

Times Tables at Home

A PRACTICAL FAMILY GUIDE

Fluent facts make the rest of mathematics easier

When children can recall multiplication and related division facts without having to work them out each time, they have more thinking space for fractions, ratio, area, written calculation and problem-solving. Short, successful practice is much more effective than an occasional long session.

What should children know, and when? *White Rose-aligned national curriculum progression*

Year group	Main expectation	Helpful focus at home
Reception	Notice equal groups; count objects and explore doubles through play.	Songs, sharing objects and making equal groups.
Year 1	Count forwards and backwards in 2s, 5s and 10s.	Build equal groups and arrays; use practical objects.
Year 2	Recall and use multiplication and division facts for 2, 5 and 10.	Answer in mixed order and connect each fact to division.
Year 3	Recall and use 3, 4 and 8 times tables.	Use doubling links: $2 \rightarrow 4 \rightarrow 8$.
Year 4	Recall all multiplication and division facts up to 12×12 .	Develop rapid, accurate recall in any order.
Years 5–6	Keep all facts fluent and apply them confidently.	Use facts for factors, multiples, fractions, squares, cubes and calculation.

What “knowing” a table means

More than chanting

- Recall facts in a mixed order, not only from $1 \times$ onwards.
- Know related division facts: if $7 \times 8 = 56$, then $56 \div 7 = 8$.
- Recognise a missing number: $6 \times \square = 42$.
- Use a known fact to solve a nearby fact.

A useful fact family

One multiplication fact gives four connected facts.

- $7 \times 8 = 56$
- $8 \times 7 = 56$
- $56 \div 7 = 8$
- $56 \div 8 = 7$

Help facts stick

Build understanding first, then practise recall until it becomes automatic.

A simple five-minute routine

1 Choose Practise one table or a small group of facts.	2 See it Build an array, draw equal groups or use counters.	3 Connect Link the fact to one the child already knows.	4 Recall Mix the questions and include division.	5 Finish well End with three facts the child can answer successfully.
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Memory strategies that make sense

Use relationships

- $\times 2$ means double.
- $\times 4$ means double and double again.
- $\times 8$ means double the $\times 4$ fact.
- $\times 5$ is half the related $\times 10$ fact.
- $\times 9$ is one group less than $\times 10$.
- Turn a fact around: 3×7 is the same as 7×3 .

Spot useful patterns

Patterns help children reconstruct a forgotten fact; they should not replace understanding.

- Products in the 5 table end in 0 or 5.
- Products in the 10 table end in 0.
- Products in the 2 table are even.
- The digits in a 9-table product total 9 or a multiple of 9.
- Square facts such as 6×6 are useful anchors.
- Say the whole fact aloud: “seven eights are fifty-six”.

Using Times Tables Rock Stars well

At Great Leighs

- Use the child's school login.
- Aim for frequent short sessions rather than one long weekly session.
- Encourage accuracy before speed.
- Let the teacher-set tables guide practice.
- Celebrate improvement, effort and regular participation.

Keep a healthy balance

- TTRS supports recall but should not be the only practice.
- Mix digital practice with talk, games, arrays and division facts.
- If speed creates anxiety, practise untimed first.
- Do not compare siblings or classmates.
- Stop while the child is still successful and willing to return.

When a fact will not stay remembered

Make it a “sticky fact” for the week.

Write it on a small card, build it with objects, draw its array, say its fact family and revisit it briefly each day. Add only one or two new sticky facts at a time.

Games families can play

Most games need only cards, dice, paper or objects already at home.

Turnover

Use two packs of 0–12 number cards. Turn over one card from each pile and multiply. Win the cards for a correct answer; adapt to one chosen table by keeping one number fixed.

Dice products

Roll two dice and multiply. Use 10- or 12-sided dice if available. Score one point for the answer and a bonus point for a related division fact.

Array hunt

Find arrays around the home: egg boxes, windows, tiles or chocolate bars. Say the multiplication and two related division facts.

Table bingo

Choose six products from the table being practised. An adult calls multiplication questions; cover the matching answer.

Fact-family snap

Make cards showing related facts and answers, such as 6×7 , 7×6 , $42 \div 6$ and 42. Match or call “snap” when cards belong to the same family.

Beat your own score

How many accurate facts can your child answer in one minute? Record the personal best and try again another day. The competition is with yesterday, not another child.

Target number

Choose a target such as 36. Find as many multiplication pairs and division facts as possible: 4×9 , 6×6 , $36 \div 4$ and so on.

True or false?

Say a fact, sometimes correctly and sometimes incorrectly. The child decides, explains and corrects it: “ $8 \times 7 = 54$ — true or false?”

The Year 4 Multiplication Tables Check

What happens

- It is an onscreen check for Year 4 pupils.
- There are 25 multiplication questions up to 12×12 .
- Children have 6 seconds to enter each answer.
- There are 3 practice questions first.
- The whole check usually takes less than 5 minutes.

Keep it in perspective

- There is no national pass mark.
- The check helps teachers identify where more support is needed.
- Regular recall practice is useful; last-minute cramming is not.
- Calm confidence and accurate facts matter more than pressure for a perfect score.

Useful links

[Times Tables Rock Stars](#) • school-supported practice
[White Rose home learning](#) • videos and activities organised by year group
[DfE information for parents](#) • official information about the Year 4 check

If your child is finding recall particularly difficult, speak to their class teacher so practice can be matched to the facts currently being taught.