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## Yorke Mead Primary School

## Parent and child workshops 19.09.18

## Multiplication tables and how to learn them

## Guidance

## Multiplication tables check: development update

Information for primary schools and other interested parties about the development of an online times tables check to be administered by schools to year 4 pupils from the 2019 to 2020 academic year onwards.

Published 14 February 2018
Last updated 9 July 2018 - see all updates
From: Standards and Testing Agency

## Expectations in the National Curriculum

| Year | NC statement |
| :---: | :--- |
| 1 | count in multiples of twos, fives and tens |
| 2 | recall and use multiplication and division facts for the $\underline{\mathbf{2 , 5} \mathbf{5} \text { and } \mathbf{1 0}}$ <br> multiplication tables |
| 3 | recall and use multiplication and division facts for the $\mathbf{3 , 4} \mathbf{4}$ and $\mathbf{8}$ <br> multiplication tables |
| 4 | recall multiplication and division facts for multiplication tables up to <br> $\mathbf{1 2 \times 1 2}$ |
| 5 | identify multiples and factors, including finding all factor pairs of a <br> number, and common factors of two numbers <br> recognise and use square numbers and cube numbers, and the <br> notation for squared $\left(^{2}\right)$ and cubed $\left({ }^{3}\right)$ |

## Pasta, lego, cars, beads...



## Then check: $0 \times 3=3$




## Make your own card game



## Play to rehearse and learn

With the card in order first:

- How quickly can you remember what is on the back?
- Can you start from 0? Can you start from the biggest answer?

Then mix up the cards:

- Take turns choosing cards - you keep the card if you are correct
- Notice which cards you leave until last - make a special effort to learn these.


## Times Table Strategies

What might help, if you can't remember the fact:
Doubling/Halving (x2, x4, x8) (x3 to x6)
One lot more, one lot less
Near 2s, 5 s and 10s
Squares
Zero effect ( $\quad \ldots \times 0=0$ )
Switch it ( $5 \times 8=8 \times 5$ )
Tricks e.g. 9s
Songs and rhymes

## What do I do now?

- Decide which times table is 'next' on the list to learn... $2 \mathrm{~s}, 5 \mathrm{~s}, 10 \mathrm{~s}, \quad 3 \mathrm{~s}, 4 \mathrm{~s}, 8 \mathrm{~s}, \quad 6 \mathrm{~s}, 7 \mathrm{~s}, 9 \mathrm{~s}, 11 \mathrm{~s}, 12 \mathrm{~s}$
- Spend time learning the facts -
- make them (pasta, cars, beads...)
- write the list,
- create the card game,
- play with the cards
- Remember there are strategies for the ones which are tricky to remember


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