

**TIMES TABLES**  
**COFFEE MORNING**  
**17/05/17**

**MISS. FISH**

# PURPOSE OF THE COFFEE MORNING

- Improve your understanding of multiplication strategies and the emphasis that is placed on this in the new national curriculum (2014)
- The expectations of  $\times$  and  $\div$  as your child progresses through the school.
- Share ideas of how you can support your child at home.

# KEY AIMS OF THE MATHS CURRICULUM

- **Fluent recall of mental maths facts** e.g. times tables, number bonds. Etc.
- To **reason** mathematically – children need to be able to **explain** the mathematical concepts with number sense; they must explain **how** they got the answer and **why** they are correct.
- **Problem solving** – applying their skills to real-life contexts.
- By the age of nine, children are expected to know **times tables up to  $12 \times 12$**  (used to be  $10 \times 10$  by the end of primary school).
- End of KS2 mental maths test has been replaced with an arithmetic test.

# TIMES TABLE EXPECTATIONS

- By the end of Y2 children have to know  $\times 10$ ,  $\times 2$  &  $\times 5$  tables.
- By the end of Y4 children have to know all times tables to  $12 \times 12$ .
- Future plans by the Government to introduce a times table test – Yr 6 in 2019 (current Y4s)

# WHY DO CHILDREN NEED TO KNOW TIMES TABLES?

They need them for:

- Multiplication
- Division
- Fractions
- Decimals
- Perimeter
- Area
- Ratio
- Proportion
- Problem Solving

# HOW CAN WE HELP CHILDREN LEARN THEIR TIMES TABLES?

- Count in multiples forwards & backwards, e.g. –10, 20, 30, ... –36, 33, 30, 27,...
- Chant times tables, e.g. –1 six is 6, 2 sixes are 12, 3 sixes are 18, ... –
- Songs.
- Look for patterns
- Play games

# GAMES TO HELP WITH TIMES TABLES

## Fizz Buzz

- Instead of saying multiples of 3 say FIZZ, instead of saying multiples of 5 say BUZZ, for multiples of 3 and 5 say FIZZ BUZZ

1, 2, FIZZ, 4, BUZZ, FIZZ, 7,

## Break My Eggs

- Write numbers in the bottom of egg cartons linked to the times table being learnt.
- Put two small objects in the egg carton. Shake the carton and multiply the two numbers together.

## Multiplication Bingo

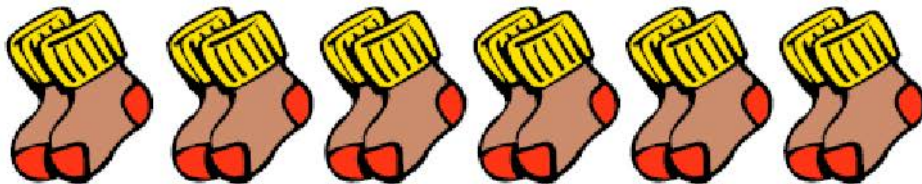
- Choose a times table and write down 6 multiples from chosen times table. Read out number sentence and if the answer is written down cross off – first to cross 6 multiples and shout bingo wins !



# WRITTEN METHODS OF MULTIPLICATION

## YEAR 1

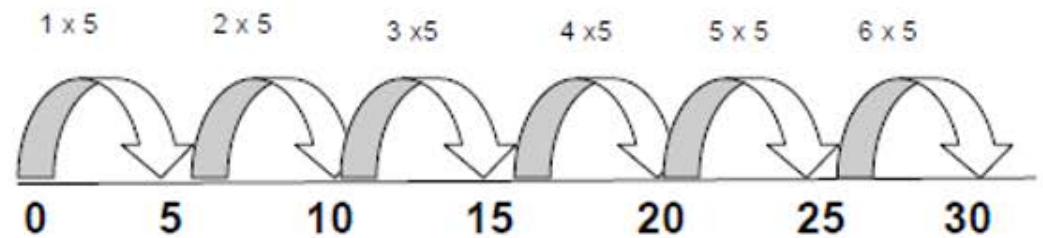
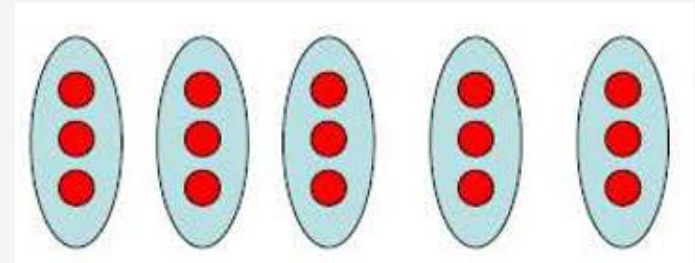
Children will count repeated groups of the same size in practical contexts. They will use the vocabulary associated with multiplication in practical contexts. They will solve **practical problems** that involve combining groups of 2, 5 or 10. e.g. socks, fingers and cubes.



'Six pairs of socks.  
How many socks altogether? 2, 4, 6, 8, 10, 12'

By the end of Year 1 children can count in multiples of twos, fives and tens.

## YEAR 2

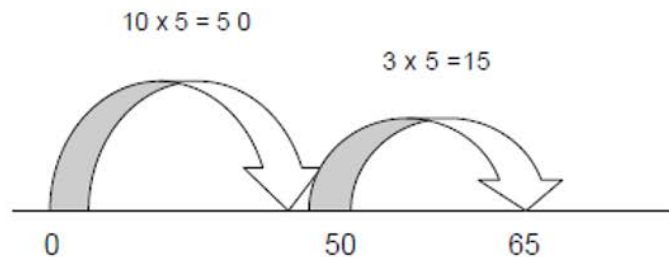




# WRITTEN METHODS OF MULTIPLICATION

## YEAR 3

$13 \times 5 = 65$



$13 \times 8 = 104$

X	10	3
8	80	24

$80 + 24 = 104$

## YEAR 4

$36 \times 4 = 144$

X	30	6
4	120	24

$120 + 24 = 144$  (add the partial products)

$36 \times 4 = 144$

$$\begin{array}{r} 36 \\ \times 4 \\ \hline 144 \\ \hline 2 \end{array}$$

# WRITTEN METHODS OF MULTIPLICATION

## YEAR 5

$$23 \times 13 = (20 + 3) \times (10 + 3) = 299$$

X	20	3
10	200	30
3	60	9

$$\begin{array}{r} 230 \\ + 69 \\ \hline 299 \end{array}$$

$$56 \times 27 = 1512$$

$$\begin{array}{r} 56 \\ \times 27 \\ \hline 392 \quad (7 \times 56) \\ + 1120 \quad (20 \times 56) \\ \hline 1512 \\ 1 \end{array}$$