

Revising known multiplication tables

National curriculum attainment target

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

Lesson objective

- Consolidate recall of the multiplication facts for the 2, 3, 4, 5, 8 and 10 multiplication tables, and related facts involving multiples of 10

Previous related lessons

Unit 2, Week 1, Lesson 2; Unit 2, Week 1, Lesson 3;
Unit 4, Week 1, Lesson 2; Unit 4, Week 2, Lesson 2

Prerequisites for learning

Pupils need to:

- count from 0 in multiples of 2, 3, 4, 5, 8 and 10
- recall the multiplication and division facts for the 2, 5 and 10 multiplication tables

Vocabulary

multiple, key fact, double, multiplied by, multiplication

Future related lesson

Unit 8, Week 1, Lesson 3

Success criteria

Pupils can:

- recall all the multiplication facts for the 2, 3, 4, 5, 8 and 10 multiplication table
- use knowledge of known multiplication facts to multiply a multiple of 10 by 2, 3, 4, 5 and 8



i This lesson provides an opportunity to review all of the multiplication tables the children have learned so far, that is, the 2, 3, 4, 5, 8 and 10 multiplication tables. Many of the children will know most of these facts and should now be developing quicker recall. For those children who are still unsure, this lesson gives an opportunity for further reinforcement. It also gives you an opportunity to identify those children requiring additional support.

i Children should know the multiplication facts for the 2, 5 and 10 multiplication tables, so these may not need to be revised before completing these columns.

i You may want to correct this as a class.



Getting Started

- Choose an activity from Number – Multiplication and division.
- Choose an activity from *Fluency in Number Facts: Y3/Y4* – Multiplication and division.

**Collins
Connect**
Year 3, Unit 8,
Week 1

Teach

Resources

Resource 32: Fast facts multiplication (per child)

- Provide each child with a copy of Resource 32: Fast facts multiplication. Work through each column in Set 1, one at a time. For each column, count forward and backward in multiples of the multiplication fact being covered.
 - For $\times 3$, $\times 4$ and $\times 8$, review the key facts for each multiplication fact and write these on the board. Ask further questions, allowing children to use the key facts on the board if needed. Ask: **What is 9×3 ? (27).**
 - What is the answer to 6×8 ? (48) How did you work this out?**
 - Repeat with other questions, encouraging quick recall.
 - For the 4 and 8 multiplication tables, review the strategy of doubling and encourage children to use the strategy they find the easiest for them.
 - Direct children to the first column. Say: **You have 30 seconds/one minute** (amend according to the ability of the children) **to complete the first column of questions.**
 - Repeat with each column of questions.
 - Say: **Find a question you did not answer correctly. Discuss how to work out the answer with your partner.**
 - Identify questions that have caused common difficulties. Write each question on the board and ask children for the answers and strategies for working out the answers.
 - For Set 2, review multiplying numbers by a multiple of 10.
 - Write the multiples of 3 on the board. Write the multiples of 30 under the multiples of 3. Count in multiples of 30.
- | | | | | | | | | | |
|----|----|----|-----|-----|-----|-----|-----|-----|-----|
| 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 |
| 30 | 60 | 90 | 120 | 150 | 180 | 210 | 240 | 270 | 300 |
- Next, write $3 \times 4 =$ on the board. Ask children for the answer. Write 12.
 - Write 30×4 below the calculation.



- Say: **Explain to your partner how you would work out the answer to this question.**
- Ask: **Who can tell me the answer?** (120) Ask: **How did you work it out?**
- Say: **I know that $3 \times 4 = 12$. 30×4 is 10 times greater than 3×4 , so the answer is 10 times greater than 12. The answer is 120.** Show this relationship using the information on the board.
- Repeat with further examples that involve multiplying a multiple of 10 by multiples of 4 and 8, for example, 20×4 , 40×4 , 90×4 , 60×8 , 40×8 .



- Say: **Explain how you would work out the answer to 70×4 ; 60×8 .**

Individualised Learning

Refer to Activity 4 from the Learning activities on page 311.

Pupil Book 3B – Page 45: Revising multiplication facts
Progress Guide 3 – Support, Year 3, Unit 8, Week 1, Lesson 2:
 Revising multiplication facts
 Resources: 20 counters (per pair)
 – Extension, Year 3, Unit 8, Week 1, Lesson 2:
 Revising multiplication facts

Plenary

- Play the game “Around the World”. Children are seated at their tables. One child stands up behind the chair of the child sitting next to them – the child sitting is the Challenger. Ask both children a multiplication fact related to the 2, 3, 4, 5, 8 or 10 multiplication tables. Both children attempt to answer the question. The child who answers correctly, and in the quickest time, is the winner. If the standing child is the winner, they move along to stand behind the seat of the next child. If the Challenger wins, they swap positions so the other child is now standing. The aim of the game is for the standing child to move around the classroom, answering all of the multiplication facts quicker than each challenger.
- Continue until the game has moved all of the way around the classroom.



Homework Guide 3

Year 3, Unit 8, Week 1, Lesson 2:
 Revising multiplication facts
 Resources: Resource 33: 1–12 number cards (per child), scissors (per child)