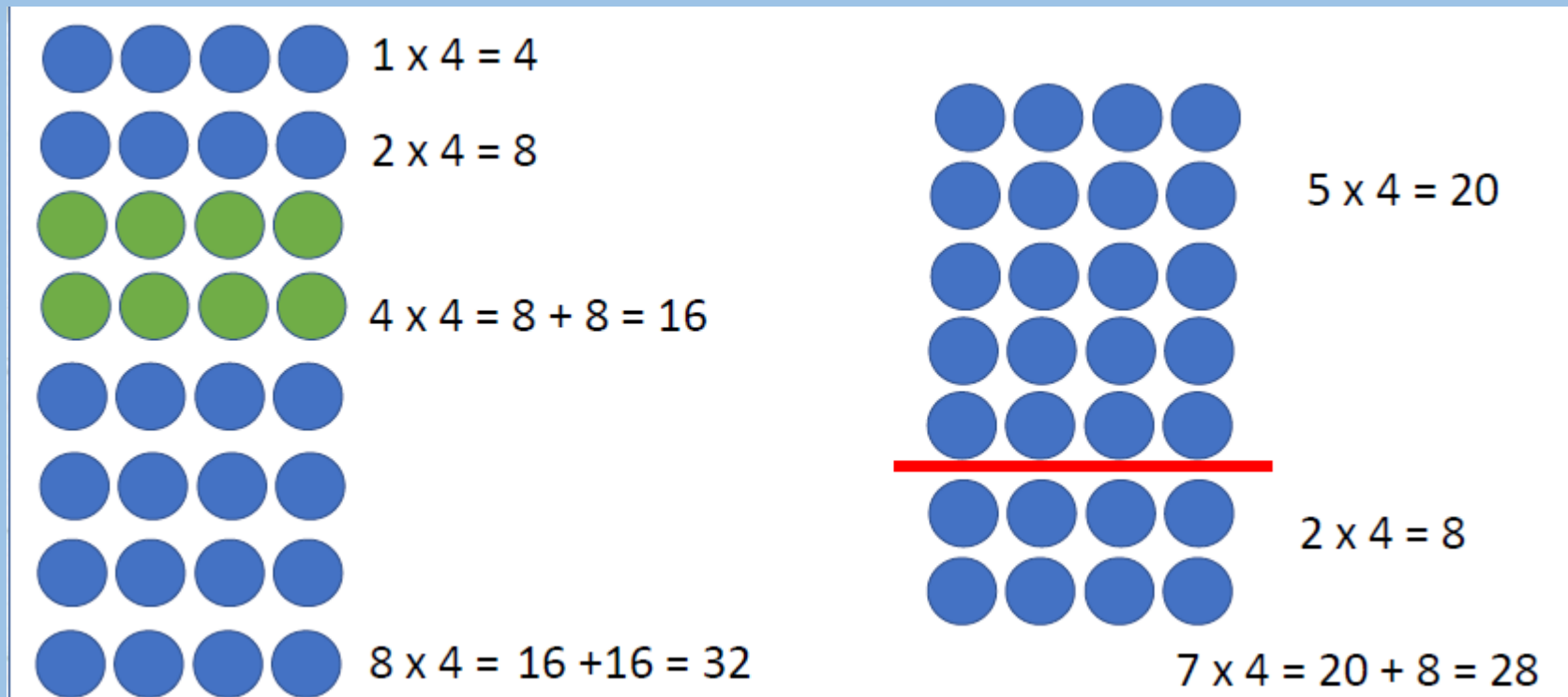
- In June 2019 the multiplication check will be voluntary. **In June 2020 it will become compulsory** for all English schools.

How will children be tested?

- Children will be tested using an **on-screen check**.
- They will have **6 seconds** per question.
- **25 questions**.
- The test will last **no longer than 5 minutes** and their answers will be marked instantly.
- This voluntary check will take place between 10-28 June 2019.
- Only multiplication statements will be included.


Teaching Techniques

- How do we do that in school?



Teaching Techniques

- **Pattern spotting** Exploring the rich patterns of multiplication deepens conceptual understanding and makes it fun/visual.

8 TIMES TABLE - 100 SQUARE 

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

Patterns with multiples – x10

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

- Multiples of 10 always end in 0.

Patterns with multiples – x2

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

- Multiples of 2 are always even numbers

Patterns with multiples – x5

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

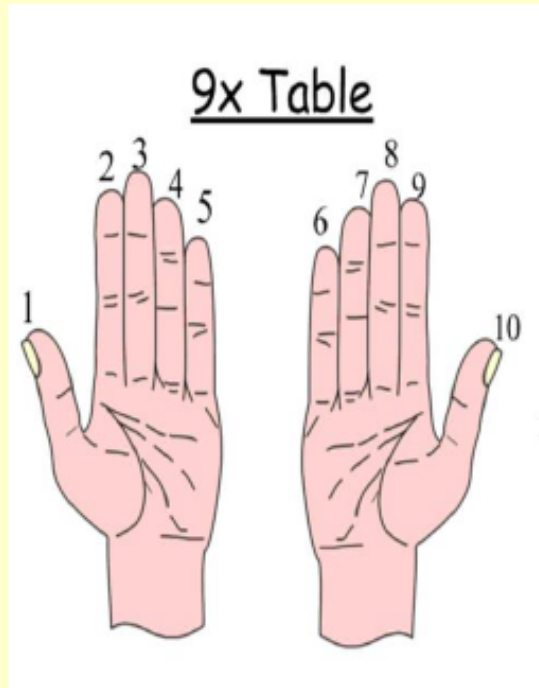
- Multiples of 5 end with a 5 or 0.

Patterns with multiples x3

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

- The digits of multiples of 3 always add together to make a multiple of 3, e.g.
 $27 \quad 2 + 7 = 9$

9x Table



- Works for up to 10×9
- Put the finger down for the multiple, e.g. 3 for 3×9 .
- The fingers to the left of the put down finger are the tens (2), the fingers to the right are the ones (7)
- $3 \times 9 = 27$

How can I help at home?

Reinforcing the importance of times tables

- Make it fun!
- Having times tables displayed at home
- Chanting/ singing times tables
 - *Maths Rockx*
 - start at 0x and say the whole number sentence
- Times tables online games/ apps
 - Times Tables Rockstars
 - Hit The Button (quick fire practice)
 - www.tuva.org.uk



TIMES TABLES ROCK STARS

25

Next: 7×9

3×6

7	8	9
4	5	6
1	2	3
Delete	0	Submit

Help

9

Studio

Breakthrough Artist

A vibrant space-themed graphic featuring a dark purple and blue background filled with stars, galaxies, and planets. A blue, ribbon-like shape is positioned at the top center, containing the word "Mathletics". Below it, the text "Launch into the" is written in a yellow, sans-serif font, and "MULTIVERSE" is written in a large, stylized, pink-outlined font. The overall scene is dynamic and colorful, with various celestial bodies and light effects scattered throughout.

Mathletics

Launch into the

MULTIVERSE

Useful Tips

- Stick to one table at a time to minimise confusion.
- Start with chanting and writing them out slowly in order.
- Then move on to completing the answers quickly in order –on paper or verbally with your child.
- Finally, move on to completing the answers in any order.
- Keep reminding your child that 3×4 is the same as 4×3 –this is effectively halves the number of tables facts.
- Each table has a square number 3×3 , 7×7 etc. These are special numbers that can act as a memory hook –emphasise them!
- Talk about the numbers as you are encountering them “ $5 \times 7 = 35$ that’s our house number” –this makes more memory hooks.