



## Times Tables: A Parent's Guide



Each multiplication has its own pattern and poses a different challenge to our learners and therefore can become a chore. This guide will offer strategies and ideas to help you and your child with the learning of times tables at home in a more enthusiastic and confident way.

### Why learn times tables?

Learning times tables saves time with all our calculations and helps to build strong connections when learning division within our curriculum. As a maths teacher, I can't stress enough how important it is for children to master their tables early on. When learners are able to fluently recall their tables it frees up working memory for applying maths to solve problems.

### Early Stages (EYFS)

Within EYFS (Reception) children are expected to: count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. To be exceeding by the end of the reception, children should be able to solve practical problems that involve **combining groups of 2, 5 or 10, or sharing into equal groups**. In Reception you will see children: singing songs; counting objects in groups; using repeated addition; arrays and the number line model to visualise numbers abstractly.

### UKS2 – Year 5

Year 5 is a consolidation year of the times tables up to 12 x 12 to ensure that the children are really confident by the end of Year 5. Year 5 children are expected to be confident in all multiplication tables up to 12 x 12 so therefore repetition and practise is the name of the game here!

- No new material
- Get to grips with the written methods and become secure with these
- Begin to multiply decimals
- Consolidate learning on multiples and factors

During Year 5, children will learn about decimals through the context of money and will be taught through real-life contexts using bills, receipts and shopping lists etc. it is helpful for parents to discuss how things like this work on a day-to-day basis to aid understanding

### UKS2 – Year 6

Year 6 is when everything comes together and this is why it can be such a challenge for our children. If there are any gaps in the children's learning, then this is time when the pressure begins to build. This is why it is always best to make sure your child consolidates the basics and builds confidence so that they can work their way up to tackle more complex questions and problems with solid grounding.

- If a child's understanding of tables is concrete, then they are able to access other methods much faster
- Without a solid grounding of times tables, children are unlikely of progressing as quickly and smoothly as expected

### LKS2 – Year 4

Year 4 is an important year for building good foundations for primary maths. Children start to multiply bigger numbers using written methods and decimals are added to the mix! This is also a 'completion' year for all multiplication facts up to 12 x 12.

- Children will be expected to consolidate their 6, 7 and 9 times tables
- Children will be taught to become fluent in tables up to 12 x 12
- Children will be taught to multiply by 0 and 1 and divide by 1

Regular time's table practice at home makes multiplication in KS2 a much easier journey and helps to build confidence when applying children's understanding.

### ! National Multiplication Check !

All Year 4 children will have their multiplication skills formally tested from 2020 and will be expected to recall, fluently, their tables up to 12 x 12.

Under the current national curriculum, children are expected to know all their tables by the end of Year 4 but are not formally tested until the Year 6 SATs. All you need to know about the test:

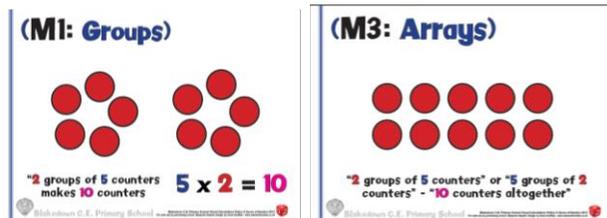
- The check will be introduced in English schools only and will be compulsory from 2020
- It will be taken by Year 4 children in the summer term (June)
- Children will be tested using an on-line screen check, where they will have to answer 25 multiplication questions against the clock on a computer; they have 6 seconds per question to answer
- The test will last no longer than 5-minutes and they will be marked instantly
- This will be the first time the DfE (Department for Education) have used a computerised test in primary schools
- Currently there will be no 'pass mark' and no child will 'fail' the test

## KSI - Year 1

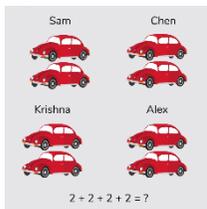
In Year 1, your child doesn't need to know and practise every times table; children are introduced to multiplication and division. It is important that we do not rush the teaching of tables at home as we try to ensure that children understand the key concepts behind the tables and know that they are tight before moving into Year 2.

- 🧒 Children are taught to count in 2's, 5's and 10's during the Spring Term (the simplest form of multiplication)
- 🧒 Children begin to identify patterns in multiples
- 🧒 Children use objects to grasp the meaning of numbers and values more confidently

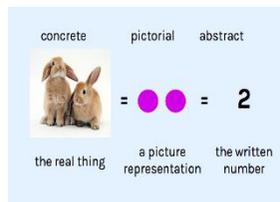
Because, what is the point in teaching tables if children don't know what the numbers involved represent?



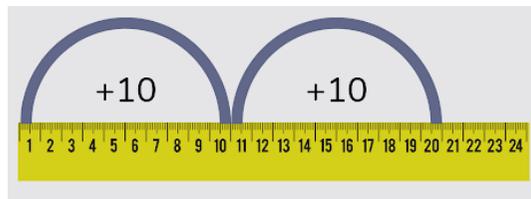
Repeated Addition (Summer Term)



C. P. A Approach



Use of a number line (Summer Term)



## KSI - Year 2

In Year 2, your child needs to understand the **commutativity** of multiplication and division and be able to solve simple multiplication problems. **Commutativity** means that changing the order that the calculation is done in does not change the outcome of the calculation. Once your child become familiar with these rules then they will begin to see how multiplication and division work together.

- 🧒 Children are introduced to multiplication, division facts and repeated addition for numbers 2, 5 and 10.
- 🧒 Children become fluent in 2's, 5's and 10' tables and can connect them to each other
- 🧒 Children use real-life contextual maths to help children master the concept of multiplication through one-step problems

**KSI Vocabulary**

\*Lots of

\*Groups of

\*Repeated addition

\*Multiply

\*Double

\*Half of

\*Divide

\*Halves

\*Grouping

\*Dividing by

\*Share equally

\*Group

\*Dividing by

\*Share

\*Equal groups

\*Quotient

\*Divisor

$2 \times 3 = 2 + 2 + 2$

2 eggs multiplied by 3 is the same as adding 2, 3 times.

+ 
 + 
 + 
 +

= 6

**Commutativity**

**This bar represents 2**

2

To work out  $2 \times 3$ , we use 3 bars

2

2

2

$2 \times 3$  is the same as  $2 + 2 + 2$

2

2

2

6

$2 \times 3 = 6$

**Using the bar model**

## LKS2 - Year 3

It is important for us, together, to make the transition from Year 2 to 3 as smooth as possible. With solid foundations formed in Year 1 and 2, children are now ready to learn more complex written methods for multiplication. During Year 3, children are expected to move onto more challenging times tables as well as more compound written methods for multiplication and division. Year 3 is a crucial year for times tables learning:

- 🧒 Children learn multiplication facts for the 3's, 4's and 8 times tables and correlate patterns between them
- 🧒 Children consolidate the 2's 5's and 10's from previous year groups
- 🧒 Children are expected to use a formal written method for multiplication and therefore rely on the quick recall of times tables facts
- 🧒 Children will be expected to solve one-step problems accurately involving multiplication and division of 2-digit by 1-digit numbers

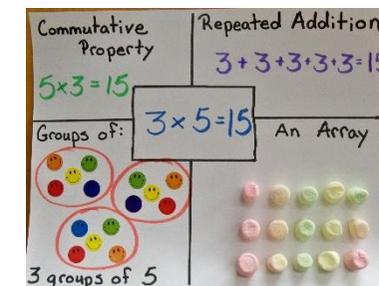
**Multiplication is the inverse of division.**

$9 \times 8 = 72$   
 $72 \div 8 = 9$

**We can use our times table knowledge to work out missing number problems. Try it!**

$5 \times \_ = 30$   
 $30 \div \_ = 6$

**Commutativity**



**C. P. A Approach**

