

Making sure facts are remembered

How can you help your child to learn these facts in ways that encourages remembering and do not them off mathematics?
Some of these ideas may help:-

Actions to go with tables facts

'Eight eights are sixty four,
clap, clap, knock on the floor.'



Writing things down in their own way

5 → 10 → 15 → 20 → 25 → 30
→ 35 → 40 → 45 → 50 → 55 → 60 →
65 → 70 → 75 → 80 → 85 → 90 → 95
→ 100

1 x 7 = 7
2 x 7 = 14
3 x 7 = 21
4 x 7 = 28
5 x 7 = 35
6 x 7 = 42
7 x 7 = 49
8 x 7 = 56
9 x 7 = 63
10 x 7 = 70
11 x 7 = 77
12 x 7 = 84

Make up rhymes

for 'difficult' facts -
six sevens are forty-two, boo, hoo, hoo
eight eights are sixty-four, what a bore

Make an addition or multiplication table and cross out all those facts they already know. Now focus on those they need to learn.

e.g. When learning the eight times table children will already know 1x8, 2x8, 5x8, 10x8 really well

Children's own drawings to help learn particular facts.

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5 + 8 = 13

Matching card games such as Pelmanism or Snap, with questions on one set of cards and answers on another



Flash cards



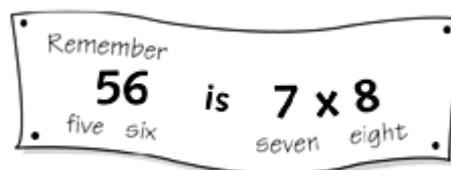
Use funny voices

Say a number sentence or 'difficult' fact in different voices:

Low, high, squeaky, loud, soft, tired, excited . . .

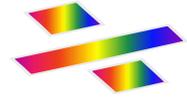
In the voice of a frog, elephant, mouse, lion . . .

Poster, lists or notices of key facts .



Practise with just one fact a day, or try a 'fact for the week'

Name :



Helping your child with maths

Date started:-



Date completed:-

BLUE
WALL

The maths work your child is doing at school may look very different to the kind of 'sums' you remember. This is because children are encouraged to work mentally, where possible, using personal jottings to help support their thinking. **One thing hasn't changed; children still need to have a secure understanding of essential facts such as times tables.**

You can help your child do well and enjoy maths by helping them learn these facts.

You can see which facts your child needs to learn by looking at page 2 of this booklet. This shows two walls. The first is made up of statements about the facts your child needs to learn. On the second wall each corresponding brick contains examples to help you understand what we expect children to be able to do.

When you or your child's teachers think they have secure understanding of the facts needed for one brick that brick should then be shaded in using the wall colour. This will show your children how well they are doing; it is always a great feeling to know you have learnt something!

BLUE WALL

<p>Know the multiplication facts for the seven times table</p>	<p>Know the multiplication facts for the eight times table</p>	<p>Know the multiplication facts for the nine times table</p>	
<p>Know division facts for the seven times table</p>	<p>Know division facts for the eight times table</p>	<p>Know division facts for the nine times table</p>	<p>Use place value to work out sums and differences of pairs of multiples of 10, 100 or 1000</p>
<p>Identify some pairs of fractions that total 1</p>	<p>Identify the doubles of two digit numbers</p>	<p>Remember rapidly all the addition and subtraction facts for the totals to 20</p>	

BLUE WALL EXAMPLES

<p> $3 \times 7 = 21$ $7 \times 3 = 21$ </p>		<p>Know the multiplication facts for the eight times table</p>	<p>Chant as whole number sentences: One nine is nine, two nines are eighteen .</p> <p>Chant as lists of multiples: nine, eighteen, twenty seven, thirty-six . .</p> <p>Chant them forwards and backwards</p>
<p> $7 \div 7 = 1$ $42 \div 7 = 6$ $14 \div 7 = 2$ $49 \div 7 = 7$ $21 \div 7 = 3$ $56 \div 7 = 8$ $28 \div 7 = 4$ $63 \div 7 = 9$ $35 \div 7 = 5$ $70 \div 7 = 10$ </p>	<p>How many eights in 48? How many octopuses if there are 32 legs altogether?</p>	<p>How many minibuses which seat 9 children are needed if there are 27 children?</p>	<p>If 2 add 3 equals 5, then 20 add 30 equals 50 If 7 add 9 equals 16, then 700 add 900 equals 1600.</p>
<p>Including</p> <p> $\frac{1}{10} + \frac{9}{10}$ or $0.1 + 0.9$ $\frac{2}{10} + \frac{8}{10}$ or $0.2 + 0.8$ $\frac{3}{10} + \frac{7}{10}$ or $0.3 + 0.7$ $\frac{4}{10} + \frac{6}{10}$ or $0.4 + 0.6$ $\frac{5}{10} + \frac{5}{10}$ or $0.5 + 0.5$ $\frac{1}{2} + \frac{1}{2}$ or $0.5 + 0.5$ $\frac{3}{4} + \frac{1}{4}$ or $0.75 + 0.25$ </p>	<ul style="list-style-type: none"> • Double 19... 75... • Half of 38... <p>Doubling money- use the coins to help see how to double the tens and ones separately.</p>	<p>For example, rapidly:</p> <ul style="list-style-type: none"> • find pairs of cards with a total of 17; • say how many more counters or cubes are needed to make 8 altogether; <p>. Play ‘ping pong’ to practise with your child. Decide on a target number between 1 and 20 . You say a number. They reply with how much more is needed to make the target number</p>	

How long should I spend on each brick?

We expect most children to work on each wall for about one year as the emphasis is on the facts being very secure in your child's mind so they can recall them rapidly.

Frequently Asked Questions

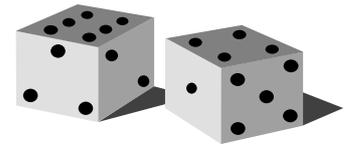
Which brick should I start with?

Your child's teacher will let you know the bricks that will be particularly helpful to start with. However you know your child and may choose to start with an area of maths they enjoy. A positive attitude to maths is essential

What is? There seem to be so many new words in maths now!

You are not alone in not knowing what some of the technical language means. So we have included a glossary. If you are still not sure ask your child's teacher

Some Games to help



Number game 1

You need about 20 counters or coins and two dice .

- ◆ Take turns. Roll two dice to make a two-digit number, e.g. if you roll a 4 and 1, this could be 41 or 14.
- ◆ Add these two numbers in your head. If you are right, you win a counter. Tell your partner how you worked out the sum.
- ◆ The first to get 10 counters wins.

For a different game try subtracting the smaller number from the larger one.

Left overs

6 12 18 24 30 36 42 ◆

- ◆ Take turns to choose a two-digit number less than 100.
- ◆ Write it down. Now count up to it in sixes. What number is left over?
- ◆ The number left is the number of points you score, e.g. Choose 27. Count: 6, 12, 18, 24. 3 left over to get to 27. So you score 3 points. The first person to get 12 or more points wins

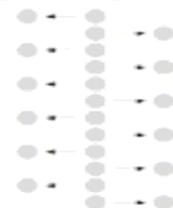
Glossary

Array : A way of drawing multiplication and division as rows and columns (see 3x7)

Difference: The difference between two numbers is the distance between them. e.g. 2007-1999= 8 , The difference between 1999 and 2007 equals 8.

Division - Division questions can be solved in two ways.

SHARING



$$12 \div 2 = 6$$

"One for you , one for you"

GROUPING



$$12 \div 2 = 6$$

" How many groups of 2 can I make ?"from 12 counters?"

Equivalent Fractions: Fractions with the same value. Eg $\frac{1}{2}$ of 6 is the same as $\frac{3}{6}$ of 6

Multiples: 10, 20, 30, 40, 50, 60, and 70 are multiples of ten as they can be divided exactly by ten.