**Class 3 Maths Homework**

**Times Table Multiple Cards**

Rapid recall of Times tables is a vital skill to master so it is our aim at Fountains to ensure children can recall all times tables to their 12’s before leaving Class 3. To help them really embed their times tables facts we are going to focus weekly on an individual times table.

This week’s Focus is the **10 times table** (Children will hopefully have a good level of fluency in this so this will be a gentle way to start!)

Your child has brought home a set of 10 times table **multiples cards.** We have practised using these in class so hopefully they will be able to show you what to do, but there are some ideas below to help too. We would recommend a quick session using these cards **daily** if possible!

Each week we will have a test on the times tables we have been focusing on.

**Activities using multiples cards:**

**Rainbow counting** – this is best to play first when first learning the facts and as building speed in recall. Place cards in order in a rainbow shape (multiples showing) – children recall each fact whilst pointing to the card. (E.g. 1x10 = 10, 2x10 =20 etc…) As they become confident, turn cards over so they are recalling facts from memory.

**Fastest Finger** – Multiples face up in rainbow – shout out a fact e.g. 5x10s they need to find the answer as quickly as possible. (You can do many variations on this game to make it harder/easier…)

**Multiple muddle** – take all the cards and muddle them up. How quickly can they put them back into the correct order?

**Missing Multiple** – muddle the multiples cards then secretly remove one. How quickly can the missing card be worked out (Children should say the full multiplication fact, not just the multiple. E.g. 50 is missing, that is 5 x10)

**In addition to using the cards,** we will also set 10 garage sessions on TT Rockstars for children to complete **each week**. This will enable children to keep revisiting and practice a range of times tables regularly.

Children learn their tables best when they take ownership and responsibility for doing so! Please encourage your children to do at least the minimum sessions set and perhaps a few extra sessions. Many thanks for your support in helping your child develop this vital skill.

Mrs Lewis & Miss Rogers