



22/09/25

Times table lesson for parents – Lunch and Learn

Parents - welcome to 3B

ACTIVITY 1

Children, whilst I talk to Mum and Dad, with a partner, please log yourselves on to your TTRS accounts.

Whilst they do that – I'd like you to think about your own times table knowledge – did you know them all at age 7/8?

So, children – let's stop and watch Mums and Dads with their number fans!

Parents I am going to ask you some times table questions. Using the number fan I'd like you to flash up the answer to the question! The fastest earns 5 housepoints for their child!

1.

$$3 \times 5$$

The background of the image consists of several parallel wooden sticks, each threaded with a series of colorful, rounded beads. The beads are in various colors including yellow, blue, green, red, and orange, and are arranged in a way that creates a sense of depth and texture. The entire image has a dark, semi-transparent overlay, and the number '15' is prominently displayed in the center in a light blue color.

15

2.

$$4 \times 6$$

The background of the image consists of several horizontal strings of wooden beads. The beads are in various colors including yellow, blue, green, red, and orange. They are arranged in a slightly overlapping manner, creating a textured, bokeh-like effect. The lighting is soft, and the overall tone is warm and natural.

24

3.

12 x 9

The background of the image features several horizontal wooden sticks, each adorned with a series of colorful, rounded beads. The beads come in various colors including yellow, blue, green, red, and orange, and are arranged in a slightly overlapping, diagonal pattern across the frame. The entire image has a dark, semi-transparent overlay, and the number '108' is prominently displayed in the center in a light blue, sans-serif font.

108

4.

$$9 \times 6$$

The background of the image consists of several horizontal wooden sticks, each threaded with a series of colorful, rounded beads. The beads are in various colors including yellow, blue, green, red, and orange. The entire image has a dark, semi-transparent overlay, and a large, light blue number '54' is centered in the foreground.

54

5.

$$6 \times 8$$

The background of the image features several wooden sticks, each threaded with a series of colorful, rounded beads. The beads are in various colors including yellow, blue, green, red, and orange. The sticks are arranged in a slightly overlapping, diagonal pattern across the frame. A large, light blue number '48' is superimposed in the center of the image, partially obscuring the beads and sticks behind it.

48

Using existing knowledge:

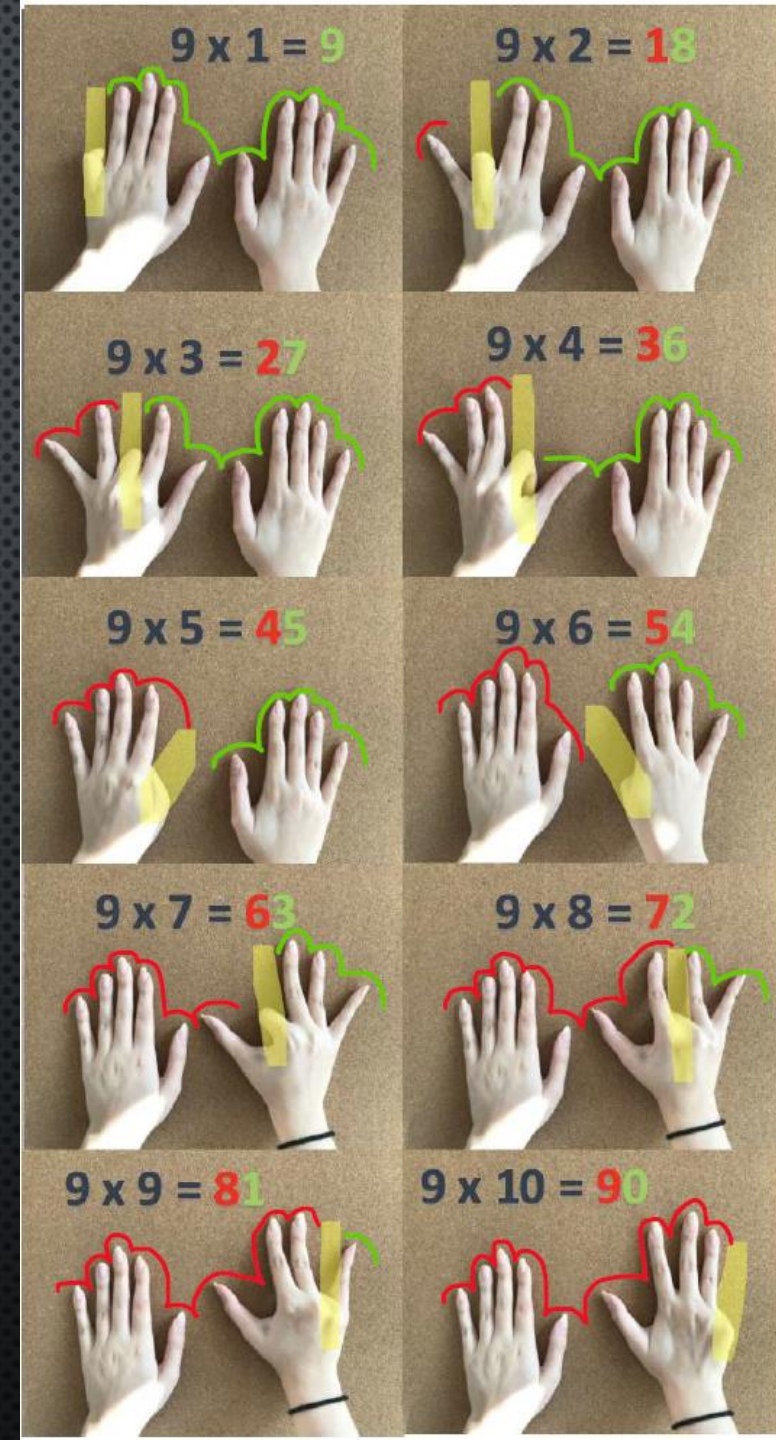
Doubling: If you know 2x tables, use it to calculate 4x tables

Same for 3x and 6x, 4x and 8x, 5x and 10x etc.

9x table 'hand' trick – see right 

Commutativity – it works both ways!

If you know $3 \times 4 = 12$, then you know $4 \times 3 = 12$ and so on...(we'll come back to this later on).



Sometimes, for some children, the old ways are still the best way...

If you know your 2 times table, also can work out their multiplication facts for 4 by doubling their answer for 2 e.g. $6 \times 2 = 12$ so $6 \times 4 = 24$. 24 is double twelve. SO...When you've learnt the 4 times table, you can use exactly the same process as Hack 1 to calculate the 8s. Double the answer.

Use the 'hand trick' to work out the 9 times table.
Another way to remember your 9s is by working out what 10 multiplied by the number would be and then subtract the number e.g. $4 \times 10 = 40$ $40 - 4 = 36$ so, $4 \times 9 = 36$.

Look for patterns. Ask your child to notice what the pattern is for the ten times table (always ends in a 0, the first digit(s) go up in ones), the 5 times table (always ends in a 5 or a 0) and the 11s (up to 9×11 just double the digit e.g. $5 \times 11 = 55$).

If you know your 3 times table, you also know your 6 times table – you just double the answer, just like in Hacks 1 and 2.

Get a multiplication square and highlight the ones with which they are confident. This will narrow down the numbers and make the task seem more manageable.

RHYME/MUSIC is still the way forward!!

Other ways children can start to rehearse their times table knowledge – modern song chanting...



ACTIVITY 2

Children – please stop and log out!

Can you now write out up to 12 x the number, the times tables as follows

1* - 10 x table

2* - 11 x table

3* - 6 x table

e.g

$$\begin{array}{l} 1 \times 6 = 6 \\ 2 \times 6 = 12 \\ 3 \times 6 = \end{array}$$

Whilst you do that I am going to speak to Mums and Dads again!

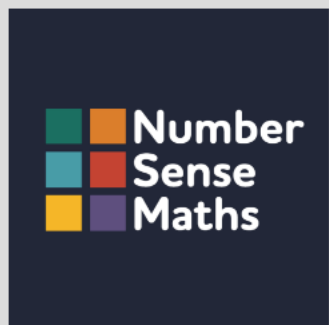
So what are schools doing to support?

Number Sense -Times Tables Fluency Programme

- The Times Tables Fluency Programme teaches fluency in essential multiplication and division facts and concepts.
- At the core of the programme are 36 essential times table facts. The programme focuses on developing understanding and recall of these 36 facts, and on using them to know the commutative multiplication facts up to 9×9 and the inverse division facts.
- Later in the programme, in preparation for the Year 4 Multiplication Tables Check, the 11 and 12 times tables are also taught in a lighter touch way, as well as practice of the 10 times table.

Number Sense Maths

Factual fluency. By teachers. For teachers.



Number Sense Maths was born out of frustration at the absence of resources to systematically teach factual fluency. Our programmes have been carefully researched, trialled and iterated over the last decade, and are modelled on the structure and pedagogy of phonics programmes. Written by teachers for teachers, they provide exactly what you need to achieve factual fluency in additive and multiplicative facts for each and every child.

[Sign up for free](#) to preview and purchase our programmes

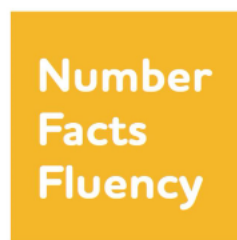
Our programmes



Builds a deep understanding of quantities to ten. The foundation for factual fluency.

For Reception (age 4 - 5)

[Find out more](#)



Builds fluency in addition & subtraction facts, and confidence and flexibility with number

For KS1 and beyond (age 5 up)

[Find out more](#)



Builds fluency in multiplication & division facts, and understanding of multiplicative relationships

For KS2 and beyond (age 7 up)

[Find out more](#)

A new approach to the teaching of multiplication tables at NJS.

Research backed programme design, created to develop automaticity in the fluent recall of times tables.

This was used at NIS so the children are familiar with the structure of these sessions.

	Autumn			Spring							Summer			
Year 3	<div>←</div>			Doubles		2 Times Table		Square Times Table		5 Times Table		Consolidation		
				5 weeks		5 weeks (8 facts)		5 weeks (7 new facts)		5 weeks (6 new facts)		3-5 weeks 21 out of 36 facts learnt by end of Year 3		
Year 4	Recap	3 Times Table	4 Times Table	6 Times Table	7 Times Table	8 TT	9 TT	More squares	10&11 TT	12 Times Table	MTC Prep	MTC	Consolidation	
	3 weeks	5 weeks (5 new facts)	5 weeks (4 new facts)	3 weeks (3 new facts)	3 weeks (2 new facts)	2 weeks (1 new fact)	2 weeks (0 new facts)	1 wk (Remaining facts needed for MTC learnt)	1 wk	4 weeks	3 weeks	1 wk	3-5 weeks	
	30 out of 36 facts learnt by end of Autumn Term			All 36 facts learnt by mid Spring 2					<div>←</div>					
Year 5	Daily consolidation			Weekly consolidation (weekly fluency session and weekly conceptual animation)										
	Fluent in 5 and SAT based questioning													
Year 6	Weekly consolidation													

Systematic approach designed not to overload children with too many facts, but instead build on pre-existing knowledge of times tables. Ample time given for children to rehearse & consolidate new knowledge. **“Teaching, not just testing...”**

$$2 \times 2 = 4$$

$$3 \times 2 = 6$$

$3 \times 3 = 9$

$$4 \times 2 = 8$$

$$4 \times 3 = 12$$

$$4 \times 4 = 16$$

$$5 \times 2 = 10$$

$$5 \times 3 = 15$$

$5 \times 4 = 20$

$$5 \times 5 = 25$$

$$6 \times 2 = 12$$

$$6 \times 3 = 18$$

$$6 \times 4 = 24$$

$$6 \times 5 = 30$$

$$6 \times 6 = 36$$

$$7 \times 2 = 14$$

$$7 \times 3 = 21$$

$$7 \times 4 = 28$$

$7 \times 5 = 35$

$7 \times 6 = 42$

$7 \times 7 = 49$

$$8 \times 2 = 16$$

$$8 \times 3 = 24$$

$$8 \times 4 = 32$$

$8 \times 5 = 40$

$$8 \times 6 = 48$$

$$8 \times 7 = 56$$

$8 \times 8 = 64$

$9 \times 2 = 18$

$$9 \times 3 = 27$$

$$9 \times 4 = 36$$

$9 \times 5 = 45$

$$9 \times 6 = 54$$

$9 \times 7 = 63$

$9 \times 8 = 72$

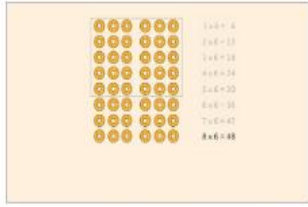
$9 \times 9 = 81$

Y3
21 facts

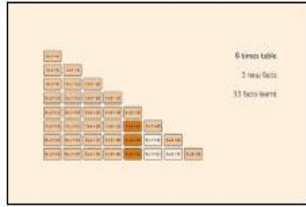
Y4
15 facts

Start of unit lesson animations

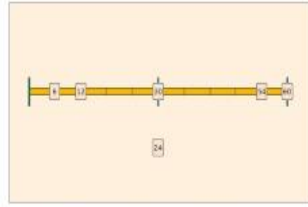
Please note: the animation playback speed can be changed by clicking on the settings cog when you launch the animation



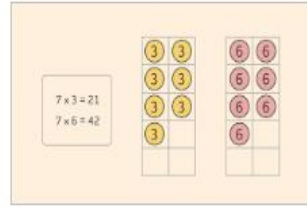
Constructing the 6 times table



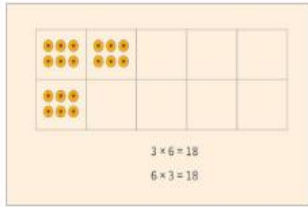
Facts build up



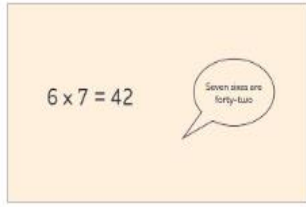
Deriving multiples of 6



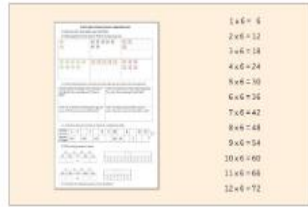
Doubling 3s



Writing 6 times table facts

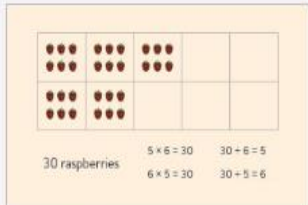


Oral rehearsal of new facts

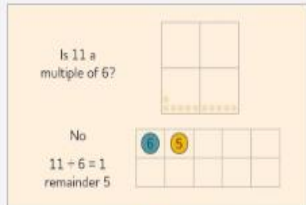


Prompts for independent work

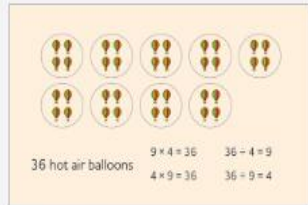
End of unit animations



Groupitising



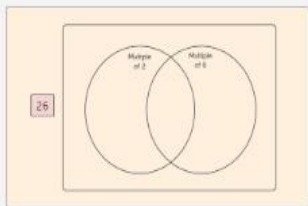
Is this a multiple of 6?



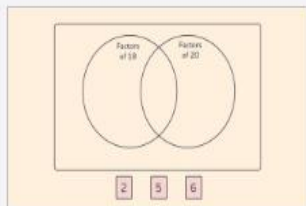
Cumulative groupitising



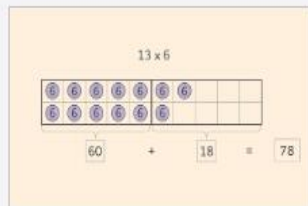
Factor families



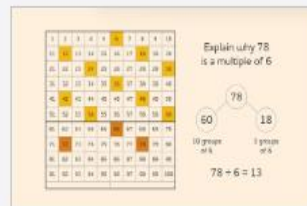
Multiple Venn



Factor Venn



Times by a teen



Hundred square

High visual approach, enabling children to develop an understanding of how products are formed and where patterns lie within multiplication tables.

Animations are used to show how structures are formed and developed, not just relying on children memorising masses of facts.

Daily practice is designed to develop fluent recall and procedural efficiency.

WHY ARE TIMES TABLES IMPORTANT ACROSS KS2?

- KNOWING THE TIMES TABLES (AND THEIR ASSOCIATED DIVISION FACTS) SUPPORTS MATHEMATICAL LEARNING AND UNDERSTANDING
- CHILDREN WHO HAVE A STRONG GRASP OF TIMES TABLES TEND TO BE MORE SELF-ASSURED WHEN LEARNING NEW CONCEPTS
- WHEN CHILDREN KNOW THEIR TIMES TABLES, MENTAL ARITHMETIC BECOMES EASIER
- PRACTISING TIMES TABLES ALSO HELPS CHILDREN TO UNDERSTAND NUMBER AND NUMBER RELATIONSHIPS, AND TO SEE PATTERNS IN NUMBERS

So, in class we use the songs,
TTRS, play Kims Game with
times tables (hiding answers)
and have a big focus on
times tables.

Children have access to a
multiplication grid on their
maths books.

Multiplication Chart

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

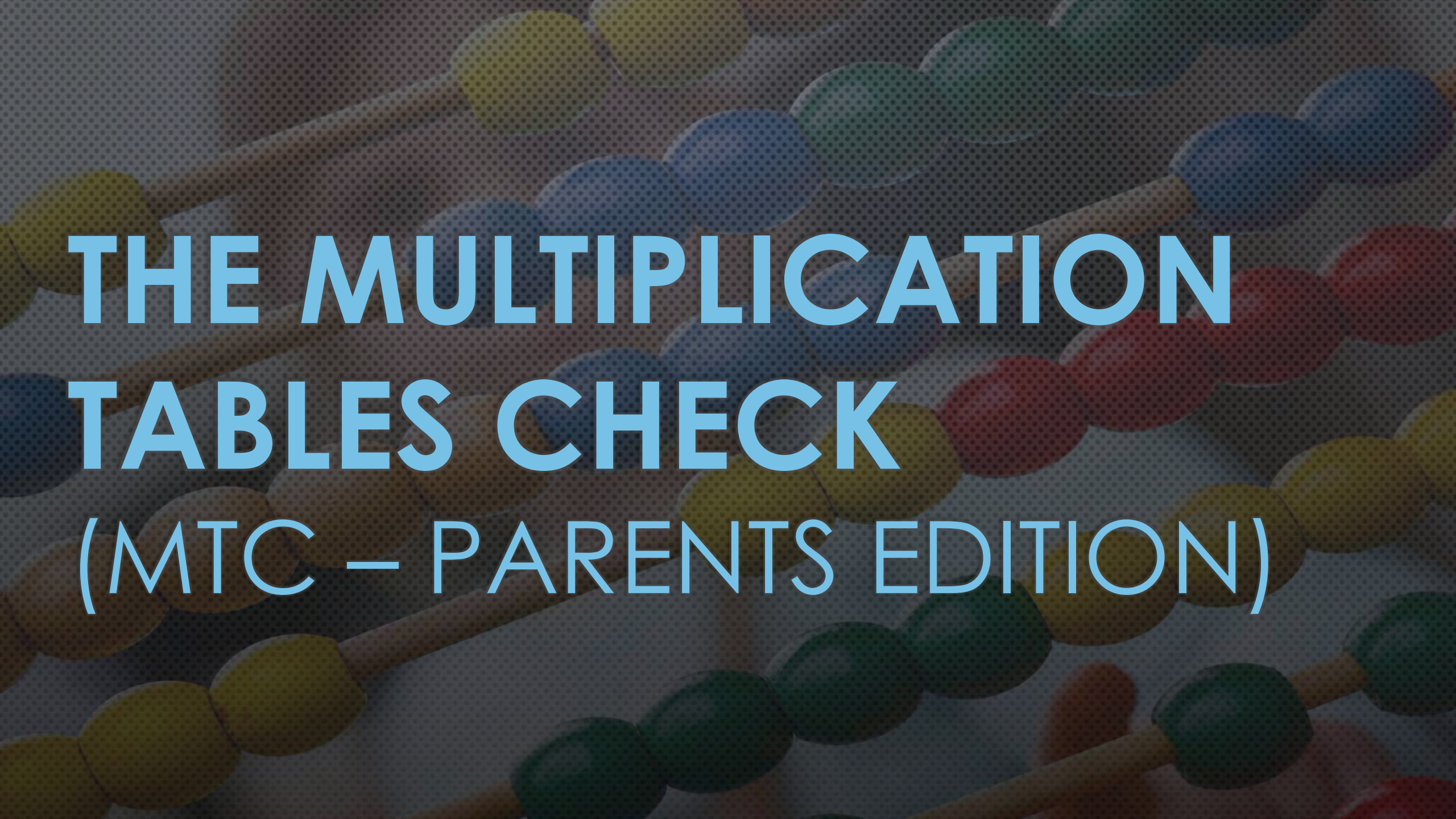
A multiplication mosaic is an image hidden by multiplication questions – you must solve the question and colour the box the right colour to reveal the image! e.g if the box said 2×5 and any box with the answer 10 had to be coloured red then this box would need to be red.

ACTIVITY 3

Complete a multiplication mosaic using the specific colours given.

Multiplication Chart

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



THE MULTIPLICATION TABLES CHECK (MTC – PARENTS EDITION)



WHAT IS THE MTC? (MULTIPLICATION TABLES CHECK)

- It's a national test for Year 4 students

WE'RE NOT WORRIED

- Under the national curriculum primary school children are expected to know their 12 times tables by the end of Year 4.
- So we're preparing students to know their times tables by the end of Year 4 for and we are not concerned about the check at all





THE PRACTICALITIES

THE CHECK ITSELF.

- Takes place in June
- Is done on a tablet or computer
- Will take no longer than 5 minutes
- There are 25 questions
- Pupils have 6 seconds to answer each question
- There's no problem solving or division just simple "3 x 4 = ?" type questions
- There is **NO PASS OR FAIL MARK**
- Results are **NOT PUBLISHED**



Time left: 5

$6 \times 11 =$

1

2

3

4

5

6

7

8

9

C

0

Enter

NO STRESS

- Government has called it a “**CHECK**” rather than a “test” or “exam” for a reason.
- Please be **SUPPORTIVE** of our approach and refrain from talking about the checks at home but do support with homework and the “extra” times table work and TTRS battles that we set – we are doing this for a reason!!





HOW YOU CAN HELP YOUR CHILD?

PRACTISE AT HOME

We will of course continue to teach the full curriculum and would love your continued support to **HELP PRACTISE** the times tables with your children.

Some easy ways to do this include:

- **ASKING QUESTIONS** such as "What's 7×8 ?"
- reciting times tables by **ROTE** (4 times 1 is 4, 4 times 2 is 8, etc)
- **SINGING** times tables songs (there are loads online)
- using **APPS AND GAMES** (like TTRS / Emile)



TTRS

- We have signed up for TTRS and all children have access to this.
- First half term was a practice and a get to know the APP – now it'll become part of their weekly homework and challenges and battles will be set.
- We will be setting activities/times tables suited to your child and this produces a heat map – showing us what your child specifically needs to work on – don't be alarmed if they stay on "easier times tables" for a couple of weeks.

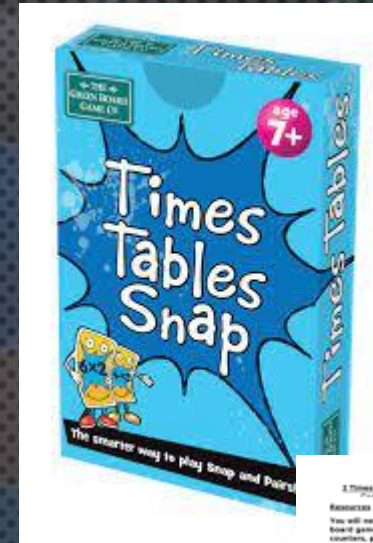
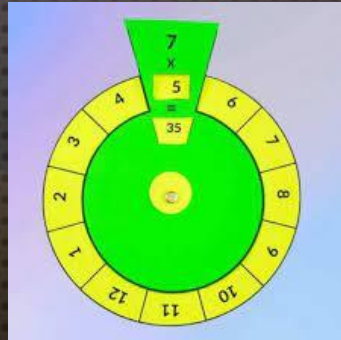


	1	2	3	10	3	4	9	6	7	8	11	12
1	1x1	1x2	1x3	1x10	1x3	1x4	1x9	1x6	1x7	1x8	1x11	1x12
2	2x1	2x2	2x3	2x10	2x3	2x4	2x9	2x6	2x7	2x8	2x11	2x12
3	3x1	3x2	3x3	3x10	3x3	3x4	3x9	3x6	3x7	3x8	3x11	3x12
10	10x1	10x2	10x3	10x10	10x3	10x4	10x9	10x6	10x7	10x8	10x11	10x12
3	3x1	3x2	3x3	3x10	3x3	3x4	3x9	3x6	3x7	3x8	3x11	3x12
4	4x1	4x2	4x3	4x10	4x3	4x4	4x9	4x6	4x7	4x8	4x11	4x12
9	9x1	9x2	9x3	9x10	9x3	9x4	9x9	9x6	9x7	9x8	9x11	9x12
6	6x1	6x2	6x3	6x10	6x3	6x4	6x9	6x6	6x7	6x8	6x11	6x12
7	7x1	7x2	7x3	7x10	7x3	7x4	7x9	7x6	7x7	7x8	7x11	7x12
8	8x1	8x2	8x3	8x10	8x3	8x4	8x9	8x6	8x7	8x8	8x11	8x12
11	11x1	11x2	11x3	11x10	11x3	11x4	11x9	11x6	11x7	11x8	11x11	11x12
12	12x1	12x2	12x3	12x10	12x3	12x4	12x9	12x6	12x7	12x8	12x11	12x12
2-12	2-24	2-34	2-44	2-54	2-64	2-74	2-84	2-94	2-104	2-114	2-124	2-134

OTHER USEFUL RESOURCES OR GAMES:

- MATCHING GAMES/CARDS
- HOMEMADE BOARD GAMES
- MULTIPLICATION SNAP
- BEDROOM POSTERS

- SPIN WHEELS!



MAKE A MULTIPLICATION SPIN WHEEL TO HELP CHILDREN LEARN AND TEST THEMSELVES ON THEIR TIMES TABLES. SPINNERS ARE AVAILABLE IN EVERY TIMES TABLE. USE A SPLIT PIN TO JOIN THE WHEEL TOGETHER. PARENTS FEEL FREE TO JOIN IN, COLLECT RESOURCES FROM THE SPARE TABLE AND ASK ANY SUITABLE QUESTIONS.

The background of the slide features a close-up, slightly blurred image of several wooden beads in various colors (yellow, blue, green, red, and brown) strung together on thin wooden sticks. The beads are arranged in a way that creates a sense of depth and texture. The entire image is overlaid with a dark, semi-transparent grid pattern.

**SO... WHAT ELSE CAN
WE DO AT HOME?**

- Print out and laminate the [times table mats](#) , alternatively print out and display the [large times tables poster](#) to aid solving times tables questions (both up to 12 x 12). (Tip - Create a handy travel size times table kit by cutting up the individual times tables from the mat, punching a hole through the corner of each then attaching together with a treasury tag).
- There are various versions of the [multiplication square](#) to help children solve multiplication calculations. This square also helps children to see number patterns within the various different times tables.
- Use these great [1 to 12 Times Tables Wheel Cut Outs](#) to learn and practise all times tables. Children can check their own work using the answers.
- Print out the [cards](#) containing individual calculations and answers to help children learn their 3 times tables. You could also separate the sums and answers and turn this into a matching up activity. Cards come in sets for each times table.
- The [Multiplication Wordsearch Worksheets](#) test children on a range of questions within each times table. Children must then find the number word answer in the word search. These sheets are available for each times table.
- The [Times Tables Matching Cards](#) cover a selection of different times tables. Print out and laminate the cards, face them down and ask your child to try and pick 3 matching cards. One correct set will include the question, number answer and number word answer.

- There are different loop card sets covering [2, 5 and 10 times tables](#), [3 and 4 times tables](#), [6, 7, 8 and 9 times tables](#) and the [6 and 8 times tables](#). These can be used like dominoes. See if your child can get back to where they started!
- These [Multiplication Flash Cards](#) come in sets up to 12 x 12. Test your child on individual times tables or a range of times tables to speed up mental recall.
- [Building A House Multiplication Activity](#) is a fun and creative way of learning times tables. A little like colour by numbers but with glue and scissors! This sheet comes in various times table versions.
- [Colour by Multiplication](#) is a creative way of practising times tables. Once completed, can your child create their own colour by multiplication sheet?
- [The Multiplication Colour And Roll](#) game is great for helping children think of multiples of different numbers. Roll the dice and colour a multiple of that number. The play with the most numbers coloured wins! (up to 2-6 times tables only) The [harder version](#) covers multiples of numbers up to 12 by rolling 2 dice.
- To work on any times table, play the [Multiplication Race Board Game](#) to speed up mental recall.
- Make a [Multiplication Spin Wheel](#) to help children learn and test themselves on their times tables. Spinners are available in every times table.
- Become familiar with different words which mean the same as 'times' using these [maths vocabulary cards](#).
- Use the [acorn times tables matching cards](#) to match the question and answers together. These cards cover the 2, 3, 5 and 10 times tables.

Here are a couple of bits for MTC that might be of use:

<https://youtu.be/ct5cDctLVtI?si=Wpw4nxe77Sl49Jme> – YouTube Video put out by the DfE.

<https://www.theschoolrun.com/year-4-multiplication-tables-check-mtc-explained> - A parent friendly website explaining everything you need to know about the MTC.

<https://www.gov.uk/government/collections/multiplication-tables-check> - The official government information about it.

<https://newportjuniorschool.org.uk/yr-4-parents-important-mtc-info/> - This is the website post we put out for the parents last year, which includes a booklet attachment for parents on how you can help at home.