

# Twist & Check Times Tables



Covers 2, 3, 5 and 10 times tables.

## Preparation

Print pages 2 to 11 double sided, laminate and cut into playing cards. This will give you 4 sets of 11 cards.

If you don't have the printing facilities for double sides, just print off normally and place back to back before laminating.

## How to Play

1. Take one set of cards and lay out all 11 in random order, with the coloured side facing up.
2. Turn over the card with the arrow and read the sum.
3. Find the card with the correct answer on it, turn it over and lay it on top of the first card.
4. Repeat until all the cards are in one pile and the last card turned over shows a tick. This shows that all the tables were answered correctly!

Barbara Corcoran, 2007. (Barbara's original version covers  $\times 6$   $\times 7$   $\times 8$  and  $\times 9$ )

### Main curriculum links

**For underpinning Entry Level 2 and Entry Level 3 Functional Maths:**

**E2:** Use doubling and halving in practical situations

**E3:** Solve practical problems involving multiplication and division by 2, 3, 4, 5 and 10

### N1/E2.5 Multiply using single digit numbers

(a) understand and use the vocabulary of multiplication e.g. *multiplied by, times, lots of*

(b) understand the operation of multiplication as repeated addition e.g.  $3 \times 5 = 5 + 5 + 5$

(c) understand that multiplication is commutative, e.g.  $2 \times 4 = 4 \times 2$  but the meaning is different e.g. take 2 tablets four times a day ( $4 \times 2$ ) is different from take 4 tablets twice a day ( $2 \times 4$ )

### (d) know doubles of numbers to 10

(e) understand that relationship between doubling and halving

### N1/3.5 Recall multiplication facts (e.g. multiples of 2, 3, 4, 5 and 10)

**(a) recognise 2- and 3- digit multiples of 2, 5 or 10 and 3-digit multiples of 50 & 100**

(b) understand how the distributive law can be used in multiplication (the concept not the terminology) e.g.  $3 \times 56 = (3 \times 50) + (3 \times 6)$ ,  $3 \times 56 = 3 \times 7 \times 8$ , etc.

(c) understand that there are different strategies for multiplying

$$3 \times 2$$

$$5 \times 2$$

$$4 \times 2$$

$$7 \times 2$$

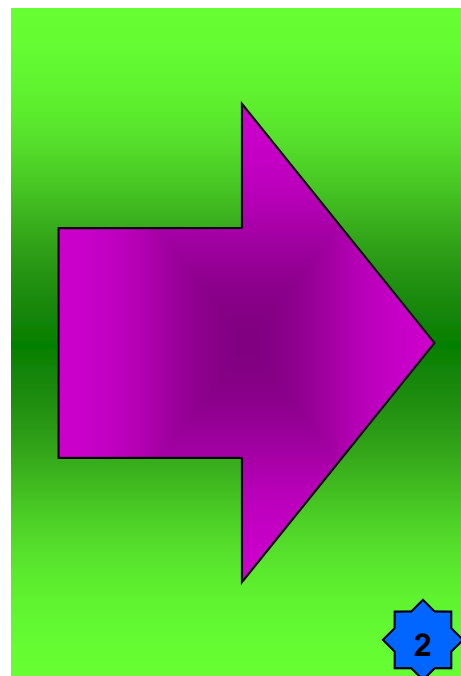
$$9 \times 2$$

$$2 \times 6$$

$$1 \times 2$$

$$8 \times 2$$

$$2 \times 2$$



$$10 \times 2$$



$$10 \times 3$$

$$10 \times 4$$

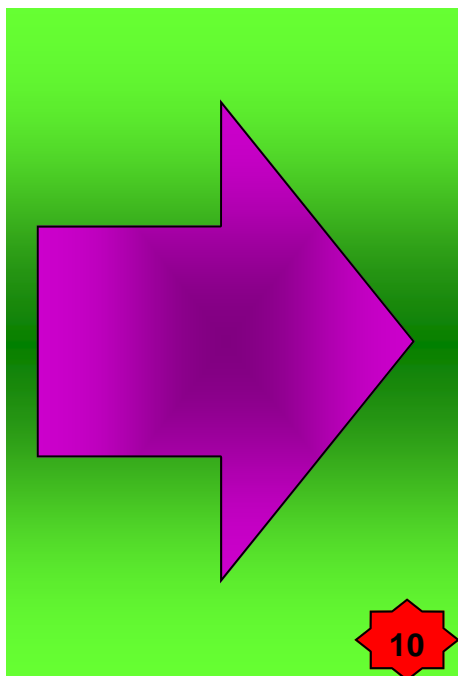
$$9 \times 10$$

$$2 \times 10$$

$$1 \times 10$$

$$8 \times 10$$

$$10 \times 5$$



$$6 \times 10$$

$$10 \times 7$$

$$10 \times 10$$



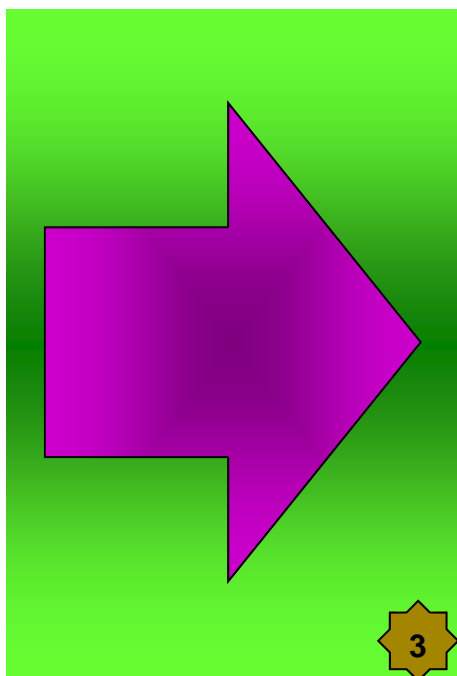
$$2 \times 3$$

$$9 \times 3$$

$$1 \times 3$$

$$8 \times 3$$

$$10 \times 3$$



$$6 \times 3$$

$$4 \times 3$$

$$5 \times 3$$

$$7 \times 3$$

$$3 \times 3$$

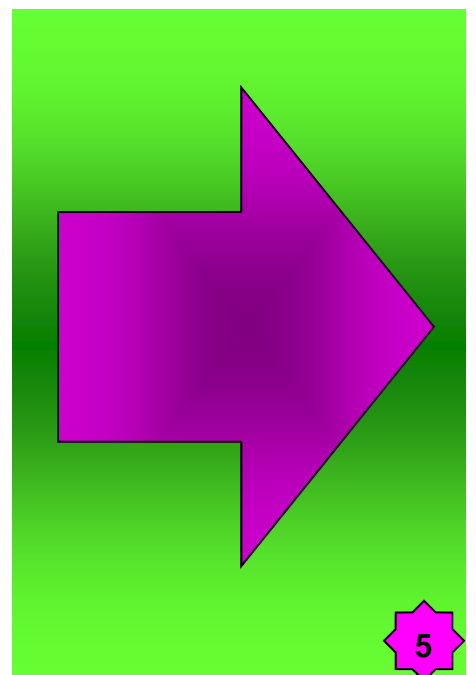


$$1 \times 5$$

$$5 \times 9$$

$$10 \times 5$$





$6 \times 5$

$2 \times 5$

$4 \times 5$

$7 \times 5$

$8 \times 5$

$3 \times 5$

$5 \times 5$



