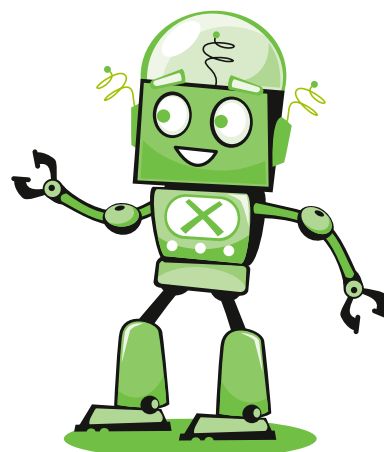


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# How to use this book

Rapid recall of times tables facts up to  $12 \times 12$  by the end of Year 4 is a key expectation for all children in England. In fact, so key that all children will sit a Times Tables Check at the end of Year 4 from 2020.

## Why are the times tables important?

They support mathematical learning and understanding. If you know your times tables, this frees up space to learn and work on new mathematical concepts and problems. And, as you know, we use them all the time in daily life, for example we use them when working out costs, doubling recipes and finding out how much we will need of something (for example, *we need to put 6 chairs at each of the 8 tables.  $8 \times 6 = 48$ , so we'll need 48 chairs*).

## How does *Times Tables* help children master multiplication?

This *Practice Book* aims to give children the chance to practise their times tables, deepening their understanding as well as increasing their rapid recall. This means they understand the 'how and why' of multiplication as well as being able to answer multiplication facts quickly.

They will understand, for example:

- ▶ You can multiply two numbers in any order and the answer will be the same:  
If you know  $2 \times 5 = 10$ , then you know  $5 \times 2 = 10$ .
- ▶ You can break up a multiplication fact:  
Don't remember  $6 \times 4$ ? What if you think about it as  $4 \times 4 + 2 \times 4$ ?
- ▶ Multiplication is repeated addition:  
 $7 \times 2 = 2 + 2 + 2 + 2 + 2 + 2 + 2$   
 $8 \times 2 = 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2$   
This means that if you know that  $7 \times 2 = 14$ , then  $8 \times 2$  will be two more.

## How can you help?

- ▶ Encourage short bursts of practice. Focus on a couple of tables in the first instance and move on to others once your child is confident.
- ▶ Talk about the times tables. Encourage your child to think about what they know and explain their thinking. You'll have opportunities to do this throughout this *Practice Book* as well.
- ▶ Look for real-life situations for your child to use the times tables. Seeing how you use what you know and showing off what you already know is a great motivator.
- ▶ Remind your child that our brains are growing when we make mistakes. Celebrate this growth!
- ▶ Speed may be important but can also cause many children anxiety. Focus on understanding multiplication and rehearsing the times tables in fun ways. Speed will come in time!

Track your progress online using our *free* Times Tables Check:  
[www.scholastic.co.uk/timestables](http://www.scholastic.co.uk/timestables)

# Advice for children

This book is full of practice questions and activities to help you master your times tables.

Each unit focuses on a different topic or times table.

Explaining helps you understand. Be sure to share what you know with a friend or an adult.

Use a separate piece of paper if you need more space.

## 9 The 11-times table

Noah knows nearly all the times tables – he has just got the 11- and 12-times tables to learn! Noah can use his knowledge of the 10-times table to help him work out the 11-times table.

He notices that  $3 \times 11 = 33$ , which is 1 lot of 3 more than  $3 \times 10 = 30$ .

He notices that  $12 \times 11 = 132$ , which is 1 lot of 12 more than  $12 \times 10 = 120$ .

He notices that  $8 \times 11 = 88$ , which is 1 lot of 8 more than  $8 \times 10 = 80$ .

Noah has made this array to show what he has noticed.

**1** Draw an array to show the multiplication. Use the example in the box above to help you.

$4 \times 11 =$  \_\_\_\_\_

**2** Complete the number sequences below.

a. 0, \_\_\_\_\_, 33, 44, \_\_\_\_\_, \_\_\_\_\_, 99, \_\_\_\_\_

b. \_\_\_\_\_, 110, \_\_\_\_\_, \_\_\_\_\_, 55, 44, \_\_\_\_\_

**3** Look at the completed number sequences in question 2.

a. What patterns do you notice in the 11-times table?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. Explain why these patterns happen.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4** Can you find **all 23 division facts** based on the 11-times table? Record them on a separate piece of paper. Here are two to get you started:

$11 \div 1 = 11$ ,  $11 \div 11 = 1$

\_\_\_\_\_

\_\_\_\_\_

**5** Maya is thinking of a number. She multiplies it by 11, adds 11 to the answer and then divides the new answer by 11. The final answer is 11. What number did Maya start with?

Hint: Find the starting number by using inverse operations and working backwards.

Maya started with the number

**Roll 2 6-sided dice and find the total of the 2 numbers. Multiply this total by 11. The first person to call out the correct answer wins 1 point. Who is the first to get 11 points?**

Work through the questions in order.

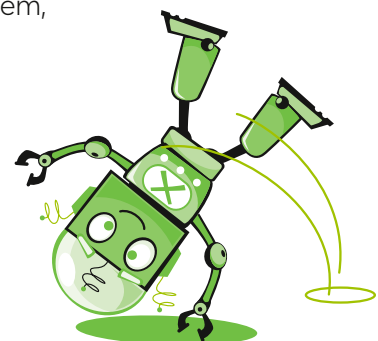
This box helps you review a topic before you get practising.

Draw pictures and record your working here. Use a separate piece of paper if you need to.

These fun activities will help you recall your times tables facts outside of the practice book.

## Times Tables tips

- ▶ Don't rush through the units. Concentrate on one unit at a time. Record your progress using the chart on page 43.
- ▶ Celebrate what you already know and think more deeply about it.
- ▶ Challenge yourself to master any parts you find tricky. Make your brain grow!
- ▶ Use equipment or draw pictures to help you. They are fantastic tools!
- ▶ Focus on memorising one or two times tables at a time. Master them, then move on to new ones.
- ▶ Times tables speed is great, but understanding is best.
- ▶ Look for opportunities to use your times tables every day, for example count how many bicycles there are at school. Use your 2-times tables to work out how many wheels there are.
- ▶ Keep trying. Keep thinking and exploring. You can do it!





# Quick check 1

Ask an adult to time you. Can you improve your time for each test?



Have a go at the three tests below, which test your knowledge of the 2-, 5- and 10-times tables.

## TEST 1

a.  $3 \times 5 =$

b.  $10 \div 2 =$

c.  $5 \times 0 =$

d.  $3 \times 10 =$

e.  $10 \times 4 =$

f.  $5 \times 4 =$

g.  $50 \div 10 =$

h.  $2 \times 3 =$

i.  $14 \div 2 =$

j.  $9 \times 5 =$

**My time**

## TEST 2

a.  $10 \times 8 =$

b.  $12 \div 2 =$

c.  $10 \times 1 =$

d.  $7 \times 10 =$

e.  $5 \times 3 =$

f.  $5 \times 10 =$

g.  $55 \div 5 =$

h.  $2 \times 11 =$

i.  $18 \div 2 =$

j.  $6 \times 5 =$

**My time**

## TEST 3

a.  $1 \times 10 =$

b.  $12 \times 2 =$

c.  $1 \times 5 =$

d.  $11 \times 10 =$

e.  $10 \times 3 =$

f.  $5 \times 12 =$

g.  $10 \div 5 =$

h.  $2 \times 2 =$

i.  $6 \div 2 =$

j.  $35 \div 5 =$

**My time**

# 6

## The 6-times table

Maya can use her knowledge of the 3-times table to work out 6-times table facts.

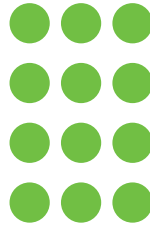
### What is $4 \times 6$ ?

Maya knows that  $4 \times 3 = 12$ .

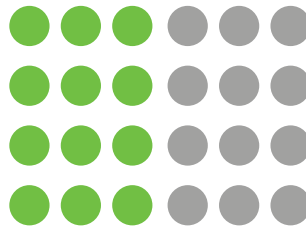
She also knows that 6 is **double** 3.

Because of this, Maya knows that 4 lots of 6 is **double** 4 lots of 3.

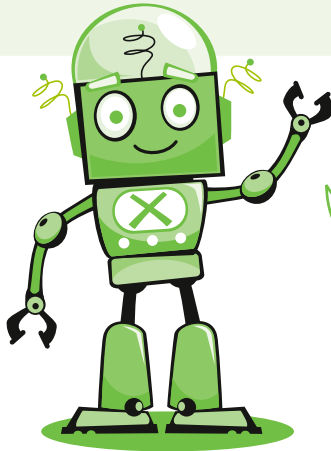
The product of  $4 \times 3$  is 12, so the product of  $4 \times 6$  is double that, which is 24.



$$4 \times 3$$



$$4 \times 6$$



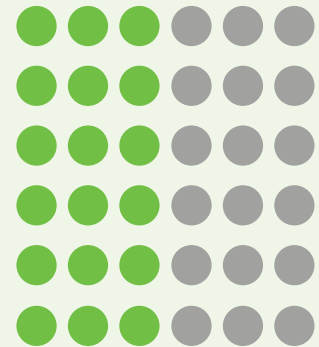
Remember, **product** means the answer to a multiplication question.

### What is $6 \times 6$ ?

Because Maya knows that  $6 \times 3 = 18$  she knows that  $6 \times 6 = 36$ , because **double** 18 is 36.



$$6 \times 3$$



$$6 \times 6$$

**1** Double these products from the 3-times table.

a. Double 12 is

b. Double 21 is

**2** Complete these multiplications.

a.  $7 \times 3 =$    $7 \times 6 =$        b.  $9 \times 3 =$    $9 \times 6 =$

**3** Complete these number ladders.

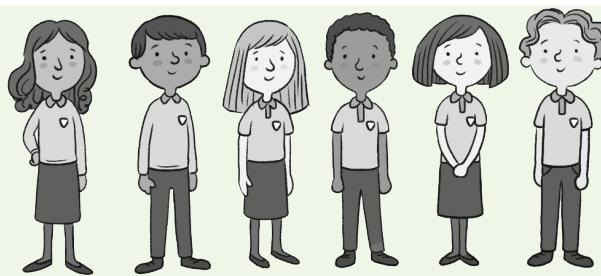
a.



b.



**4** In the hall at Meadow Juniors, there are 9 tables. Each table seats 6 children. How many children can sit down at any one time?

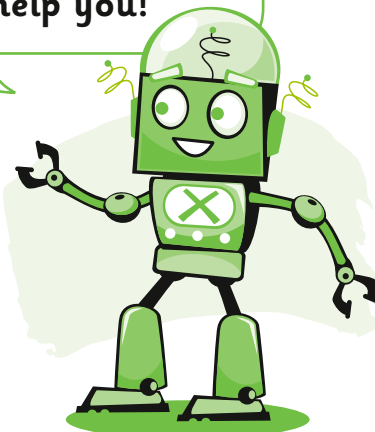


children

**5** Complete these division number sentences.

a.  $36 \div 6 =$        d.  $30 \div 5 =$    
b.  $72 \div 6 =$        e.  $12 \div 6 =$    
c.  $24 \div 6 =$        f.  $30 \div 6 =$

**Remember, you can use your 6-times table to help you!**





# Cops and robbers

This is a game for 2 players.

**You will need:**

- a counter each (see-through if possible);
- a timer

- One player is the cop and the other is the robber.
- The robber goes first by putting a counter on a hexagon on their side of the board. If they answer correctly, they stay on that hexagon. If they get it wrong, they go back to the start.
- Take it in turns to move. When it is your turn, you can move to any hexagon that joins the one you are on.
- The cop wins the game by catching the robber (by landing on the same hexagon).
- The robber wins the game by getting to the cop's side of the board without being caught.

## Cop starts here



$4 \times 7 =$	$6 \times 6 =$	$72 \div 8 =$	$45 \div 9 =$	$6 \times 5 =$
$36 \div 3 =$	$72 \div 6 =$	$7 \times 7 =$	$56 \div 8 =$	$12 \div 3 =$
$88 \div 8 =$	$9 \times 7 =$	$9 \times 9 =$	$8 \times 7 =$	$12 \times 3 =$
$45 \div 5 =$	$9 \times 3 =$	$66 \div 6 =$	$64 \div 8 =$	$8 \times 2 =$
$21 \div 3 =$	$7 \times 8 =$	$6 \times 3 =$	$96 \div 8 =$	$50 \div 10 =$
$9 \times 9 =$	$30 \div 5 =$	$11 \times 12 =$	$8 \times 0 =$	$3 \times 4 =$
$8 \times 4 =$	$36 \div 3 =$	$8 \times 8 =$	$7 \times 3 =$	$48 \div 8 =$
$3 \times 6 =$	$12 \times 12 =$	$6 \times 7 =$	$11 \times 11 =$	



## Robber starts here

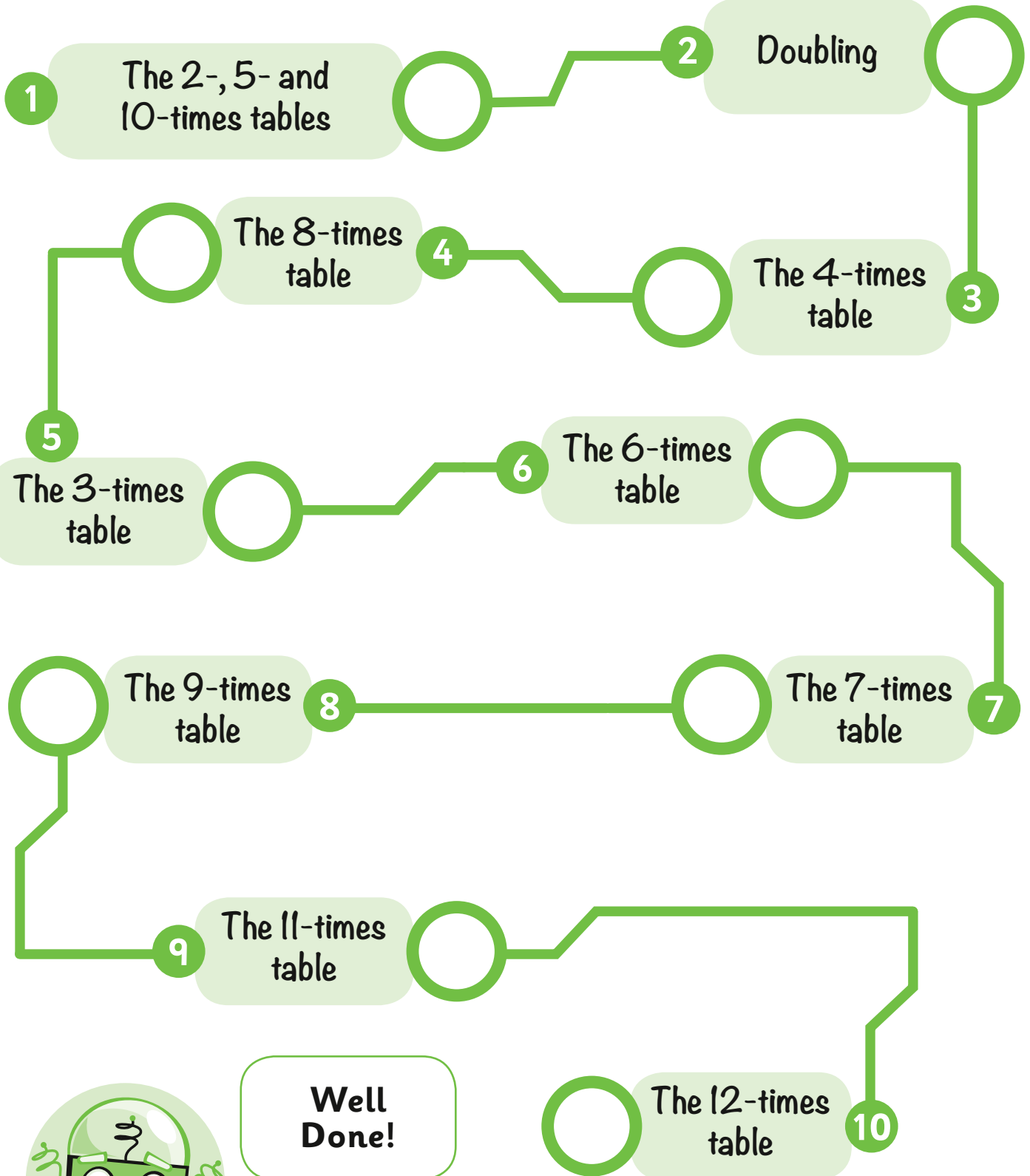


# Progress chart

Work through one unit at a time before moving on to the next one.



Making progress? Tick (✓) the circles as you complete each section of the book.



Well Done!