

Helping your child learn their times tables

By the end of Year 4, children should have learnt their times table facts up to 12×12 . This means that they should know their tables out of order and recall them without hesitation. From Summer 2020, children in Year 4 will have to complete an online multiplication tables check. The children will be expected to complete 25 questions and will have six seconds to answer each question.

Times tables are crucial for accurate calculations and using fractions. Once children are secure with their knowledge of the times tables, they should practise the corresponding division facts.

The order in which the children learn their times tables is:

2x (doubles – all multiples are even)

10x (recognise the pattern of multiples ending in zero but avoid saying 'add zero')

5x (recognise that multiples end in five or zero)

3x

4x (double and double again – all multiples are even)

6x (double the multiples of the three times table)

8x (double, double and double again – or double the four times table)

9x (the digits always total 9 – the tens are one less than the number you are multiplying by and the ones are the number needed to add to ten)

11x (recognise the pattern that up to 9x, the multiples have the same tens and units)

7x

12x (double the multiples of six)

Children need to realise that it doesn't matter which way around you learn the tables e.g. 4×5 is the same as 5×4 .

Useful strategies

When learning the times tables, regular short bursts of practise work best – 5 minutes a day. Each child will be given a ticket that shows the tables they are working on. As new times tables are introduced, children should continue to practise the 'known' tables so they do not forget them.

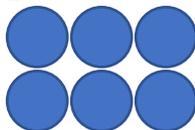
First of all, children need to learn the given times table in order. Once confident in order, they should work on the recall of these out of order. Avoid just counting in steps of the number (e.g. 3, 6, 9, 12...) but make the children say the complete times table sentence (e.g. $1 \times 3 = 3$, $2 \times 3 = 6$ etc.).

Using cubes/counters or drawing dots to create arrays can help the children visualise how the numbers increase. E.g.:

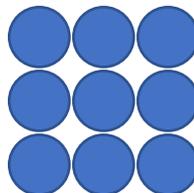
$$1 \times 3 = 3$$



$$2 \times 3 = 6$$



$$3 \times 3 = 9$$



Identifying whether the multiples are odd or even can also help to identify patterns.

If your child is struggling with one or two particular number facts, write them up on pieces of paper and place around the house. The more they see it written down, the easier it will be for them to memorise.

Written strategies

As well as practising times tables verbally, the following written formats may be used as a 'beat the clock' style task.

Create a table for the focus times table – write the numbers in randomly. How quickly can you complete the second row by multiplying by the number above it? Try changing the order of the numbers each day.

E.g. 3 times table

3	6	1	8	12	5	9	0	2	10	4	7	11

Create smaller versions of multiplication grids and allow a couple of minutes to see how many answers can be correctly completed:

x	3	5	1	2	10
5					
10					
2					
3					
1					

Useful websites and apps

The following may help with learning times tables:

www.ttrockstars.com – each child should have their own login so that they can play games against others or challenge themselves to beat their individual speed.

www.timestables.co.uk – has its own version of the times table check as well as options to focus on questions for one particular times table.

www.mathsisfun.com/tables - offers information about patterns and tips for learning the times tables. Also includes questions and a Maths trainer game.

www.topmarks.co.uk/maths-games/hit-the-button - two simple games which show a score at the end. Games can focus on doubles, halves, chosen times tables, mixed times tables and division facts.

www.mathsrockx.com – an app that puts the times tables to popular songs. The children can sing along and learn their times tables at the same time.

Most importantly, the learning of times tables needs to be fun. Using a variety of strategies and identifying patterns really helps the children to become secure in their mathematical understanding.