Itchen Abbas Primary School
Growing Hearts and Minds

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Dear Parents and Carers

We would like to thank you for your support in helping your children learn everyday maths skills at home, such as counting, telling the time and adding coins. This is incredibly valuable for their learning and helps us to embed and deepen these areas of the maths curriculum at school. As we draw to the end of the first half of the autumn term, we would like to ask for your continued support in practising multiplication and division facts up to 12 with your child at home.

Times tables are a fundamental part of children being confident mathematicians. These calculations form the basis of much of what they learn in maths and are therefore extremely important in enabling them to make progress and access other areas of the curriculum. For example, without a deep understanding of multiplication and division facts, children find it particularly difficult when working on fractions and any multiplication or division with larger numbers.

'Knowing' times tables means your child will be able to recall any of the multiples of a times table out of order, as well as knowing the corresponding division facts i.e. 4 x 6 = 24 as well as 24 ÷ 6 = 4. These facts need to be learnt with quick recall which helps to develop confidence and prepare children for future assessments such as KS2 SATs, as well as secondary school.

In school, we regularly spend time learning and practising times-tables. However, learning multiplication facts and tables are most effective when there is collaboration with school, parents and children. In support of this, below are the times tables your child should know as a minimum by the end of each academic year. This is in line with national expectations.

Year	Autumn	Spring	Summer	
1	Experience of counting in 1's, 2's, 5's and 10's.			
2	2s (Including division facts)	10s (Including division facts)	5s (introduce 3s) (Including division facts)	Revision and retrieval of previously learnt tables will occur throughout the year.
3	4s (Including division facts)	8s (Including division facts)	3s (introduce 6s) (Including division facts)	
4	11s,6s, 9s (Including division facts)	12s, 7s (Including division facts)	Recall	
5/6	Manipulation/ scaling of the tables taught in Year 4	Manipulation/ scaling of the tables taught in Year 4	Manipulation/ scaling of the tables taught in Year 4	

Below are some links to websites and ideas which can help you practise these number facts at home:

- **Make times table posters and place these around the house to practise.**
- **Create a times table grid to practise (as pictured below).**
- **Draw a hopscotch grid to practise multiplication tables in a random order.**
- **Learn times tables through songs. There are lots on YouTube which use familiar songs.**
- **Have your child chant out loud the times tables. This could be the whole number sentence '2 times 3 equals 6, 2 times 4 equals 8…' or it could be just the number sequence '2, 4, 6, 8 ...'. Have fun with it! See if they can do it in different voices. Can they shout it out loud, can they whisper it?**
- **Create flash cards to help your child. You could select certain facts they keep getting stuck on rather than the whole set.**
- **Time your child and make it into a competition. Can they beat their last score? Put the timer on for 30 seconds and see how many they can answer.**
- **Hit the Button - Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk)**
- **Bingo- Write the multiplication questions on separate pieces of paper and place in a bowl. Make a 4 by 3 square bingo card each and write 9 of the answer numbers onto it. Take it in turns to draw a question out – if the answer's on your card, cross it off. The winner is the first to cross off all their answers.**
- **Quick questions anywhere-fire questions at your children anywhere and everywhere! Take them by surprise and see how quickly they can respond.**

Example Multiplication Grid

There are many more methods of practising these number facts that you may be familiar with. We really appreciate your continued support, and we know this practice will impact your child's progress and confidence in maths lessons.

If you have any questions, please do not hesitate to contact me or alternatively, discuss these with your child's class teacher at the upcoming parents' evenings.

With best wishes

Miss Jones
Maths Leader