

The following policies are linked the information contained in this leaflet:

- Teaching and Learning
- Homework
- Calculation Guidance

These policies are available on our school website

A Parent's Guide to Times tables



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Times Tables

The National Curriculum 2014 states ...

“By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.”
Curriculum 2014 ,DfE

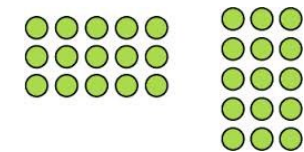
Things to remember...

- The way in which children learn and remember times tables can vary.
- Some children learn them by rote, some children will use simple rules and patterns to help them. For example, multiples of 5 end in a 5 or a 0. If you add the digits in a multiple of 9 together, you will always make 9.
- Some children enjoy colouring the multiples of a certain times table on a 100 square and looking for visual patterns.
- Visual reminders around the home can help.
- Songs and tapes will be an effective way for auditory learners to remember their times table.
- ‘Little and often’ is an effective way to help your child remember their tables

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

Vocabulary

An array is a pictorial representation of a times table. For example:



This picture shows five rows of 3 or three rows of 5. This be written as $5 + 5 + 5$ or $3 + 3 + 3 + 3 + 3$.

Multiplication is another way of showing repeated addition. Therefore, the array could also show 5×3 or 3×5 .

Multiplication is communicative. This means that if you do 5×3 or 3×5 , you will get the same answer.

Useful websites

<http://www.topmarks.co.uk/maths-games/7-11-years/times-tables>

<http://resources.woodlands-junior.kent.sch.uk/maths/timestable/interactive.htm>

