

Iford and Kingston Church of England Primary School
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17th November 2008

Dear Parents,

Re: Teaching of Tables

We thought it may be helpful for us to explain our approach to the teaching of tables at Iford and Kingston. The ability to have a rapid recall of tables and related division facts (e.g. $8 \times 7 = 56$, $7 \times 8 = 56$, $56 \div 7 = 8$, $56 \div 8 = 7$) is hugely important in most areas of mathematics such as: multiplication and division (obviously!!); fractions, decimals and percentages; shape and space; measures; time; data handling; and probability. Children who do not know their tables will not progress so well in these areas.

Our aim, in common with the new 'National Framework for Mathematics', is for children to know their tables up to 10×10 by the end of Year 4. Much work on tables will still be done in Year 5 and 6 aimed at developing even quicker recall of tables and division facts and at combining their knowledge of place value and tables to find answers to questions such as $40 \times 9 = 360$, $420 \div 7 = 60$, $0.5 \times 7 = 3.5$ and $5.6 \div 7 = 0.8$. Tables are taught progressively from Year 2 as shown below:

Year 2: 10x, 2x, 5x (3x, 4x)

Year 3: 3x, 4x, 6x (8x, 9x)

Year 4: 8x, 9x, 7x.

Year 5&6: Constant revision of all tables

As a part of their homework, children in Year 2 to 6 will be expected to work on their tables for 5 to 10 minutes a day. We know that many of you help your children to learn their tables at home already – and if you don't, we would strongly encourage you to do so. This is a great way to support your child's learning in maths. 'Little and often' is usually the most effective way. We realise that some children will learn their tables more quickly and easily than others, although this does not necessarily mean that they will be better mathematicians. However, what is beyond doubt is that children will learn their tables more quickly if they practise regularly and knowing their tables will hugely benefit their progress in maths.

There are a range of resources in the shops to help with the learning of tables. There is no one 'right' method as children learn in different ways. There are also a variety of websites which the children use at school which are helpful and fun:

www.mathsisfun.com

www.tutpup.com

www.mathplayground.com

If you don't have access to the internet, you could try: rote learning while kicking a ball; asking word problems/tables problems on the way to school; singing tables to familiar tunes...be creative!

We hope you find this useful. If you have any questions, please speak to your child's class teacher.

Yours sincerely,

A handwritten signature in black ink that reads 'S Elliott'.

Steve Elliott.