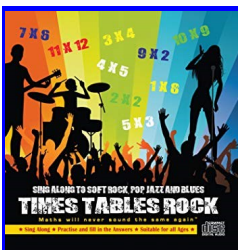


CHRISTMAS PRESENT IDEAS?



These snap cubes can be really helpful in all sorts of maths activities. You can start when your child is quite young by practising counting in twos and threes, making number patterns and solving simple mathematical problems. Counting objects, making sets of similar objects and using blocks, LEGO or cubes can all help to increase your child's confidence with number bonds and multiplication facts.

Flash cards are easily home-made or bought cheaply but can help with learning times tables. Try putting a set of times tables around your home. Say the multiple, then watch as your child tries to find the times table it goes with somewhere at home. It's great for developing memory too.



Learning times tables by listening to songs can often work in an amusing yet successful way. There are all sorts available but stick it in the car on the way into Hereford and you might just get the tables sorted—just don't blame me if the tune sticks in your head all day!

FURTHER ADVICE AND CONTACT DETAILS

SENCo – Mrs Cath Mabbort: c/o office@pembridge.hereford.sch.uk
 SEN Governor – Mrs Anita Lloyd: c/o office@pembridge.hereford.sch.uk

Independent help and support can be found by contacting the Parent Partnership Service:
sendias@herefordshire.gov.uk 01432 260955

PEMBRIDGE CE PRIMARY SCHOOL

INSPIRING **LEARNING** THROUGH FAITH AND VALUES **TOGETHER** Autumn Term 2018

Welcome to our termly **Learning Together** - a newsletter which offers some suggestions, thoughts and ways into exploring the some of the common difficulties children are faced with as they travel along their learning journey. As a result of parent requests, and our own discussions in school, we hope that **Learning Together** will help provide a bank of resources to use at home to help all our children to succeed.

Our focus this term:

TIMES TABLES

Times Table 1 to 12			
1 times table 1 x 1 = 1 2 x 1 = 2 3 x 1 = 3 4 x 1 = 4 5 x 1 = 5 6 x 1 = 6 7 x 1 = 7 8 x 1 = 8 9 x 1 = 9 10 x 1 = 10 11 x 1 = 11 12 x 1 = 12	2 times table 1 x 2 = 2 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 10 x 2 = 20 11 x 2 = 22 12 x 2 = 24	3 times table 1 x 3 = 3 2 x 3 = 6 3 x 3 = 9 4 x 3 = 12 5 x 3 = 15 6 x 3 = 18 7 x 3 = 21 8 x 3 = 24 9 x 3 = 27 10 x 3 = 30 11 x 3 = 33 12 x 3 = 36	4 times table 1 x 4 = 4 2 x 4 = 8 3 x 4 = 12 4 x 4 = 16 5 x 4 = 20 6 x 4 = 24 7 x 4 = 28 8 x 4 = 32 9 x 4 = 36 10 x 4 = 40 11 x 4 = 44 12 x 4 = 48
5 times table 1 x 5 = 5 2 x 5 = 10 3 x 5 = 15 4 x 5 = 20 5 x 5 = 25 6 x 5 = 30 7 x 5 = 35 8 x 5 = 40 9 x 5 = 45 10 x 5 = 50 11 x 5 = 55 12 x 5 = 60	6 times table 1 x 6 = 6 2 x 6 = 12 3 x 6 = 18 4 x 6 = 24 5 x 6 = 30 6 x 6 = 36 7 x 6 = 42 8 x 6 = 48 9 x 6 = 54 10 x 6 = 60 11 x 6 = 66 12 x 6 = 72	7 times table 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	8 times table 1 x 8 = 8 2 x 8 = 16 3 x 8 = 24 4 x 8 = 32 5 x 8 = 40 6 x 8 = 48 7 x 8 = 56 8 x 8 = 64 9 x 8 = 72 10 x 8 = 80 11 x 8 = 88 12 x 8 = 96
9 times table 1 x 9 = 9 2 x 9 = 18 3 x 9 = 27 4 x 9 = 36 5 x 9 = 45 6 x 9 = 54 7 x 9 = 63 8 x 9 = 72 9 x 9 = 81 10 x 9 = 90 11 x 9 = 99 12 x 9 = 108	10 times table 1 x 10 = 10 2 x 10 = 20 3 x 10 = 30 4 x 10 = 40 5 x 10 = 50 6 x 10 = 60 7 x 10 = 70 8 x 10 = 80 9 x 10 = 90 10 x 10 = 100 11 x 10 = 110 12 x 10 = 120	11 times table 1 x 11 = 11 2 x 11 = 22 3 x 11 = 33 4 x 11 = 44 5 x 11 = 55 6 x 11 = 66 7 x 11 = 77 8 x 11 = 88 9 x 11 = 99 10 x 11 = 110 11 x 11 = 121 12 x 11 = 132	12 times table 1 x 12 = 12 2 x 12 = 24 3 x 12 = 36 4 x 12 = 48 5 x 12 = 60 6 x 12 = 72 7 x 12 = 84 8 x 12 = 96 9 x 12 = 108 10 x 12 = 120 11 x 12 = 132 12 x 12 = 144

Special Educational Needs and Disabilities **SCHOOL UPDATE**

While Mrs Palmer enjoys her maternity leave, we are fortunate to be working with **Mrs Cath Mabbort** who has wealth of experience as a **SENCo**, working mainly in schools in Shropshire and Worcestershire. Some of you have already met her but if you would like to opportunity of discussing your child's additional needs with her, please telephone the office to arrange an appointment. Usually, she is in school on alternate Thursday mornings but is very flexible!

Children who have intervention programmes as part of their additional needs will be having regular support this term. You may find they go out of their class for this extra teaching. If you want to find out more about what they're doing, please ask your child's teacher in the first instance.



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 Headteacher: Mr Robert Hollis



What does the National Curriculum say about times tables?

Expectations for times tables for each year group:

By the end of Year 1 should be able to:

- count in multiples of 2, 5 and 10.
- Recall and use doubles of all numbers to 10 and corresponding halves.

Year 2:

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.

Year 3:

- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

Year 4:

- Recall multiplication and division facts for multiplication tables up to 12×12 .

Year 5 and 6:

- Revision of all times tables and division facts up to 12×12 .

The Government plan that all Year 4 pupils will have a statutory **Multiplication Tables Check** from June 2019. This year's is a national voluntary pilot. Children will be tested using an on-screen check, where they will have to answer multiplication questions against the clock. The test will last no longer than 5 minutes and is similar to other tests already used by primary schools. Their answers will be marked instantly.

What activities can I do to help?

There are a variety of helpful websites which parents and children can access to obtain information and online tasks. We know that spending time in front of a screen isn't always a great way to learn but for a short period each day, combining the whizz and fun of electronic games with learning times tables could be what's needed for some children. <https://www.dyslexia-assist.org.uk/for-parents/can-i-help-with-times-tables-and-maths/> is an excellent site where you can find a section on **Help with times tables and maths**. <https://www.multiplication.com/games/all-games> has numerous games. The competitive nature (against the clock, computer or each other) is sometimes very helpful to stimulate learning. <https://www.oxfordowl.co.uk/for-home/advice-for-parents/help-with-times-tables/#activities> has links to posters to print off and put around the home where your children least expect them. What about on the back of the door in the bathroom? <https://www.mathsoftheday.org.uk/?code=1TMIR> Don't forget to look at the multiplication strands in our new resource **Maths of the Day** which aims to get children active too! For example, why not put the numbers 1-12 in a circle out on the lawn. Can you (or your child) jump from each factor to say the multiple: 1×3 is, 2×3 is...? Why not go backwards?

What else can my child do?

Why not get them to make a times table fortune teller? They could choose the 8 trickiest timetables to put in the inside.



$1 \times 1 = 1$	$7 \times 7 = 49$
$2 \times 2 = 4$	$8 \times 8 = 64$
$3 \times 3 = 9$	$9 \times 9 = 81$
$4 \times 4 = 16$	$10 \times 10 = 100$
$5 \times 5 = 25$	$11 \times 11 = 121$
$6 \times 6 = 36$	$12 \times 12 = 144$

✓ For older children, remembering what 4^2 is and what this sign means is just as important.

We try to play board games too. Who'll get to the finish first?

$100 \div 10 =$
$24 \div 3 =$
$14 \div 2 =$
$80 \div 8 =$
$55 \div 5 =$

Learning the associated division facts is also needed to increase mental speed and agility. Rather than simply recite times tables, ask 'how many 4s in 32?'.
 100 ÷ 10 =
 24 ÷ 3 =
 14 ÷ 2 =
 80 ÷ 8 =
 55 ÷ 5 =

