Aims of this morning's session

- To develop your understanding of the times tables expectations in Years 3 and 4.
- To share the teaching strategies that we use for learning our times tables in Year 3 and 4.
- To share ideas for supporting your child at home with their times tables.

Why do we need to teach times tables?

1. To find maths easier and therefore become more confident.

Knowing your times tables enables your child to unlock many other areas of maths such as fractions and division, as well as the upper KS2 curriculum i.e. ratio and percentages. When they know their times tables, your child is able to spot patterns and can make connections between ever more complex maths problems.

For example:

Fractions – What is a $\frac{1}{4}$ of 24? Children who are know their 4 times table (or indeed their 6 times table) will quickly recognise that $\frac{1}{4}$ of 24 is 6.

Increased complexity – What is $1/6$ of 24? What is 4/6 of 24?

2. MTC – June 2024

Multiplication Tables Check (MTC)

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Teaching

- Learning times tables begins in Year 2, with the aim that by Year 4 they are already competent in many of them.

Sequence of times tables teaching

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Teaching of concept of multiplication 2x	10x 5x	3x	4x	8x	6x
Year 4	12x	7x 11x	9x	Revise and consolidate		

Step counting

- We step count daily. Usually this is counting forwards but we can also step count backwards.

Step counting in 3s

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Step counting in 3s

Hunter

- Lay the twelve cards out randomly on the table, face down. Player One ask a multiplication question from the chosen times table.
- For example, "6 sevens?"
- Player Two then picks a card. If they pick the right answer, they keep the card. They say the complete fact in the short form e.g. "6 sevens are 42." If they pick a card which isn't the right answer, they show it to Player One and put it back face down.
- Swap roles.
- Players take it in turns to ask questions. The winner is the one with the most cards when all the cards have been picked.

Mix up the Kim's game

- In pairs, lay out the cards of the times table that you are learning in the correct order.
- One child closes their eyes while the other mixes them up AND removes and hides one of the cards.
- The other child opens their eyes and identifies the missing card, saying the short form e.g. 5 8s are 40, then puts the cards back in the correct order.
- As they move each card, they say the short form e.g. 5 8s are 40. When complete, check the order by step counting together.

funkeymaths.com/product/times-tables-maths-cards/

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Times Tables Maths Cards

£10.00 plus VAT

A multi-faceted resource which helps children develop conceptual understanding of multiplication and division and fluency in times table recall up to 12 x 12 through fun games and activities. Read more...

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Category: Maths Cards

Hillside Primary School

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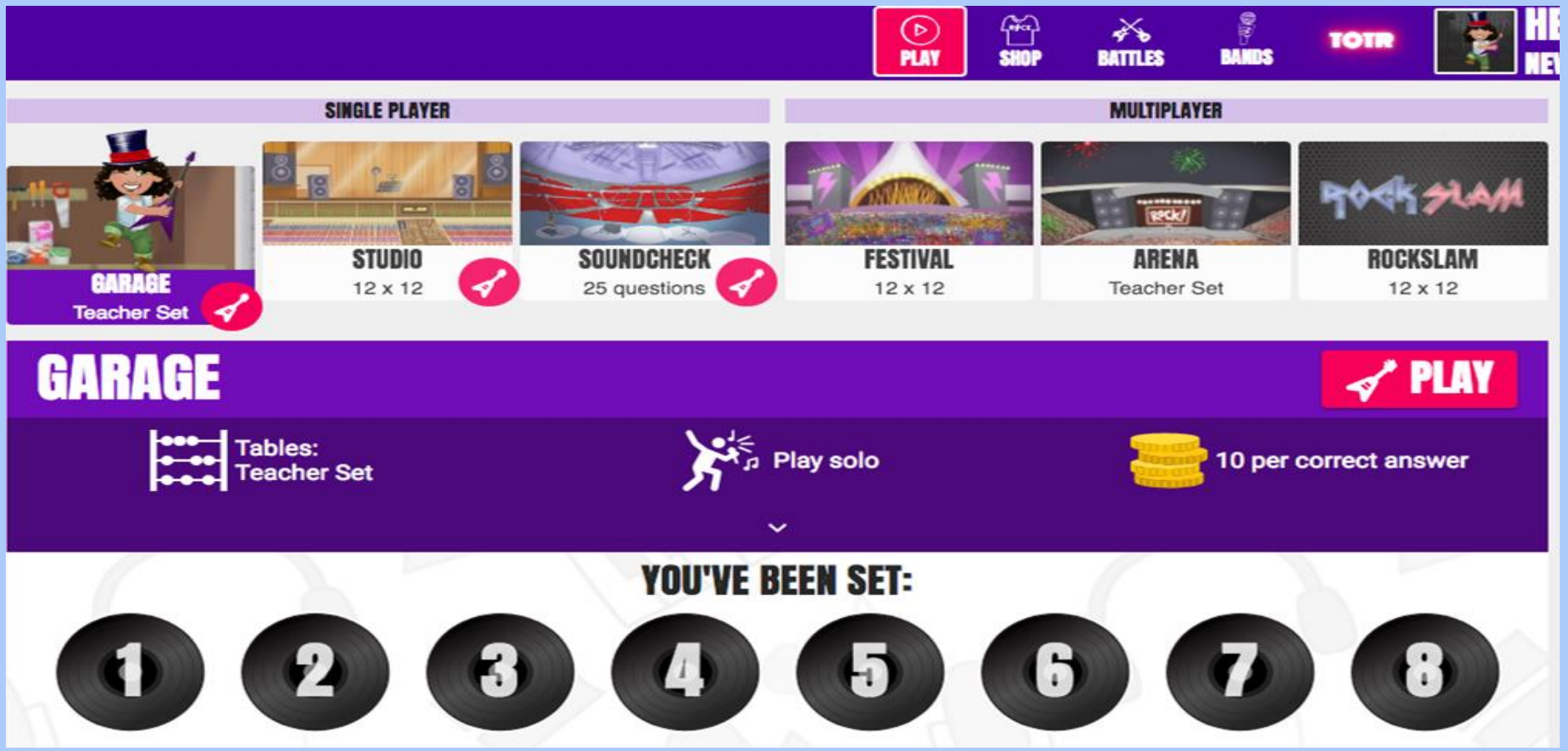
TTRS

- We expect your children to be playing at least 20 minutes a week on TTRS.
- Accessing '**Garage**' is the most beneficial for your child on a regular basis – you can select a time limit for each game.
- '**Soundcheck**' mimics the MTC.
- Use your child's '**Heatmap**' to find out which times tables they need further practice on.

Home Screen



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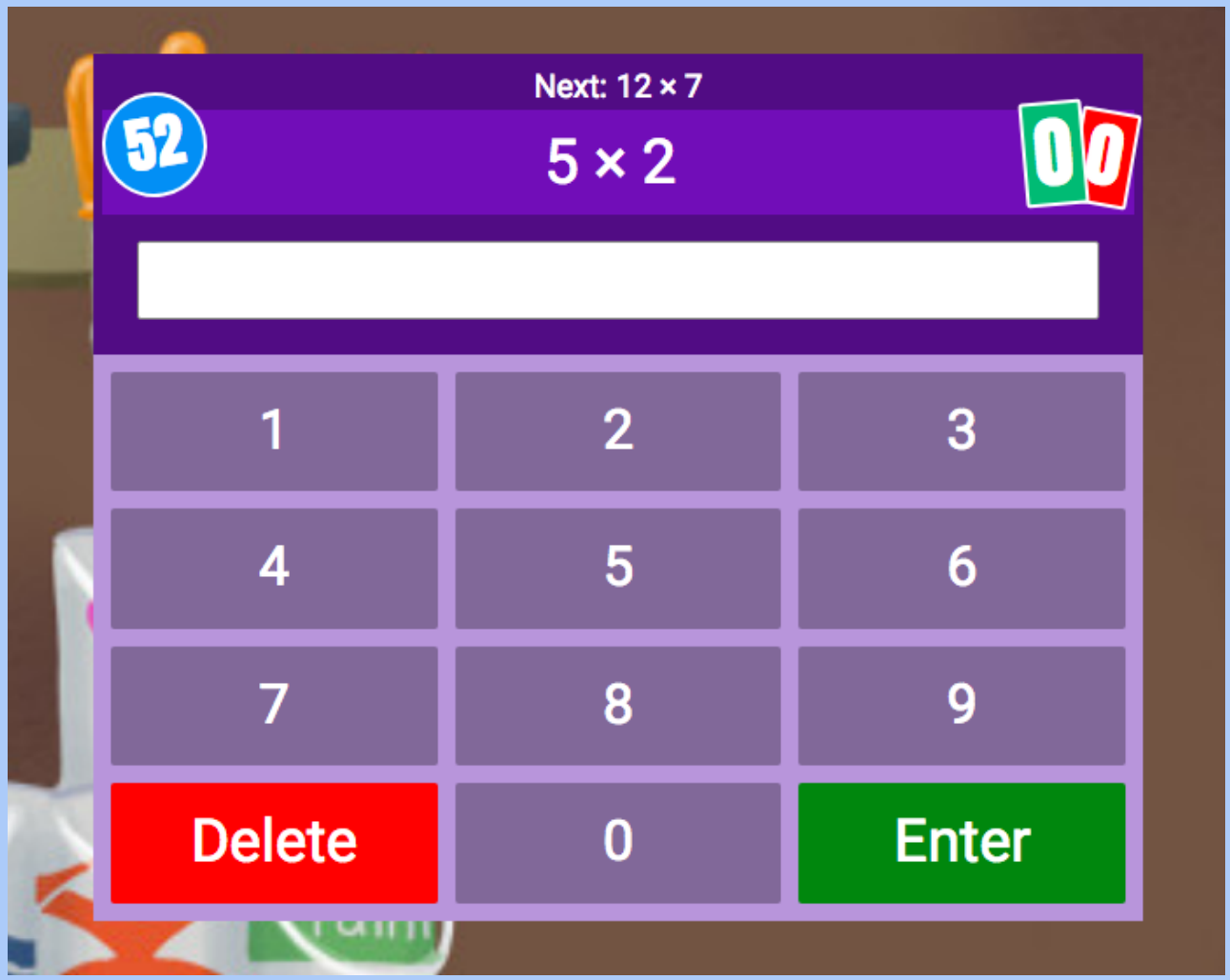

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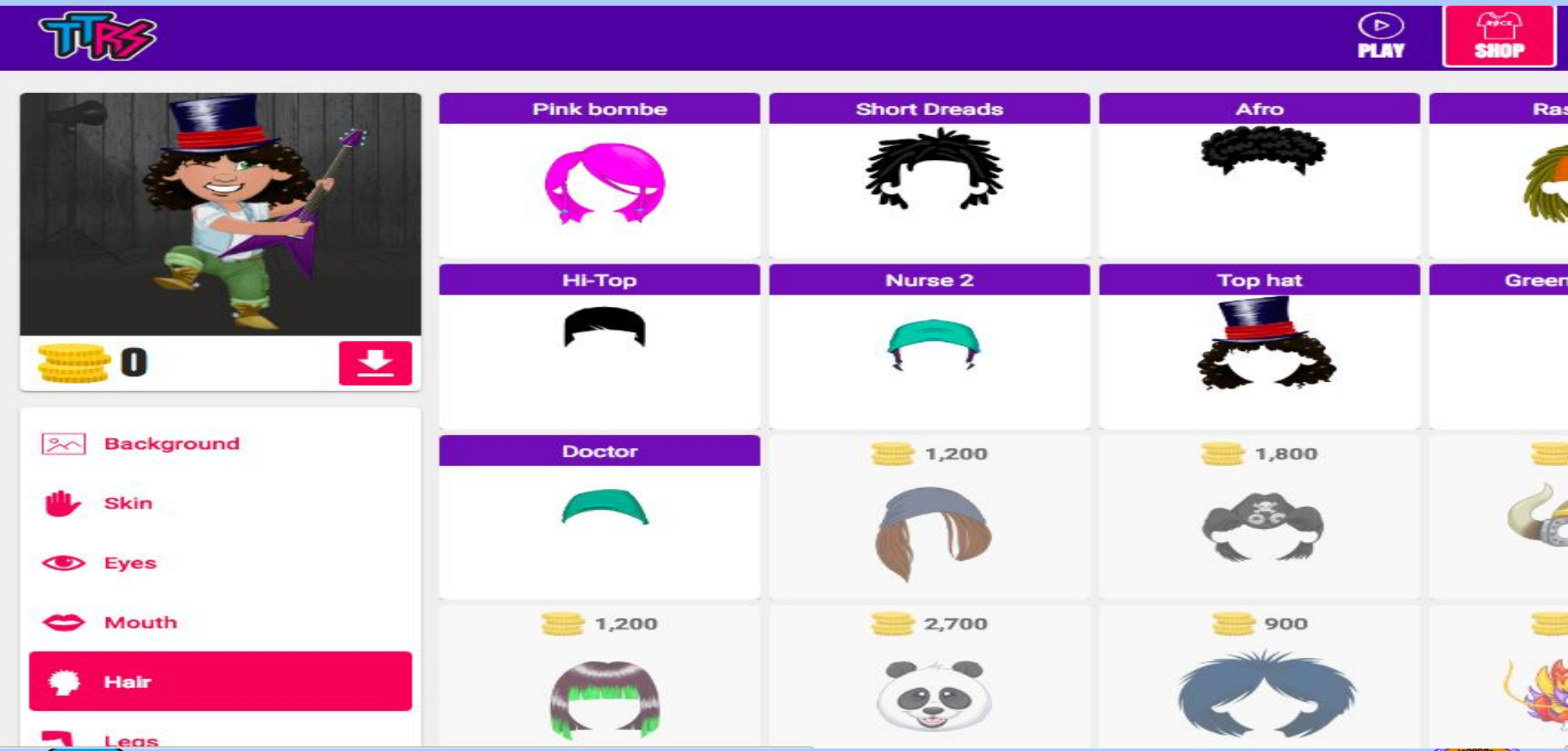
Avatars



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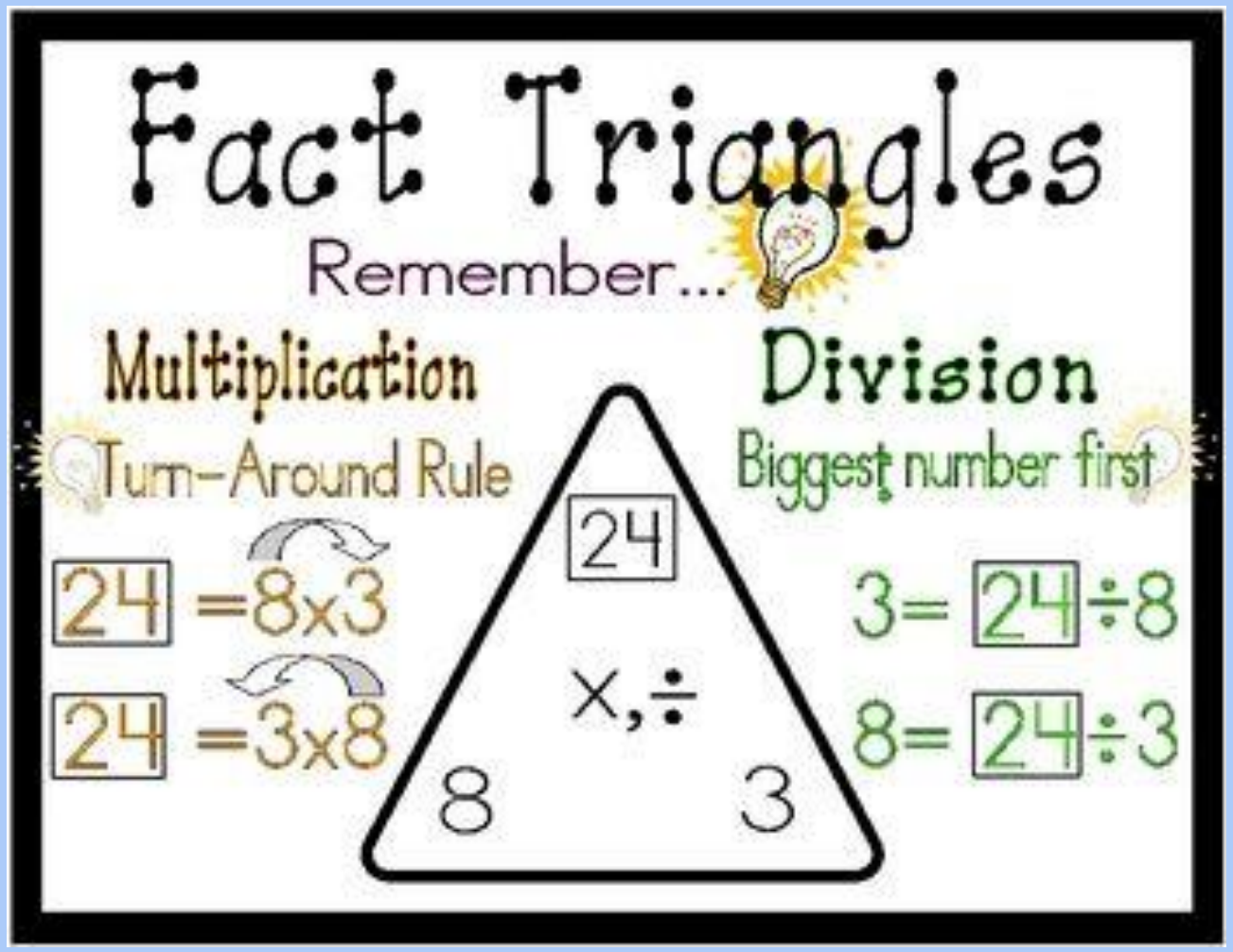
Fact Families



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Today's table activities

Table 1	Table 2	Table 3
Write it/Say it -Write out your 9 times table and say it as you do so ("one nine is nine, two nines…) -Spot patterns -Repeat with your 7 times table. -Repeat with your 11 times table.	**Test it Strategies** Maths Frame – MTC *Answer the 25 set questions within a 6 second limit.*	**Hunter/ Kim's game** Using the multiplication cards, try playing either/ both games.

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