



Tips and Tricks for Practising Times Tables



Learning the Times Tables is like building a house - We encourage the children to start with the foundations and build on each stage using what they know to work out what they don't!

Year 2	Begin by counting in steps of 2, 10 and 5. Group objects in sets of 2, 10 and 5 and count the total using repeated addition. Then calculate facts for the 2, 5 and 10 times tables.
Year 3	3, 6, 4, 8, 7 and 9 times tables
Year 4	11 and 12 times tables.
Year 5 and 6	Putting all the tables to practice!

At each stage the children continue to practise the times tables they have mastered in the previous year as well as the corresponding division facts. ($2 \times 5 = 10$ so $10 \div 5 = 2$)

- Practise **little and often**
- Learn them in **sequence** first
- **Chant** them in the car, in the bath, walking to school, on the bus, waiting in a queue.
- Play **ping pong** with the times tables, taking it in turns to say a multiplication fact and product.
- Use **playing cards**. Two players draw a card from a deck. They then flip their cards over and the first person to correctly say the total of the two cards multiplied together gets to put the cards in their winning pile. For example, if a 3 of hearts and a 7 of diamonds are flipped over, the first person who says 21 gets to keep the two cards. The person with the most cards in their winning pile at the end of the game wins.
- Use sets of 2p, 5p and 10p coins to help support quick recall of the 2, 5 and 10 times tables.
- Use your child's **Ed Shed** log in to access lots of games to support quick recall. They can also access a practice version of the multiplication check [here](https://www.timestables.co.uk/speed-test).
 - If your child likes the element of competition then try out <https://www.timestables.co.uk/speed-test>
 - Write out all the facts for a times table using different coloured pens.
- Display a **times table poster** or **multiplication grid** at home. Cover up some numbers and ask your child to work out the missing products or facts.

- Fill in a times table grid, spot patterns.

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

- Times Tables to catchy music helps them to stick! Listen to a **times table CD** in the car or at home. A good recommendation is Times Table Rock!












- Check out **videos** made by Youtuber, [Mr.DeMaio](#), a teacher who uses clever parodies of pop songs to teach kids their times tables. A favourite is definitely his cover of Bruno Mars and Mark Ronson's song Uptown Funk which aims to teach children their three times tables.



- **Get creative!** Draw a Waldorf Flower. Children start this activity by drawing the centre of the flower, in which they write a number between 2 and 12. They then draw 12 petals around the centre, with each petal containing the numbers 1 through 12. The last step is to draw another set of 12 petals which contain the centre number multiplied by each petal in the inner circle.



- Our favourite **trick** involves using your fingers to work out the nine times tables. Start by spreading all 10 fingers in front of you. To figure out 9×1 , put your left little finger down. What are you left with? 9 fingers! For 9×2 put your left ring-finger down. What are you left with? 1 finger and a gap followed by 8 fingers or 18. This trick works up to 9×9 (8 and 1 or 81). When teaching children these tricks, encourage them to ask why these techniques work and the mathematical reasoning behind them.

$1 \times 9 = 9$  0 up 9 up 9 1st finger is down	$2 \times 9 = 18$  1 up 8 up 18 2nd finger is down	$3 \times 9 = 27$  2 up 7 up 27 3rd finger is down
$4 \times 9 = 36$  3 up 6 up 36 4th finger is down	$5 \times 9 = 45$  4 up 5 up 45 5th finger is down	$6 \times 9 = 54$  5 up 4 up 54 6th finger is down
$7 \times 9 = 63$  6 up 3 up 63 7th finger is down	$8 \times 9 = 72$  7 up 2 up 72 8th finger is down	$9 \times 9 = 81$  8 up 1 up 81 9th finger is down

- **Reward their efforts** -When encouraging children to pursue something important, like timetables, there's no harm in heightening their enthusiasm with a little reward. Remember it is important to not just reward your child for getting answers right but also if they've been trying hard but haven't quite mastered their times tables yet. This encourages **persistence**. Also, remember not to judge them if they get the answers wrong, learning should always be an enjoyable experience!

Why are Times Tables so important?

A strong grasp of times tables can lead to greater confidence as new mathematical concepts are introduced in class and helps increase enjoyment of the subject. Being able to recall times tables fluently ensures that your child will be able to work flexibly and efficiently solve fractions and division problems.

What if my child is struggling with quick mental recall?

The suggested structure below can help those who struggle to convert quick counting into instantly recallable facts.

The example is for the 6 times table but the principle can be applied to any.

1. Ask your child to solve just 1×6 , 2×6 , 5×6 , 10×6 at first. This will build up on their most secure existing table facts
2. Add in 3×6 , 4×6 when step 1 is frequently recalled correctly and instantly
3. Build up with 6×6 , 7×6 , 8×6
4. When looking at 9×6 , 11×6 and 12×6 , children should:
5. Look at finding 10×6 and adjust
6. Be guided to remember what the last 2 numbers were in the sequence they learnt (66, 72)
7. Add in related division facts. For some children, this step can be integrated from step 1 onwards. For others, they will need time to develop recall of multiplication facts first before adding this in

If you have any questions or would like further advice to support your child with their Times Tables please see your child's class teacher or Mrs Fletcher