

# Cracking Times Tables - A Guide for Parents & Carers

## Cracking Times Tables.

Cracking Times Tables is a scheme designed to support high standards in mathematics. It is used successfully in a number of Buckinghamshire schools.

Times tables (as well as addition, subtraction and division facts) are the building blocks for many more complicated calculations. It is therefore very helpful if children learn them as facts that they can recall instantly. Once they understand that multiplication is repeated addition (e.g.  $3 \times 4 = 4 + 4 + 4 = 12$ ) they are then ready to learn the times tables as facts, this makes larger calculations and problem solving much quicker and more efficient.

During key stage two, children are expected to work towards knowing all the times tables from 2 through to 12.

## The Cracking Times Tables Plan.

Cracking Times Tables is a consistent approach to learning and testing children's learning across the school.

Children are expected to learn times tables at home (about 20 minutes per week completed in small chunks). They will be tested in class once a week on a Thursday morning. In addition, your child's teacher will add to their times tables learning by helping them solidify their tables and recall during lessons.

The learning and testing is based around a series of ten levels. These are written and each child is given **3 minutes** to complete their test. The tests become more and more difficult as children move through the levels but **3 minutes is always the time limit**.

Level	Times tables Tested	No. of questions	
1	2	10	
2	2, 10	15	
3	2, 10, 5	20	
4	2, 10, 5, 4	25	
5	2, 10, 5, 4, 8	30	
6	2, 10, 5, 4, 8, 3	35	
7	2, 10, 5, 4, 8, 3, 6	40	
8	2, 10, 5, 4, 8, 3, 6, 9	45	
9	2, 10, 5, 4, 8, 3, 6, 9, 7	50	
10	2, 10, 5, 4, 8, 3, 6, 9, 7	100	

## **How you can help your child learn their times tables.**

Children often find learning multiplication facts difficult. Different ways of learning them suit different children. Remember the way you learn may not be the best way for your child. Here are some ideas:

- Remind your child that you can complete multiplication in any order so that as soon as you have learned that  $5 \times 7 = 35$ , you know that  $7 \times 5 = 35$ .
- Have a times tables displayed around your home e.g. on the fridge, along with the facts your child finds it hard to remember e.g.  $7 \times 8 = 56$
- Say the times tables out loud to a rhythm or tune
- Give your child quick tests or play times tables ping pong – e.g. in 2 times tables ping pong you hit '4' to your child who hits back with '8' and so on. Your child scores a point with every right answer back.
- Practice against the clock. 3 minutes!

## **Cracking Times Tables Extension Levels.**

The Cracking times tables extension levels provide an additional challenge for those children who have achieved level 10 and can confidently use their multiplication facts to answer division related questions.

11	All above + division	40	
12	All above + division	60	
13	All above + squares and roots	40	
14	All tables up to $12 \times 12$	50	
15	All Tables up to $13 \times 13$	50	
16	All Tables up to $14 \times 14$	60	
17	All Tables up to $15 \times 15$	70	
18	All Tables up to $16 \times 16$	80	
19	All Tables up to $20 \times 20$	50	
20	All Tables up to $20 \times 20$	100	

## **Extra notes**

If your child successfully passes a level (to enable this they have to correctly answer every question within the 3 minutes) they will receive a certificate to bring home. At the end of each half term your children's completed tests will be returned with your child for you to see their progress.

I am championing the children to go through the list on their test, to answer **all** the questions they instantly recognise first, then to go back through the others they may have to think a little harder about. If they become stuck, move onto the next and so forth. There is nothing more heartbreaking than marking a students sheet, where I

know there are a long list of questions unanswered (that I know that student knows) all because they got stuck on the very first question!

Copying.....we have all done it, let's be honest! However; if 2 children next to each other are on the same level, they will not have the same questions or in the same order. Again, I reiterate this to the children, to focus on what is in front of them only.

Last but not least, focus! 3 minutes is not long, however; it really isn't long if they spend the first 2 minutes looking out of the window, or watching what others are doing or fiddling with their pencil case. We can always catch their eye, give them a 'nod' but with so many children we may miss some. I would appreciate a reiteration at home of how important it is to be focused.

If you have any questions regarding Cracking Times Tables please don't hesitate to contact me via Class Dojo or in person at the end of the day, please note I work in Year One on Fridays.

Best Wishes  
Miss Allen