Epic times tables
Activity 1

Focus of activity: Knowing the 6 and 8 times table; Using the 6 and 8 times tables and place value to generate the 60 and 80 times tables.

Working together: conceptual understanding

- Ask children to help you to write out the 6 times table up to 10 x 6 on the flipchart but write the multipliers and 1s digits in the answer in matching colours:

    1 x 6 = 6
    2 x 6 = 12
    3 x 6 = 18
    4 x 6 = 24
    5 x 6 = 30
    6 x 6 = 36
    7 x 6 = 42
    8 x 6 = 48
    9 x 6 = 54
    10 x 6 = 60

- What do children notice about the blue digits? They are the same! *So, when we find an even number of 6s, the answer ends in the same digit.* What do children notice about the red digits? They have a difference of 5.

- Together chant the table holding up one finger for each 6 said: one 6 is 6, two 6s are 12… ten 6s are 60. Remind children that if they can't remember 3 x 6, they can reverse it and use 6 x 3. Also remind them that they can use key facts, e.g. 5 x 6 = 30 so 6 x 6 is 6 more, 36; 10 x 6 is 60, so 9 x 6 is 6 less, 54. *What's an easy way to work out 8 x 6?* E.g. double 4 x 6.

- Next to the 6 times table, write the 60 times table, explaining that each answer will be 10 times as big. Cover some of the answers with Post-its®, and call out the matching multiplication, e.g. What is 4 times 60? Children use the 6 times table to help.

- Write out the 8 times table. Point out the pattern in the 1s digits: 8, 6, 4, 2.

- Together write out the 80 times table next to it. Cover some of the answers with Post-its®, and call out the matching multiplication, e.g. What is 4 times 80? Children use the 8 times table to help.

Up for a challenge?
Call out some multiples of 60. Children say how many 60s are in that number.

Now it's the children's turn:

- Children shuffle a pack of 0 to 10 cards and place face down. They turn over the cards one at a time and multiply by 60. They use the matching 6x table fact and multiply by 10. The first person to say the correct answer keeps the card. How many cards did they each win? Repeat for multiplying by 80.

- Go round the group and observe them as they play. Congratulate them on their correct multiplications. You may wish to make notes as a record.

S-t-r-e-t-c-h:
If children cope well, ask them to write some division facts for the 60 times table.

Things to remember
Remember that to multiply by 60 we can multiply by 6, and then by 10. To multiply by 80, we can multiply by 8, and then by 10. Ask children to come up with rules for multiplying by 600 and 800. You may want to add something that has emerged from the activity. This may refer to misconceptions or mistakes made.

Resources	Outcomes
• Post-its® • 0 to 10 cards	1. Children know most facts for the 6 and 8 times table by heart. 2. Children use knowledge of the 6 and 8 times tables and place value to work out multiples of 60 and 80. 3. Children begin to use division facts for the 6 tables to work out division facts for multiples of 60.

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Things you will need:
• A set of 0 to 10 cards

What to do:

• Shuffle a pack of 0 to 10 cards. Place face down.

• Turn over the cards one at a time and multiply by 60.
  Use the matching 6x table fact and multiply by 10.
  The first person to say the correct answer keeps the card.

• How many cards did you each win?

• Repeat for multiplying by 80.

S-t-r-e-t-c-h:
Write some division facts for the 60 times table.

Learning outcomes:
• I know most facts for the 6 and 8 times tables by heart.
• I can use knowledge of the 6 and 8 times tables and place value to work out multiples of 60 and 80.
• I am beginning to use division facts for the 6 times table to work out division facts for multiples of 60.