TIMES TABLES PARENT/CARER WORKSHOP 14.10.26

Developing confident, flexible and fluent mathematicians.

Working together to develop secure times table knowledge.

AGENDA

- What do we mean by fluency?
- Why does fluency matter?
- How will we teach fluency at Claverdon?
- Over to you!
- Home learning approach

Today, we're going to explain why developing times table fluency is such an important part of your child's mathematical learning, how we're teaching it in school, and how you can support them at home.
We're also going to give you the opportunity to experience some of the activities yourselves.

Before we define fluency...

Work this out mentally. Don't call the answer out.

$$14 \times 5$$

Notice your thinking

How did you work it out?

What knowledge did you use?

Which approach felt most efficient?

Although 14 × 5 isn't a fact we would typically expect children to memorise as part of their times tables, we can work it out efficiently by drawing on facts that we already know.

That's what we mean by mathematical fluency. It's not just about knowing answers. It's about recognising relationships and using known facts to work out something new.

What do we mean by 'fluency'?

Know it

6 × 7 = 42
Recall key facts automatically.

Connect it

42 ÷ 6 = 7 OR 14 x 6 = 84
Recognise relationships between facts.

Use it

$\frac{1}{7} \times 42 = 6$
Apply known facts to new calculations.

Fluency in maths is often misunderstood as simply recalling facts quickly, but it encompasses much more.

We want children to know their times tables so securely that they don't have to work them out every time.
But we also want them to understand how these facts connect, and to recognise when they can use their knowledge to solve more complex problems.

Why does fluency matter?

A school is organising a trip for 168 children.
Each minibus can carry 8 children.
It costs £45 to hire each minibus.
How much will it cost to hire enough minibuses for all the children?

Secure facts free up thinking space. When children can recall multiplication facts effortlessly, they have more capacity to concentrate on the wider mathematical problem.

Fluency helps make harder mathematics feel easier.

Children who are secure in their number facts will see the connections and the relationships.

They will know that they can partition 168 into 160 + 8. They can divide each of those by 8 easily because they know that 8 2s are 16 and 8 1s are 8.
They will then know that they can do 21 x 45
20 x 45 = 900 (because 2 x 45 = 90)
1 x 45 = 45

So the cost is £945.

Facts are already secure, so they can focus on the more challenging part of the mathematics — deciding what to do, making connections and solving the problem. That's why we want times table facts to become automatic. Not simply so children can answer more quickly, but so they have more thinking space available for the mathematics that really challenges them.

Imagine a child working through a complex problem involving fractions. If they need to stop and count in sevens every time they encounter 7 × 8, that's taking up thinking space that could be used to understand and solve the problem.
This is why automatic recall is important. We're not trying to make children faster for the

sake of speed. We want them to have the knowledge available when they need it.

How are we teaching fluency at Claverdon?

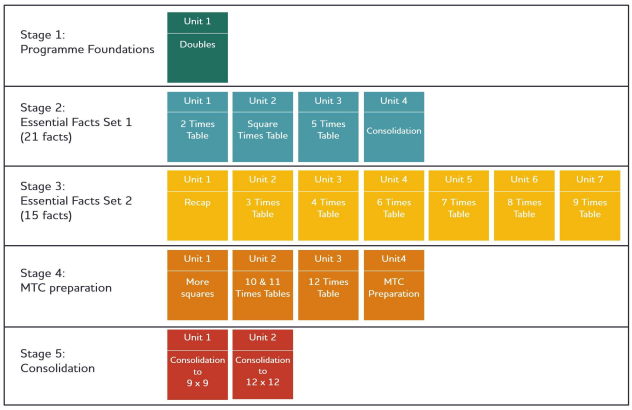
Number Sense Maths

A systematic, carefully sequenced approach to learning number facts.

Times Tables Progression

Our approach this year (2026–27)

- Years 4 and 5: Already working through the Times Tables Fluency Programme.
- Year 3: Securing addition and subtraction fluency first, before beginning the Times Tables Programme in the Summer Term.
- Moving forward: The Times Tables Programme will begin in January of Year 3, following the planned progression.



Click to view document

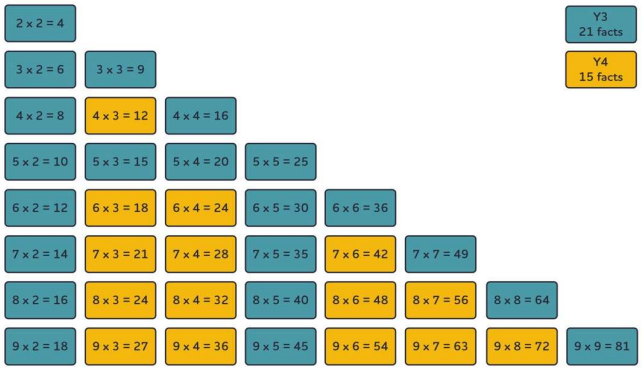
The Times Tables Fluency Programme is designed to begin in **January of Year 3**, once children have developed secure foundations in addition and subtraction facts.
As we are introducing the programme for the first time this year, **Years 4 and 5 have already begun working through the times tables programme** to develop their fluency and address any gaps in their knowledge.

Year 3 will follow a slightly different approach this year. They are currently working through the Number Facts Fluency Programme to secure their addition and subtraction facts and strategies. They will then begin the Times Tables Fluency Programme in the **Summer Term**.
This is a transitional arrangement. Moving forward, children will follow the intended progression, building secure number fact fluency before moving on to times tables.

Times Tables

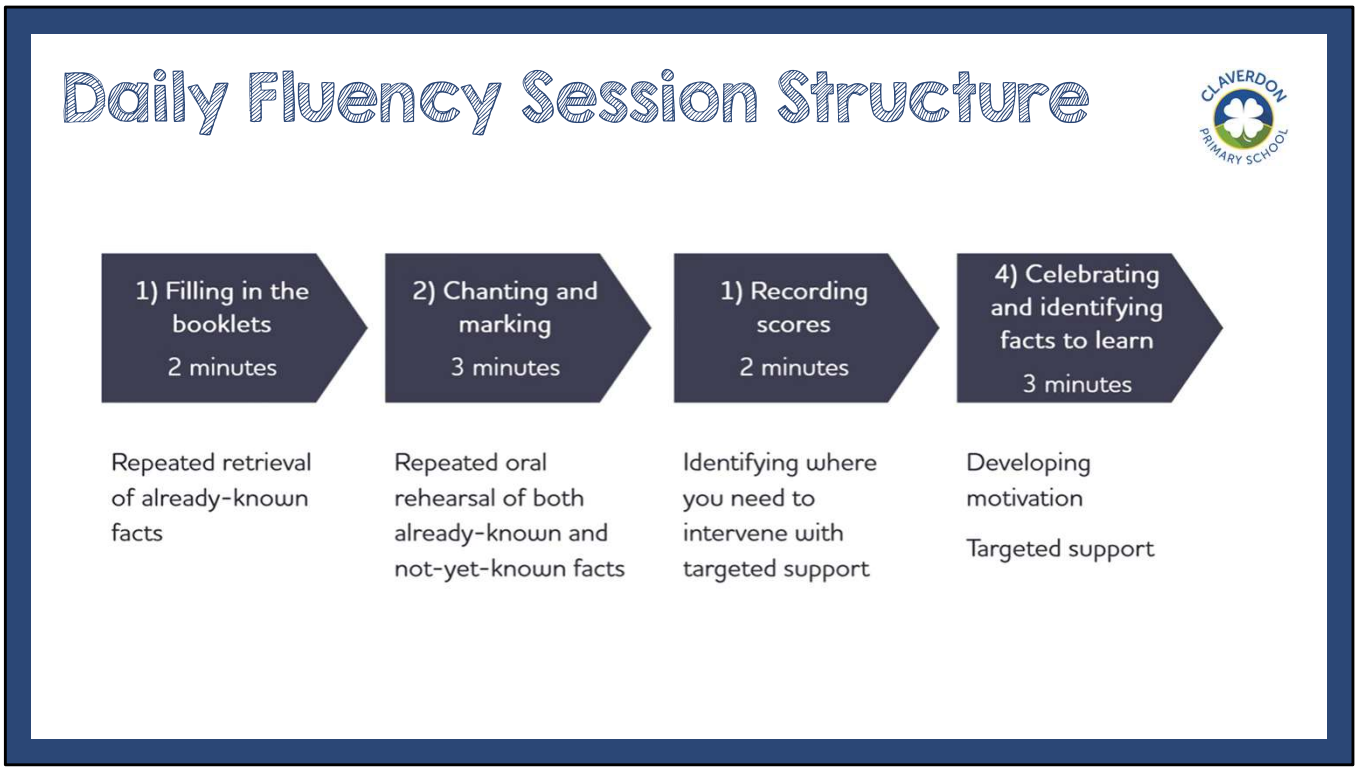
The Number Sense Maths Times Tables Fluency Programme:

- Focuses on 36 essential multiplication facts.
- Introduces facts in a carefully planned sequence.
- Teaches patterns and relationships explicitly.
- Builds automatic recall through short, regular practice.
- Revisits previously learned facts to keep them secure.



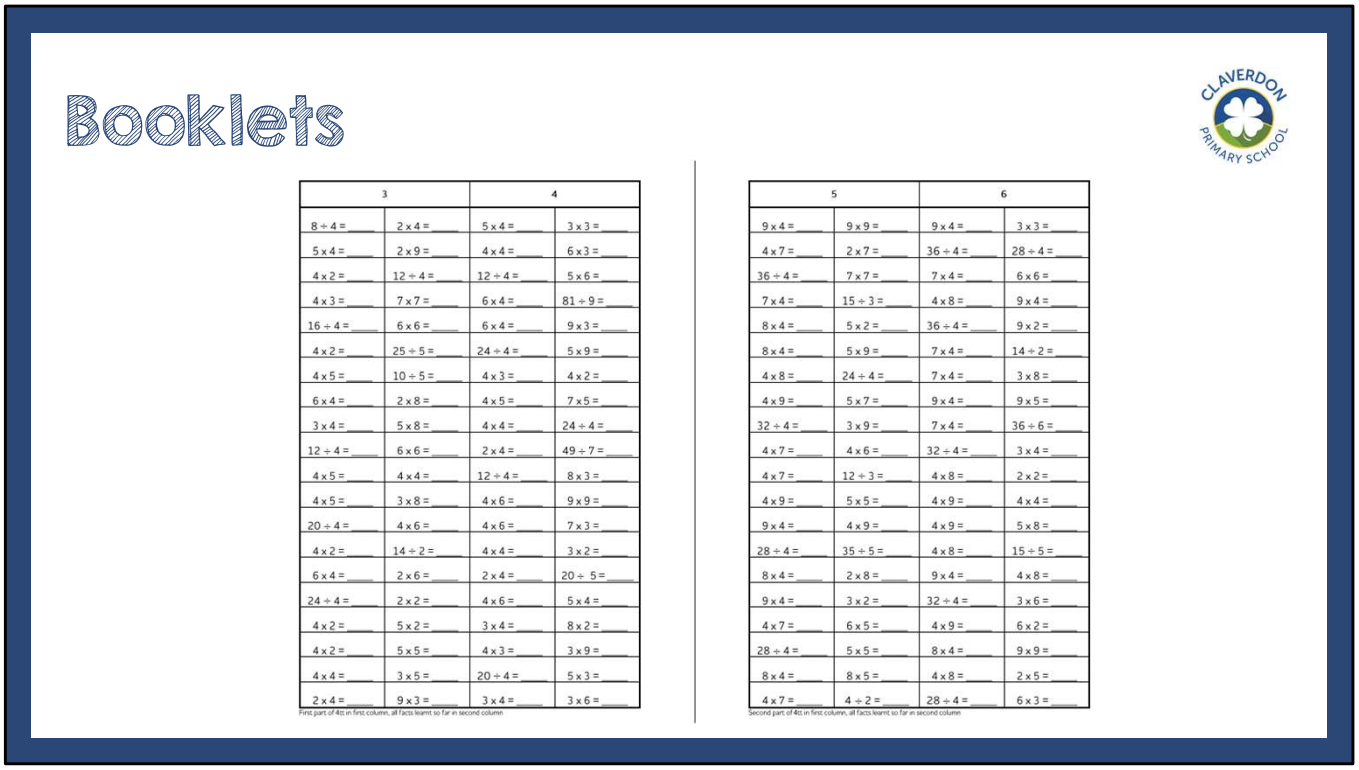
36 essential facts

The programme develops recall of 36 core multiplication facts. Fluency in these facts provides the foundation for all written and mental multiplication and division. New facts are introduced and taught visually through the conceptual lessons, and aurally through the chanting of verbal sound patterns. Facts are learned to fluency through daily practice sessions with scores tracked daily and targeted support provided where needed.



At the beginning of a unit, children explore the multiplication facts conceptually, looking for patterns and making connections.
They then practise these facts in short, regular fluency sessions. Chanting is an important part of this because it helps children become familiar with the verbal patterns of multiplication facts.
For example, we might say 'seven sixes are forty-two', helping children connect the numbers seven, six and forty-two.
Over time, we want these facts to become automatic.

Booklets



3		4	
8 ÷ 4 = ___	2 x 4 = ___	5 x 4 = ___	3 x 3 = ___
5 x 4 = ___	2 x 9 = ___	4 x 4 = ___	6 x 3 = ___
4 x 2 = ___	12 ÷ 4 = ___	12 ÷ 4 = ___	5 x 6 = ___
4 x 3 = ___	7 x 7 = ___	6 x 4 = ___	81 ÷ 9 = ___
16 ÷ 4 = ___	6 x 6 = ___	6 x 4 = ___	9 x 3 = ___
4 x 2 = ___	25 ÷ 5 = ___	24 ÷ 4 = ___	5 x 9 = ___
4 x 5 = ___	10 ÷ 5 = ___	4 x 3 = ___	4 x 2 = ___
6 x 4 = ___	2 x 8 = ___	4 x 5 = ___	7 x 5 = ___
3 x 4 = ___	5 x 8 = ___	4 x 4 = ___	24 ÷ 4 = ___
12 ÷ 4 = ___	6 x 6 = ___	2 x 4 = ___	49 ÷ 7 = ___
4 x 5 = ___	4 x 4 = ___	12 ÷ 4 = ___	8 x 3 = ___
4 x 5 = ___	3 x 8 = ___	4 x 6 = ___	9 x 9 = ___
20 ÷ 4 = ___	4 x 6 = ___	4 x 6 = ___	7 x 3 = ___
4 x 2 = ___	14 ÷ 2 = ___	4 x 4 = ___	3 x 2 = ___
6 x 4 = ___	2 x 6 = ___	2 x 4 = ___	20 ÷ 5 = ___
24 ÷ 4 = ___	2 x 2 = ___	4 x 6 = ___	5 x 4 = ___
4 x 2 = ___	5 x 2 = ___	3 x 4 = ___	8 x 2 = ___
4 x 2 = ___	5 x 5 = ___	4 x 3 = ___	3 x 9 = ___
4 x 4 = ___	3 x 5 = ___	20 ÷ 4 = ___	5 x 3 = ___
2 x 4 = ___	9 x 3 = ___	3 x 4 = ___	3 x 6 = ___

First part of 4tc in first column, all facts learnt so far in second column

5		6	
9 x 4 = ___	9 x 9 = ___	9 x 4 = ___	3 x 3 = ___
4 x 7 = ___	2 x 7 = ___	36 ÷ 4 = ___	28 ÷ 4 = ___
36 ÷ 4 = ___	7 x 7 = ___	7 x 4 = ___	6 x 6 = ___
7 x 4 = ___	15 ÷ 3 = ___	4 x 8 = ___	9 x 4 = ___
8 x 4 = ___	5 x 2 = ___	36 ÷ 4 = ___	9 x 2 = ___
8 x 4 = ___	5 x 9 = ___	7 x 4 = ___	14 ÷ 2 = ___
4 x 8 = ___	24 ÷ 4 = ___	7 x 4 = ___	3 x 8 = ___
4 x 9 = ___	5 x 7 = ___	9 x 4 = ___	9 x 5 = ___
32 ÷ 4 = ___	3 x 9 = ___	7 x 4 = ___	36 ÷ 6 = ___
4 x 7 = ___	4 x 6 = ___	32 ÷ 4 = ___	3 x 4 = ___
4 x 7 = ___	12 ÷ 3 = ___	4 x 8 = ___	2 x 2 = ___
4 x 9 = ___	5 x 5 = ___	4 x 9 = ___	4 x 4 = ___
9 x 4 = ___	4 x 9 = ___	4 x 9 = ___	5 x 8 = ___
28 ÷ 4 = ___	35 ÷ 5 = ___	4 x 8 = ___	15 ÷ 5 = ___
8 x 4 = ___	2 x 8 = ___	9 x 4 = ___	4 x 8 = ___
9 x 4 = ___	3 x 2 = ___	32 ÷ 4 = ___	3 x 6 = ___
4 x 7 = ___	6 x 5 = ___	4 x 9 = ___	6 x 2 = ___
28 ÷ 4 = ___	5 x 5 = ___	8 x 4 = ___	9 x 9 = ___
8 x 4 = ___	8 x 5 = ___	4 x 8 = ___	2 x 5 = ___
4 x 7 = ___	4 ÷ 2 = ___	28 ÷ 4 = ___	6 x 3 = ___

Second part of 4tc in first column, all facts learnt so far in second column

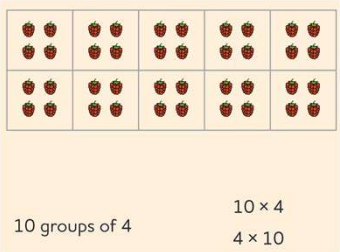
Show parents a daily practice booklet and explain how children revisit facts and set themselves targets.

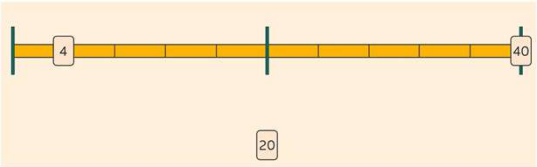
Each times table unit contains 22 progressively structured practice sheets, gradually building children's fluency.
Sheets 1–4: Practise the first part of the new times table alongside previously learned facts.
Sheets 5–8: Introduce the second part of the new times table, continuing to revisit earlier facts.
Sheets 9–12: Practise the whole new times table alongside previously learned facts.
Sheets 13–22: Mix the new times table with all previously learned times tables to develop secure, flexible recall.
Key message: Children learn a manageable number of new facts at a time, with regular retrieval and repetition to ensure previously learned facts are not forgotten.

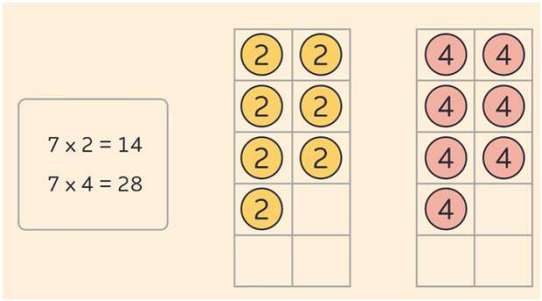
Rather than simply giving children a times table to memorise and testing them at the end of the week, we're taking a more systematic approach.
The programme focuses on 36 essential facts. Children are taught these explicitly, with opportunities to understand, practise and revisit them.
These facts then provide a foundation for the wider multiplication and division facts they need."

Explain that **children aren't expected to learn all 36 facts at once.**

What does this look like in school?





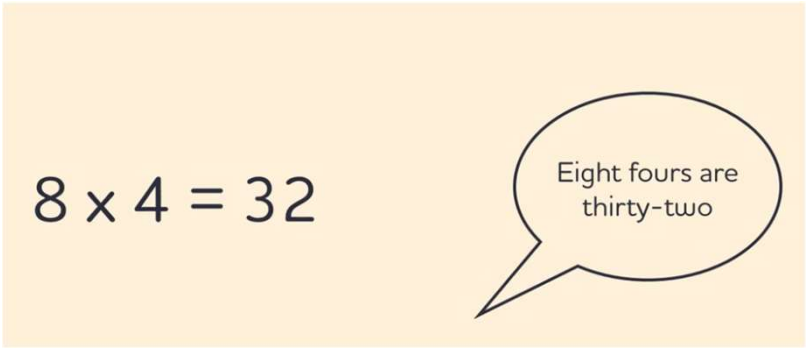


At the beginning of each unit, children explore the multiplication facts conceptually, looking for patterns and making connections.

Can they see that the products in the 4 times table are double the products in the 2 times table.

Draw attention to the 'array' used (hoops).
12 lots / groups of 4

What does this look like in school?



Get familiar with the spoken sound patterns of the new facts.
Explain that we say the biggest factor first and we always use the same pattern for saying the facts.

Over to you!

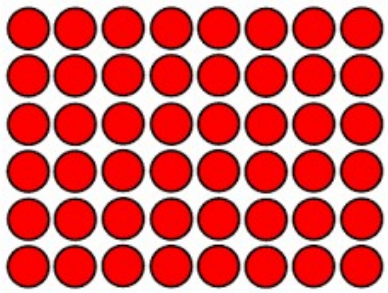
Use your counters to represent 8 x 6.

- How many groups can you see?
- How many in each group?
- Can you see another way of describing the same array?

Resources per pair: Double-sided counters, and a mini-whiteboard.

Draw out 6 × 8 = 48 and 8 × 6 = 48.
Explain that children need to understand what multiplication represents, not simply remember the answer.

Over to you!



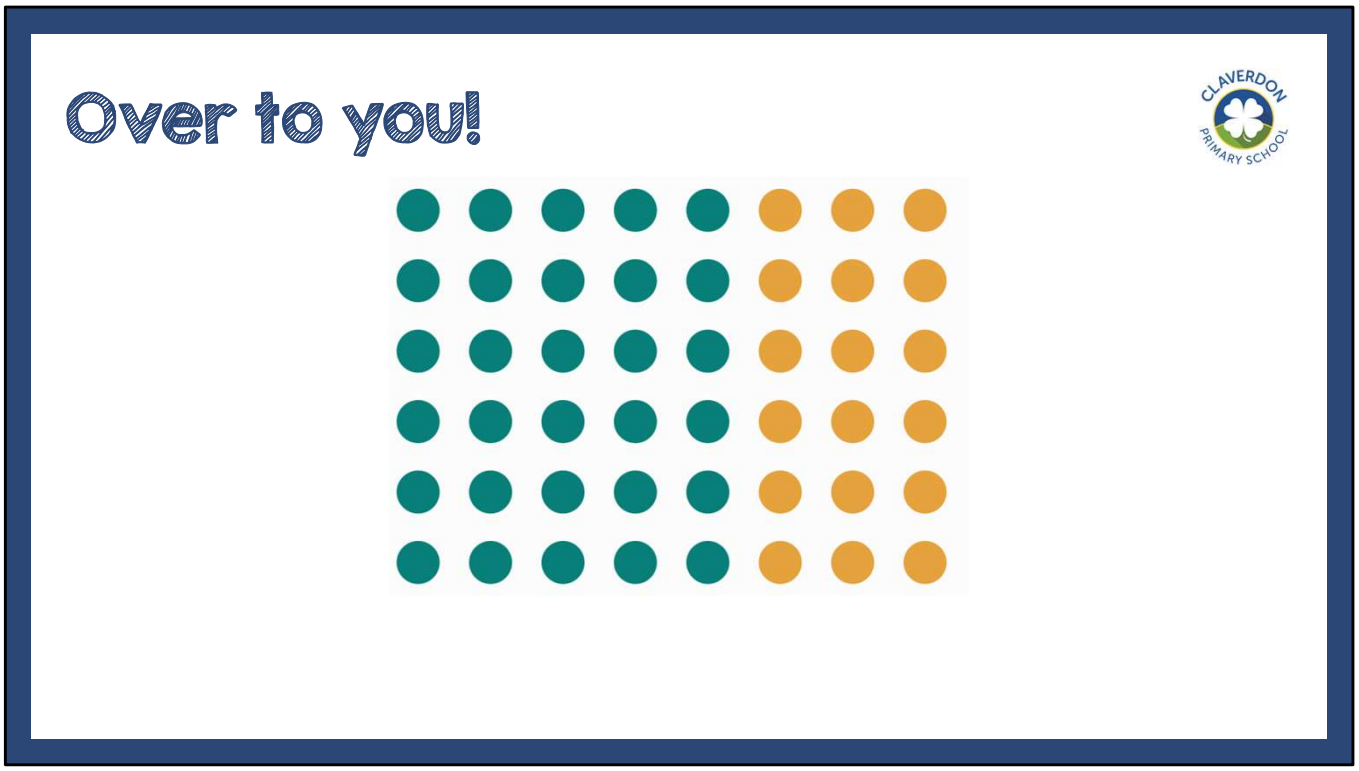
Write as many related multiplication and division facts as you can.

Resources per pair: Double-sided counters, and a mini-whiteboard.

6 × 8 = 48
8 × 6 = 48
48 ÷ 6 = 8
48 ÷ 8 = 6

Did you have to learn four separate facts, or could you use the same relationship to find them all?
This links directly to the KS1 workshop, where parents explored addition and subtraction fact families.

Also, the importance of children understanding the concept of the equals sign:
48 = 6 x 8
6 = 48 ÷8



What about if I show you like this?
What is this array showing? Still 8 x 6?

Also showing (6 x 5) + (6 x 3) = 8 x 6

Demonstrates that multiplication facts are connected. Children can use known facts to work out unfamiliar ones.
This is the same mathematical thinking children use when they calculate 6 × 18 or 6 × 28. They're breaking numbers into manageable parts and using facts they already know.
We teach the connections as well as the facts. We don't simply wait for children to discover relationships once they've memorised their times tables.
This is why the programme combines **conceptual teaching** with **systematic practice and retrieval**.

Use what you know

If you know 6 × 8 = 48…

1. **12 × 8 = ?**
2. **60 × 8 = ?**
3. **6 × 80 = ?**
4. **7 × 8 = ?**

We've started with just one multiplication fact, but look at how much mathematics we've been able to access through understanding its relationships.

Draw out:
12 × 8 = 96 — double 6 × 8.
60 × 8 = 480 — scale by ten.
6 × 80 = 480 — scale by ten.
7 × 8 = 56 — one more group of eight.

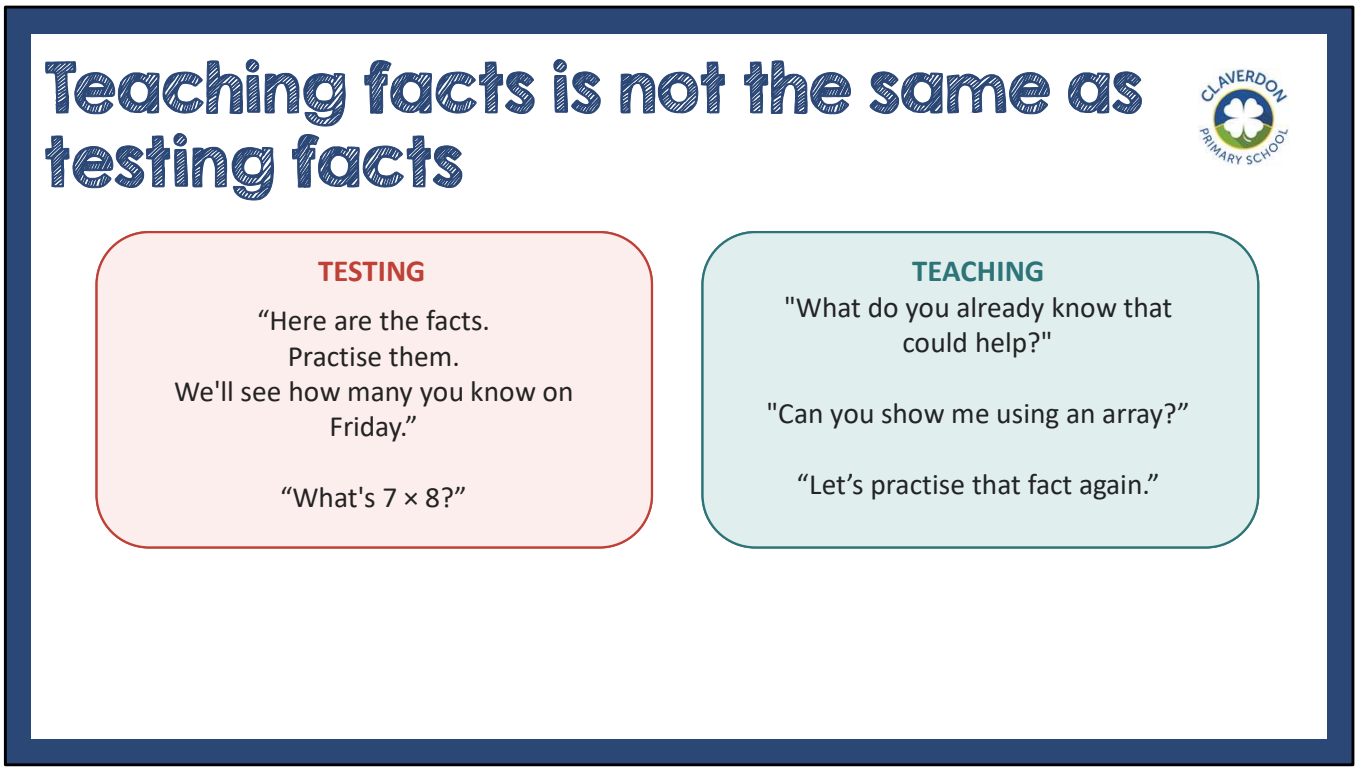
Which strategy?

9 × 8 **5 × 8** **16 × 8**

How could you use what you already know to work these out? Which strategy would be most efficient?
Draw out possible approaches:
9 × 8 = 10 × 8 − 8
5 × 8 = half of 10 × 8
16 × 8 = double 8 × 8, or 10 × 8 + 6 × 8

The aim is for children to know key facts automatically, but also to be able to use these relationships when they encounter something unfamiliar.

NB: This activity is a demonstration of several connections across the programme. In school, facts and strategies are introduced gradually, rather than all being taught in one session.



Testing can be useful for **checking** which facts children can recall, but if a child doesn't know a fact, repeatedly asking them won't necessarily help them learn it.
We need to help them understand the fact, make connections and then practise recalling it until it becomes automatic.
That's where home learning comes in.

Retrieval practice is valuable once facts have been introduced, but that children need support and strategies when they don't know them yet! And that’s a big shift. “Yet!” We believe that ALL children can learn these facts. Some might need more practice.

New approach to fluency home learning

From simply rehearsing facts to learning, connecting and practising them.

Learn it first: Children are explicitly taught new facts and strategies in school.
Practise together: Games and activities at home help children understand, remember and connect these facts.

Build automatic recall: Short, regular practice helps facts become secure.
Keep using TTRS: Times Tables Rock Stars remains an option for rehearsing and strengthening recall of familiar facts.

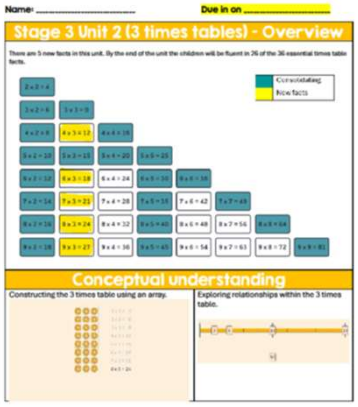
Aim for 3 fluency home learning sessions per week.

We will still set Mathletics home learning – this will consolidate what has been taught in the main maths lessons.

We're changing our approach to maths fluency home learning because we want children to have more opportunities to practise the facts they're learning in school in enjoyable, manageable ways.
Children will have a menu of games and activities that can be played repeatedly.
We're asking families to aim for three short practices each week.

Until now, much of our times table home learning has been through Times Tables Rock Stars. This is a really useful tool, particularly for practising facts that children already know and developing the speed and accuracy of their recall.
However, if a child doesn't yet know a multiplication fact, repeatedly being asked to answer it isn't necessarily going to help them learn it.
That's where our new approach comes in.
In school, we're explicitly teaching multiplication facts in a carefully planned sequence.
At home, we'd like children to have opportunities to practise and consolidate those facts through games and activities, with your support.
Times Tables Rock Stars will still be available as one of the choices on the home learning menu, but we want to broaden the opportunities children have to learn, talk about and make connections between facts.
The aim is for children to understand the facts, remember them and eventually recall them automatically.

Home Learning Fluency menu



Click to view document

Show an example of the fluency home learning menu.

Home learning

How can you help at home?

- Little and often
- Aim for three short practices each week
- Repeat and revisit familiar games help children become more confident and secure
- Talk about the maths
- Encourage children to explain what they know and how facts connect
- Keep it positive
- Celebrate progress and make practice enjoyable

What makes a real difference is providing regular opportunities for children to practise what they've learned, helping them become increasingly confident and secure.

Play together. Talk together. Make connections.

Strong number foundations support confident mathematicians.
Thank you for supporting your child's mathematical learning.

THANK YOU