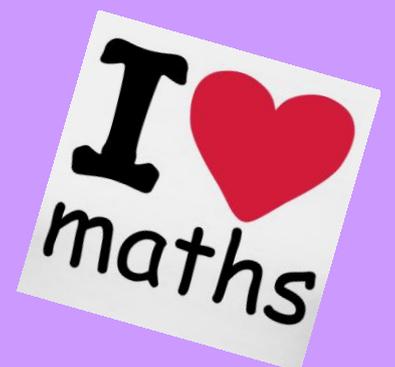
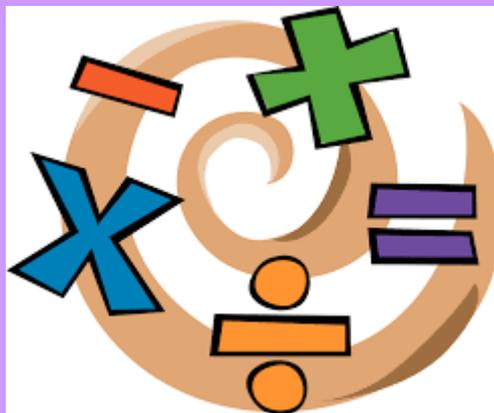


# Helping your child with their times tables

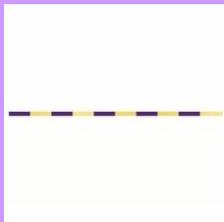


In order to be able to recall multiplication and division facts, children must first be able to count forwards and backwards in steps of different sizes. The following activities can be used to help your child learn to count forwards and backwards in steps of any size:-

### The Walk to School

Use the walk to school as an opportunity to practise counting in steps of different sizes. On the walk to school practise counting up in steps of 2, 3, 4 etc. and on the way back practise counting back from the twelfth multiple.

### The Counting Stick



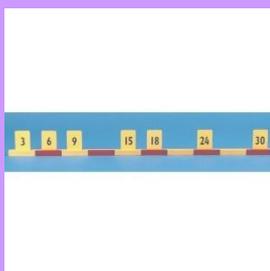
Counting sticks can be purchased or made from a brush handle and tape to mark out different multiples.

Begin by adding multiples at each division. For example if learning the 7 times table, use stickers/post it notes to add

0 7 14 21 28 35 42 49 56 63 70 77 84

Practise counting forwards and backwards pointing to each number in turn.

Progress to removing multiples one at a time (leave the rest in place so that your child gradually begins to recall the numbers and their place in the sequence).



With lots of practice, your child will be able to recall the sequence going forwards and backwards.

Once your child can count forwards and backwards in steps of a given size, practise pointing to different, unnumbered divisions randomly. If your child is secure with the order, they will be able to visualise where the fourth multiple is and what it is.

## Castanets



Like the counting stick, castanets can be used for counting in steps of different sizes. Each clack of the castanet represents a multiple of a given number. Tell your child what they will be counting in (for example fours). As you clack the castanets they must count in fours in their head. When you stop clacking the castanets, they need to write down the multiple which you landed on. So, if you clacked the castanets 6 times, that is 6 lots of 4 which is 24. Once your child is confident with this, they can write the calculation down too.

$$24 = 6 \times 4$$

You can use a number of different resources to complete the same activity. For example;

Claps of the hands

Coins dropped into a money box

Objects dropped into a container

## 3 Free Gifts

Children need to learn their division facts alongside their multiplication facts. The children are taught in school that multiplication is commutative (can be performed in any order to give the same answer).

$$5 \times 4 = 20$$

$$4 \times 5 = 20$$

They are also taught that the product of a multiplication calculation (in this case 20) is the dividend in a division calculation.

$$20 \div 4 = 5$$

$$20 \div 5 = 4$$

As children become more proficient with knowing their multiplication and division facts, they come to learn that for every calculation, you get 3 free. If you know;

$$6 \times 3 = 18$$

You also know that

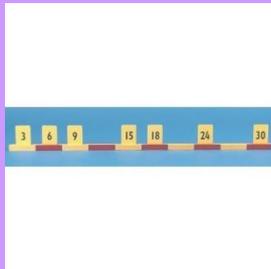
$$3 \times 6 = 18 \text{ (because } \times \text{ is commutative)}$$

And

$$18 \div 6 = 3$$

$$18 \div 3 = 6 \text{ (because the product of the } \times \text{ is the dividend in the } \div \text{)}$$

You can ask your child to record all 4 related calculations linked to numbers on the counting stick (ie Which number have I landed on? What are the related facts?)



$$3 \times 5 = 15$$

$$5 \times 3 = 15$$

$$15 \div 5 = 3$$

$$15 \div 3 = 5$$

The same activity can be undertaken with castanets, claps etc.

### Bingo

Get your child to divide a whiteboard (these can be purchased from Poundland) or a piece of paper into 6. In each section, they should record a multiple of 6 (or of whichever times table you are practising). Who doesn't love a game of bingo so get the whole family involved? One person acts as bingo caller and calls out different times table questions (for example double 6 or 7 multiplied by 6). Be sure to keep a record of the questions being asked. Bingo is called once a player has crossed out all multiples. An extra challenge for the winner is to call out the numbers on their board along with the questions which would have been asked (i.e. if they have crossed out 18, they will know that the question was  $6 \times 3$  or  $3 \times 6$ )