

## Game 8 – Beat the clock

**Skill to be learnt:** To know by heart multiplication facts for 2, 3, 4, 5, 6, 7, 8, 9 and 10 times-tables and the related division facts.

**What you will need:** 2 sets of 0-9 cards

**How to play:** Shuffle 2 packs of 0 – 9 cards and choose the times table you are working on. Against the clock turn over a card and multiply it by your chosen times table, saying the answer to your partner. Players go through the pack as fast as they can, trying to beat previous times.

**Talk points:**

**Extension of this game:** Make number cards which have the answers to a given times table. When shown a card your child can tell you the associated multiplication fact e.g. if shown 36, they may say 6 lots of 6 or  $6 \times 6$ .



## Game 11 – Fishy, fishy fingers

**Skill to be learnt:** To know by heart multiplication facts for 2, 3, 4, 5, 6, 7, 8, 9 and 10 times-tables and the related division facts.

**What you will need:** Yourselves!

**How to play:** Two players face each other and both chant 'fishy, fishy, fingers (in the same way as you would if playing 'paper, scissors, stones')'. Both players show a number of fingers to each other. The first player to say the product (total when 2 numbers are multiplied together e.g. the product of 2 and 5 is 10) of the fingers shown scores a point. First player to 10 points wins.

**Talk points:** Try and think of tricks to help your child remember their times tables e.g. think of  $\times 2$  as doubling. Encourage children to be thinking of the times tables they might need as they reveal their fingers for example if they know you are going to show 6 fingers have possible facts to the 6 times table in their head ready!



“Fishy, fishy  
fingers!”

“12!”

## Game 16 – Remainder Choice

**Skill to be learnt:** To know by heart all multiplication facts up to  $10 \times 10$  and the corresponding division facts.

**What you will need:** Dice, 1 – 100 grid, counters

**How to play:** Players take it in turns to throw the dice and move along the 1 – 100 grid. Players choose whether to divide the number they land on by 4 or 6. They then score the remainder. So for example if the player lands on 28 they would be better to choose to divide by 6 because this gives a remainder of 4 whereas dividing by 4 will give 0 remainder. The winner is the person who has the highest score when the first player reaches 100.

**Talk points:** Have available the 4 times table and 6 times table as a reference if your child is unsure of these facts. Discuss together how to work out the remainders and which will give the biggest score.

**Extension of this game:** Choose other numbers to divide by.



### Other ideas:

- **What is the question?**  
Give the answer from a times table and your child has to respond with the question ie:  
The answer is 12. What is the question?  $4 \times 3$   $2 \times 6$   
(answers and questions to focus on maths target timestable)
- **Chant the times table** together in different voices!
- **Jumble up** the answers from a times table and time how quickly your child can put them in the correct order.
- Write the times table out in a line but put a couple of the answers in the wrong place. Can your child **spot the mistake** and put them in the correct order.
- Continue to use **Times table Rockstars** as a computer related task.
- Use a **speed table** grid from school to practise rapid recall of times table target. This a timed activity where your child tries to complete as much of the grid as they can in 7 minutes 30 seconds.