Parent Guide to Learning Times Tables

Throughout KS2, children at Burnside learn all of their times tables using the Number Sense Maths approach. They will also use the Times Tables Rockstars app to practice and embed these times tables, both at school and at home.

Why times tables matter

- Knowing times tables frees up working memory, giving children the “brain space” to focus on problems rather than recalling facts.
- Fluency supports later maths topics such as fractions and ratio.
- Confidence grows when children know their facts, helping lessons move at a good pace.

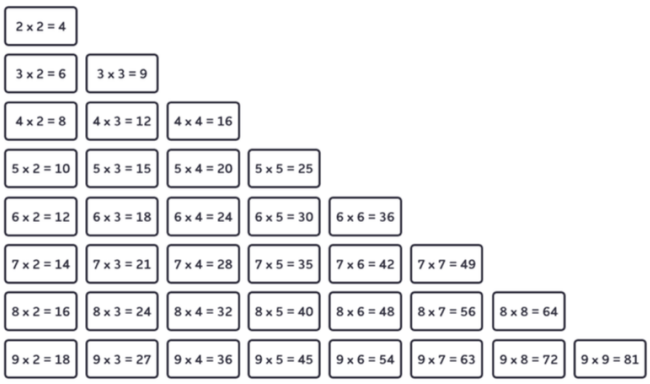
What does ‘knowing’ mean?

Children should be able to recall facts quickly and effortlessly, without counting on fingers or working them out.

Supporting your child

- Ask which times table they are learning and encourage them to say new facts aloud using the verbal sound pattern taught for all facts in the fact family (“Seven fives are thirty-five”). Please see the ‘fact families’ document to see the verbal sound pattern for each fact family.
- Celebrate successes - we believe all children are capable of learning their times tables.
- Encourage children to access the TTRS app little and often for extra practice.
- If extra help is needed, we may provide practice cards or short additional sessions.

How we teach times tables



Children will learn their times tables up to 12 x 12, but we prioritise teaching children to develop automaticity in the 36 essential facts up to 9 x 9. The 10 times table is very important too, but follows an easy pattern so children don’t need to memorise it in the same way. These essential facts are the building blocks for all other mental and written multiplication and division calculations that children will do - at school and beyond.

- We have a daily times table session where we learn a small number of new facts at a time - just two or three. Alongside these new facts, we keep practising facts that we know already.
- Children practise until quick and confident, using booklets (aiming for 40 facts in 2 minutes).
- Teachers and pupils chant facts aloud. Saying the facts out loud and practising trying to recall the facts and write them in the booklet, is what leads to memorisation.
- As part of the approach, children learn to apply their memorised fact to all facts in the fact family. For example, we memorise the sound pattern “seven fives are thirty-five” when looking at 5 x 7 = 35, 7 x 5 = 35, 35 ÷ 7 = 5 and 35 ÷ 5 = 7. Children will become very confident at moving between multiplication and division.

Curriculum overview

Year 2: Children are introduced to the multiplication symbol in Year 2 and begin to explore the 2, 5 and 10 times tables using concrete resources and pictorials within their maths lessons.

Year 3: Children in Year 3 will begin the programme in the Spring term.

Year 4: Children will learn the remaining essential facts and the 11 and 12 times tables in preparation for the Multiplication Tables Check in the Summer term.

Year 5–6: Ongoing daily or weekly consolidation to ensure facts remain fluent.

In **Year 3** we learn 21 of the 36 essential facts:

2 times table	Square times table	5 times table
8 facts	7 new facts	6 new facts
2 x 2 = 4 3 x 2 = 6 4 x 2 = 8 5 x 2 = 10 6 x 2 = 12 7 x 2 = 14 8 x 2 = 16 9 x 2 = 18	3 x 3 = 9 4 x 4 = 16 5 x 5 = 25 6 x 6 = 36 7 x 7 = 49 8 x 8 = 64 9 x 9 = 81	3 x 5 = 15 4 x 5 = 20 6 x 5 = 30 7 x 5 = 35 8 x 5 = 40 9 x 5 = 45

In **Year 4** we learn the other 15 essential facts:

3 times table	4 times table	6 times table
5 new facts	4 new facts	3 new facts
4 x 3 = 12 6 x 3 = 18 7 x 3 = 21 8 x 3 = 24 9 x 3 = 27	6 x 4 = 24 7 x 4 = 28 8 x 4 = 32 9 x 4 = 36	7 x 6 = 42 8 x 6 = 48 9 x 6 = 54

7 times table	8 times table	9 times table
2 new facts	1 new fact	No new facts to learn!
8 x 7 = 56 9 x 7 = 63	9 x 8 = 72	

We also recap the 10 times table, which children tend to know already from place value work, and learn the 11 and 12 times tables.