

Learning Times tables in Years 3 and 4 at Priory Junior School

Why do times tables? What is the benefit?

There are some specific multiplication and division questions that children will be asked in the different forms of testing they will face at Priory Junior School and at secondary school.

But there are so many other aspects of maths where knowing your times tables is so beneficial: such as longer forms of multiplication and division, fractions, area and general number fluency.

Using partitioning methods is foundational in showing children how we can manipulate a question to make it easier to answer.

For example, instead of 12×8

We can do 10×8 and 2×8 (two easier calculations, rather than one trickier one).

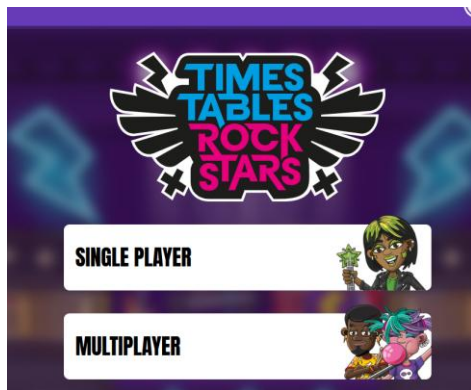
And this skill can then be applied again to even further areas of maths such as addition and subtraction.

Ultimately if they know their tables really well, it frees up their brain to think about the other potentially trickier concepts in a question, rather than stalling on a specific times table they do not know.

Explicitly teaching times tables also gives children a lot of confidence with their times tables and can be a brilliant gateway into gaining confidence with maths in general. Our teaching is based on incremental improvement, small steps to success and this means if children practise regularly, **they will improve** and then as soon as they start to see that, they get hooked on their own success and keep going back. This confidence can they spread into maths in general, and possibly even further across the curriculum.

What Games are available on Times Tables Rock Stars and what will children be expected to do at home or at school?

All children have a login to the site and will be practising multiple times a week at school.



Within single player there are 5 different modes. It can be a lot to take in all at once if you're not familiar with it as a website but it has been thought out really carefully and adapted over time to make it a highly effective tool for children to get stronger at the multiplication and division facts.

Five different games – they all ask times tables questions but their all slightly different and make a big impact to how we might experience learning our tables.

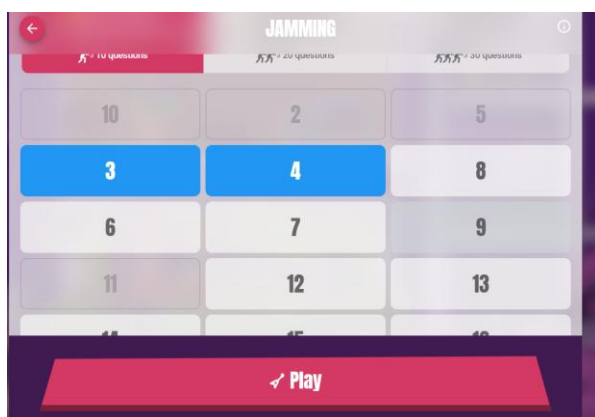
 **JAMMING** 

Sometimes you make the best music when you're messing about on the instruments and you can let time run away with you. Jamming is like that too.

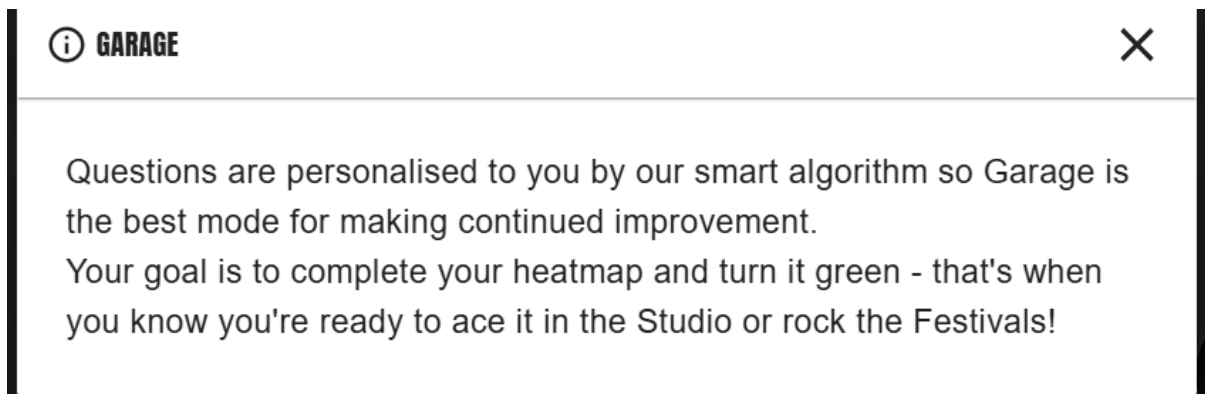
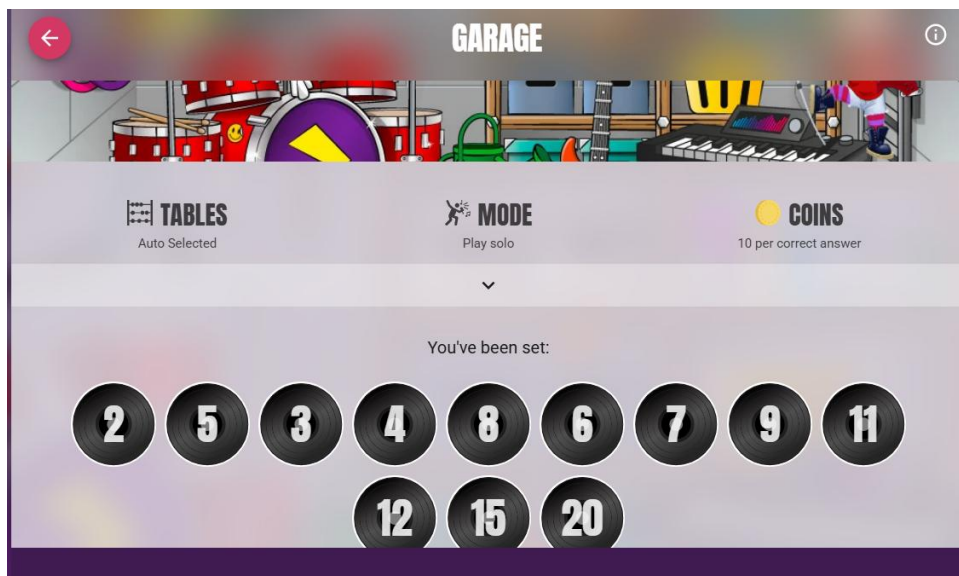
It's all about your choice – which tables do you want to practise? Do you want multiplication? Division? Both?

The only thing you can't choose is that there's no timer! So kick back and chillax with this easy-going game mode.

Jamming – there is no timer, children pick the tables they want to try so it is really good for building confidence and just enjoying the website.



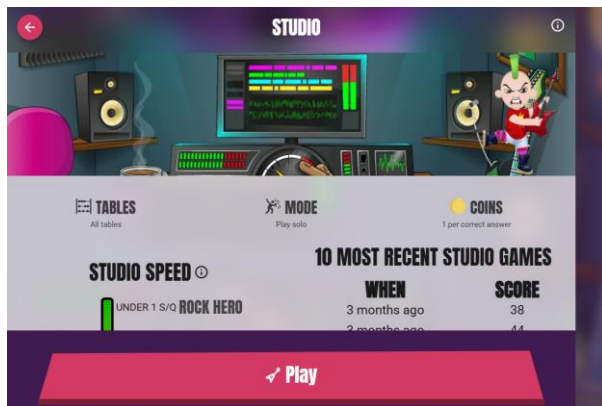
Garage



Garage – teachers can set tables in this format. In each game, you will focus on the facts you need the most to help you get high scores and complete your heatmap sooner. As a teacher I can set specific tables. Now technically I don't need to do this as the algorithm will track what they get correct, what they get wrong and adjust accordingly.

Studio – This is a personal target zone. Once a child has completed 10 studio games, they are given a Rock Status which is based on their rock speed.

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Rock Hero - 1 second per question or less (60+ correct answers a minute)

Rock Legend - 2 seconds per question or less (30+ correct answers a minute)

Rock Star - 3 seconds per question or less (20+ correct answers a minute)

Headliner - 4 seconds per question or less (15+ correct answers a minute)

Support Act - 5 seconds per question or less (12+ correct answers a minute)

Breakthrough Artist - 6 seconds per question or less (10+ correct answers a minute)

Unsigned Act - 7 seconds per question or less (9 correct answers a minute)

Gigger - 8 seconds per question or less (8 correct answers a minute)

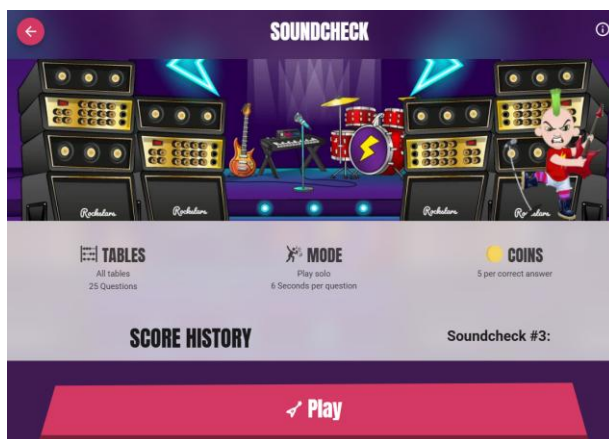
Busker - 9 seconds per question or less (7 correct answers a minute)

Garage Rocker - 10 seconds per question or less (6 correct answers a minute)

Wannabe - more than 10 seconds per question (less than 6 correct answers a minute)

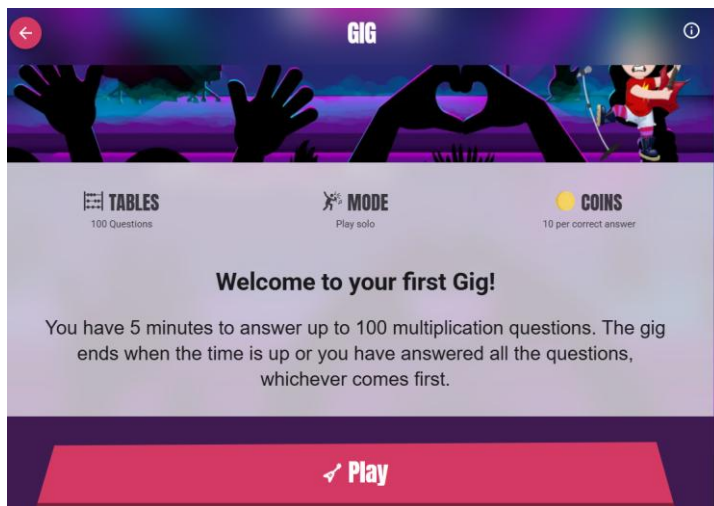
New Artist - your rock status before you've played 10 Studio games.

At school we do fortnightly assemblies handing out certificates for new rock speeds, and badges for if they get to Rock Star, Rock Legend or Rock Hero status. Also a trophy for the class making the most progress with the next game...



Soundcheck – this is TTRS’s version of the MTC – multiplication tables check – a national bench marking test in June next year for Year 4. There are 25 questions from across the 12 x 12 tables every six seconds.

This is something we’ll be tracking as the year progresses to make sure the children are ready for come June.



GIG – 100 questions over 5 mins another bench marking tool to show progress. Children can only do this once a month and it is not something we practise in school due to it’s long nature.

Yes they are mostly timed – this is the nature of assessments children will face and it’s great practise to think of an answer with the clock ticking – but due to the interface it doesn’t seem to intense – more fun. And crucially due to the smart nature of the program the questions they’re faced with most of the time are the ones right on the edge of what they know, and only once they’re locked in, do we move on.

It’s important to add that despite this website being really helpful and useful tool – it sits alongside class teaching.

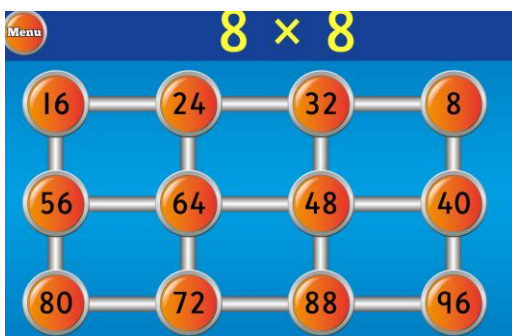


We still do choral counting, counting on fingers, teaching specific strategies for tables for example doing the 10 and 2 times table for the 12s.



As well as using other websites like Hit the Button.

[Hit the Button - Quick fire maths practise for 6-11 year olds - Topmarks](#)



We also use **resources from the Times Tables Rock Stars website** – practice sheets – and we can get these out to you if concerned about screen time or device usage.

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The image shows two multiplication practice worksheets. The left worksheet is titled 'BASELINE' and the right one is 'MULTIPLICATION 1'. Both worksheets have a grid of multiplication problems. The 'BASELINE' worksheet has 60 problems, and the 'MULTIPLICATION 1' worksheet has 60 problems. Both worksheets have a score section at the bottom.

BASELINE

Name: _____ Date: _____

10 × 5 = _____ 10 × 8 = _____ 100 ÷ 10 = _____

10 × 7 = _____ 10 × 5 = _____ 110 ÷ 10 = _____

10 × 8 = _____ 10 × 3 = _____ 80 ÷ 10 = _____

10 × 4 = _____ 10 × 4 = _____ 50 ÷ 10 = _____

10 × 3 = _____ 10 × 6 = _____ 70 ÷ 10 = _____

10 × 9 = _____ 10 × 9 = _____ 60 ÷ 10 = _____

10 × 11 = _____ 10 × 10 = _____ 20 ÷ 10 = _____

10 × 12 = _____ 10 × 7 = _____ 10 ÷ 10 = _____

10 × 3 = _____ 10 × 2 = _____ 90 ÷ 10 = _____

10 × 1 = _____ 10 × 1 = _____ 110 ÷ 10 = _____

10 × 8 = _____ 20 ÷ 10 = _____ 70 ÷ 10 = _____

10 × 6 = _____ 40 ÷ 10 = _____ 40 ÷ 10 = _____

10 × 7 = _____ 50 ÷ 10 = _____ 30 ÷ 10 = _____

10 × 9 = _____ 90 ÷ 10 = _____ 80 ÷ 10 = _____

10 × 12 = _____ 100 ÷ 10 = _____ 50 ÷ 10 = _____

10 × 11 = _____ 120 ÷ 10 = _____ 120 ÷ 10 = _____

10 × 2 = _____ 70 ÷ 10 = _____ 100 ÷ 10 = _____

10 × 1 = _____ 60 ÷ 10 = _____ 60 ÷ 10 = _____

10 × 10 = _____ 30 ÷ 10 = _____ 10 ÷ 10 = _____

10 × 5 = _____ 10 ÷ 10 = _____ 20 ÷ 10 = _____

SCORE: _____ / 60

MULTIPLICATION 1

Name: _____ Date: _____

ROCK BOX

10 × 1 = _____ 10 × 11 = _____ 10 × 9 = _____

10 × 2 = _____ 10 × 4 = _____ 10 × 5 = _____

10 × 3 = _____ 10 × 10 = _____ 10 × 3 = _____

10 × 4 = _____ 10 × 8 = _____ 10 × 2 = _____

10 × 5 = _____ 10 × 9 = _____ 10 × 12 = _____

10 × 6 = _____ 10 × 1 = _____ 10 × 10 = _____

10 × 7 = _____ 10 × 3 = _____ 10 × 11 = _____

10 × 8 = _____ 10 × 12 = _____ 10 × 1 = _____

10 × 9 = _____ 10 × 4 = _____ 10 × 5 = _____

10 × 10 = _____ 10 × 9 = _____ 10 × 7 = _____

10 × 11 = _____ 10 × 8 = _____ 10 × 8 = _____

10 × 12 = _____ 10 × 7 = _____ 10 × 11 = _____

Continue here...

10 × 7 = _____ 10 × 11 = _____ 10 × 10 = _____

10 × 12 = _____ 10 × 7 = _____ 10 × 6 = _____

10 × 8 = _____ 10 × 1 = _____ 10 × 9 = _____

10 × 12 = _____ 10 × 12 = _____ 10 × 4 = _____

10 × 10 = _____ 10 × 2 = _____ 10 × 3 = _____

10 × 9 = _____ 10 × 5 = _____ 10 × 6 = _____

10 × 11 = _____ 10 × 4 = _____ 10 × 9 = _____

10 × 3 = _____ 10 × 6 = _____ 10 × 11 = _____

SCORE: _____

Another major recent addition is the **My settings** – you can make a lot of adjustments. As I mentioned many of the games are timed – and this can be a little hurdle for some children at first, although in my experience it is a hurdle they are quickly able to adjust to.

The image shows a screenshot of the TTRS app interface. On the left, there is a 'Settings' menu with options: 'Display - in game', 'Gameplay', 'Audio & Feedback', 'Profile', 'My Stats', 'Charts', 'Settings', and 'Logout'. The 'Settings' menu is currently open, showing the 'Display - in game' section with options: 'Plain Background' (ON), 'Animated countdown' (ON), 'Colour Scheme' (Improved), 'Game timer' (ON), 'Score' (ON), 'Numpad' (ON), 'Inverted numpad' (OFF), 'Speak answers' (OFF), 'Hear questions' (OFF), 'Sound effects' (OFF), and 'Music' (OFF). On the right, there is a 'SOUNDCHECK' screen showing a calculator interface with the equation '5 × 6 ='. Below the calculator, there is a text box that says: 'Each game mode has a timer, apart from Jamming, so that the game end. If you don't like seeing the timer, you can hide it by switching it off.' The 'ON' toggle is currently turned on.

But if it is proving too much – we can hide the timer and just focus on the questions - equally we can quiet the display, TTRS is a colourful fun interface but that doesn't suit everyone.

PRIVACY – this is so important – not just so that your child is able to enjoy TTRS without the pressure of feeling as though they may come under pressure from

classmates about their rock status, but because it gives them agency over their digit ID, a really useful concept in today's world.

We have discussed a lot of games, with different modes.

How much time are they expected to be doing this?

Only 3-5 minutes a day – but multiple times a week.

This little and often approach is best for incrementally building up their confidence and knowledge.

1 hour a week may mean the same amount of time over a week – but it will be far less beneficial.

We look to get the children practising their tables a few minutes each day. Either on Times tables rock stars or using other resources. It is timetabled in for years 3 and 4.

A **heatmap** shows how quickly a pupil can correctly recall each multiplication (and related division) fact. It is a visual fluency tracker rather than a score tracker.

What the colours mean

-  **Green** = very fast recall (strong fluency).
-  **Yellow/Orange** = moderate recall speed.
-  **Red** = slower recall, showing facts that need more practice.
-  **Grey** = not enough data yet.

TTRS calculates the colour from the **average of a pupil's last 10 correct answers** for each fact. A dark green square represents answers given in under 1 second on average, whereas dark red represents answers taking over 10 seconds on average.

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	10	2	5	3	4	8	6	7	9	11	12
10	10×10	10×2	10×5	10×3	10×4	10×8	10×6	10×7	10×9	10×11	10×12
2	2×10	2×2	2×5	2×3	2×4	2×8	2×6	2×7	2×9	2×11	2×12
5	5×10	5×2	5×5	5×3	5×4	5×8	5×6	5×7	5×9	5×11	5×12
3	3×10	3×2	3×5	3×3	3×4	3×8	3×6	3×7	3×9	3×11	3×12
4	4×10	4×2	4×5	4×3	4×4	4×8	4×6	4×7	4×9	4×11	4×12
8	8×10	8×2	8×5	8×3	8×4	8×8	8×6	8×7	8×9	8×11	8×12
6	6×10	6×2	6×5	6×3	6×4	6×8	6×6	6×7	6×9	6×11	6×12
7	7×10	7×2	7×5	7×3	7×4	7×8	7×6	7×7	7×9	7×11	7×12
9	9×10	9×2	9×5	9×3	9×4	9×8	9×6	9×7	9×9	9×11	9×12
11	11×10	11×2	11×5	11×3	11×4	11×8	11×6	11×7	11×9	11×11	11×12
12	12×10	12×2	12×5	12×3	12×4	12×8	12×6	12×7	12×9	12×11	12×12

I hope this has been useful. If you have any questions, please don't hesitate to get in touch with the school.

The Times Tables Rock Stars website also has a lot of information for parents and carers which can be very useful.

[TOP TIPS FOR PARENTS AND CARERS - Times Tables Rock Stars](#)

Thanks,

Mr Grieve

Maths Lead and Unit Lead of Years 3 and 4