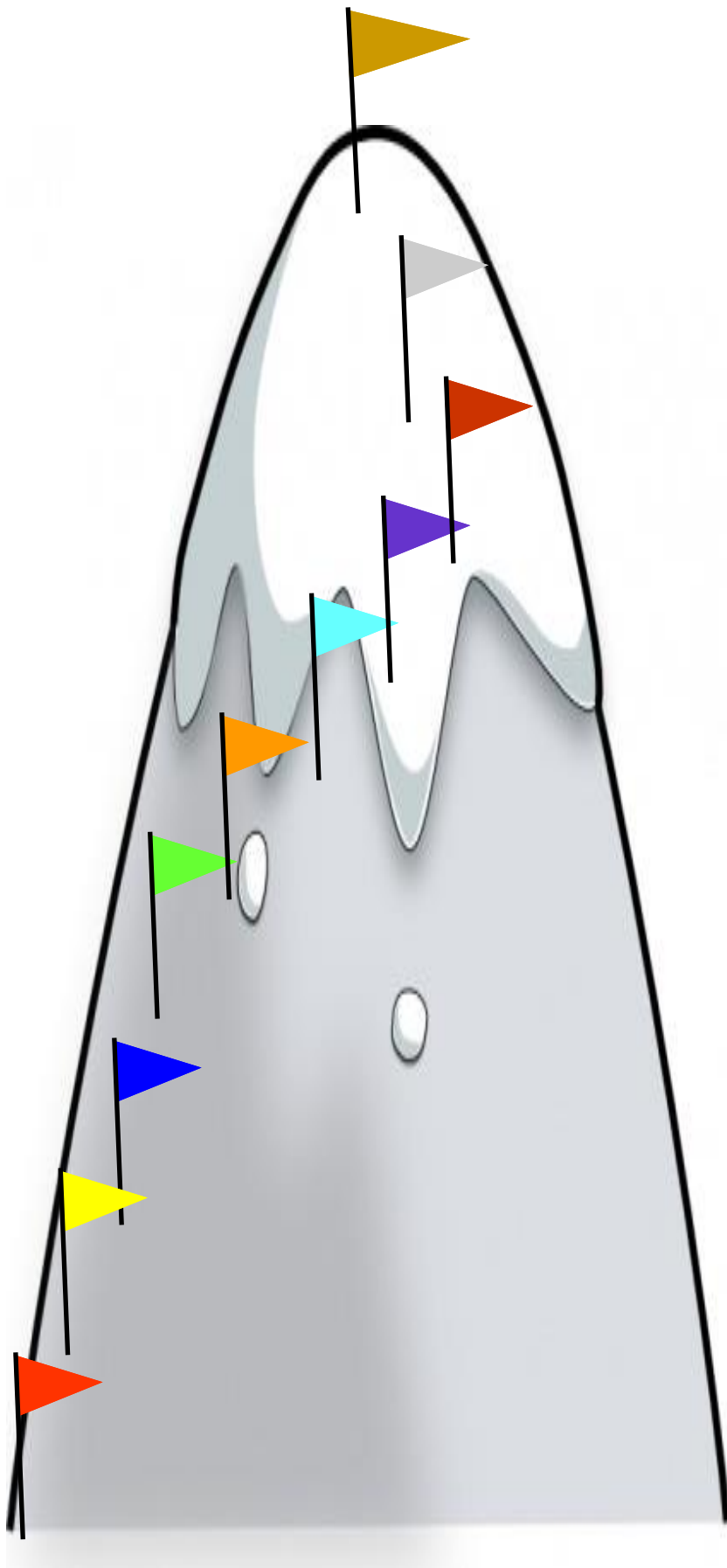


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INFORMATION FOR PARENTS

Dear families

As you may know, our government have recently made changes to the National Curriculum. One aspect that has changes is multiplication tables. The new National Curriculum for maths, which will be implemented in September 2014 states that by the end of year 4, all children should be able to:

- **recall multiplication and division facts for multiplication tables up to  $12 \times 12$**

It is often difficult to know where children lie on the 'Times table Mountain'; some children know certain tables very well but others not at all; some can recite tables in order but not answer randomly given questions; some do not know any at all. Feedback from parents has shown that they are often unsure about which multiplication tables they need to be practising with their child.

With this in mind, I have organised the learning of times tables and grouped them into coloured bands, similar to reading book bands in KS1.

By using the coloured bands, children and parents can see:

- Where they are in relation to expected year group attainment
- The end goal!
- Their individual progress

The table below shows expected attainment for each year group. (The new National Curriculum has a program of study per year group, not by Key Stage.)

Red	Yellow	Blue	Green	Orange	Turquoise	Purple	Bronze	Silver	Gold
10x	10x 5x	10x 5x 2x	10x 5x 2x 3x	10x 5x 2x 3x 4x	10x 5x 2x 3x 4x 8x	10x 5x 2x 3x 4x 8x 6x	10x 5x 2x 3x 4x 8x 6x 11x 9x	10x 5x 2x 3x 4x 8x 6x 11x 9x 7x	10x 5x 2x 3x 4x 8x 6x 11x 9x 7x 12x
Year 2 children  (+ any Year 1 children that are working above age related expectations)		Year 3 children			Year 4 children.				

To progress to the next band, your child needs to complete a one minute challenge answering questions on a given times table or several times tables. We do not want these challenges to be seen as 'tests' so we are encouraging children to approach us when they feel ready to try a challenge. They can then find a quiet corner, use a stop watch and have a go. Alternatively, children can practice as a whole class.

I have included some sample challenges for you to look at, and your child could bring home some practise sheets. Alternatively – when you know the format, you could make your own!

Some ideas to help your child learn times tables:

**Good old fashioned way!**

Say two numbers, such as 6 and 7 and ask your child to multiply them together. At first they may need to count up but with plenty of practice, they will get quicker.

**If I know...**

You say: “If I know that  $6 \times 7 = 42$ , what do you know?”

Child could reply: “I know that  $7 \times 6 = 42$ ,  $5 \times 7 = 35$  and  $7 \times 7 = 49$ ”

Allow them to explain why they know.

**The product is...**

If we multiply two numbers together, we are finding the product of those two numbers. E. G the product of 4 and 3 is 12.

Say to your child: “The product is 12”

Your child could say: “You multiplied 6 and 2 together, or 4 and 3 together”

**Challenge**

Rope in another member of the family, such as a sibling or another parent and set your child and their opponent a challenge. Fire questions at them quickly and see who answers first. Maybe the winner could give the runner up one of their chores to do (Just an idea...)

**Times table Grid**

<b>x</b>	<b>2</b>	<b>5</b>	<b>7</b>	<b>6</b>
<b>3</b>	6	15	21	18
<b>2</b>	4	10	14	12
<b>8</b>	16	40	56	48

**Numbers out and about.**

If you see a number out and about, E. G a price, on a car number plate ask your child which numbers could be multiplied together to get that number. Or, if you see two numbers, ask your child to multiply them together.

**Backwards and forwards**

Ask your child to count forwards then backwards in 3s (for example) up to 36 ( $12 \times 3$ ) and back to 0 whilst you count the opposite way. (Starting and finishing at 36). Who is the quickest?

I hope that you will become involved with our times tables mission and encourage your child to make as much progress as possible and to ‘Go for Gold’!

Debs Shipp (Maths Coordinator)

**Red  
10x**

**1 Minute**

$3 \times 10 =$

$12 \times 10 =$

$5 \times 10 =$

$10 \times 10 =$

$4 \times 10 =$

$2 \times 10 =$

$10 \times 3 =$

$10 \times 5 =$

$7 \times 10 =$

$10 \times 4 =$

$10 \times 8 =$

$10 \times 7 =$

$11 \times 10 =$

$6 \times 10 =$

**Turquoise**  
**10x 5x 2x 3x 4x 8x**

**1 Minutes**

$1 \times 8 =$

$12 \times 5 =$

$10 \times 8 =$

$8 \times 3 =$

$3 \times 3 =$

$5 \times 8 =$

$8 \times 8 =$

$3 \times 7 =$

$12 \times 4 =$

$12 \times 8 =$

$2 \times 6 =$

$5 \times 3 =$

$10 \times 3 =$

$11 \times 4 =$

$7 \times 8 =$

$6 \times 8 =$

$7 \times 3 =$

$4 \times 3 =$

$4 \times 5 =$

$9 \times 3 =$

$11 \times 5 =$

$11 \times 5 =$

$2 \times 3 =$

$3 \times 8 =$

$4 \times 8 =$

$9 \times 8 =$

$11 \times 8 =$

# Purple

10x 5x 2x 3x 4x 8x 6x

1 Minute

$1 \times 8 =$

$12 \times 5 =$

$10 \times 8 =$

$8 \times 3 =$

$3 \times 3 =$

$5 \times 8 =$

$8 \times 8 =$

$3 \times 7 =$

$12 \times 4 =$

$12 \times 6 =$

$2 \times 6 =$

$5 \times 6 =$

$10 \times 3 =$

$11 \times 4 =$

$7 \times 8 =$

$6 \times 8 =$

$7 \times 6 =$

$4 \times 3 =$

$4 \times 6 =$

$9 \times 3 =$

$11 \times 5 =$

$11 \times 6 =$

$2 \times 6 =$

$3 \times 8 =$

$4 \times 8 =$

$9 \times 8 =$

$11 \times 8 =$

## Gold

10x 5x 2x 3x 4x 8x 6x 11x 9x 7x 12x

1 Minute

$9 \times 12 =$

$6 \times 12 =$

$9 \times 11$

$5 \times 3 =$

$2 \times 4 =$

$3 \times 7 =$

$2 \times 12 =$

$8 \times 3 =$

$4 \times 12 =$

$6 \times 11 =$

$12 \times 12 =$

$10 \times 10 =$

$12 \times 8 =$

$4 \times 8 =$

$11 \times 12 =$

$3 \times 12 =$

$3 \times 3 =$

$1 \times 12 =$

$6 \times 7 =$

$8 \times 12 =$

$9 \times 7 =$

$11 \times 11 =$

$4 \times 11 =$

$8 \times 11$

$5 \times 12 =$

$6 \times 3 =$

$7 \times 12 =$

$10 \times 11 =$

$10 \times 12 =$

$3 \times 6 =$