Activities

Chant A Whole Table
Slap knees, Clap hands, Click fingers whilst chanting whole table. E.g.
Clap, Slap, Click
 2 x   4 =   8

Chant B Multiples Only and Whole Table
Counting stick
Point to each division on counting stick in turn. Children chant whole of table to be practised.
E.g. 1 x 3 = 3, 2 x 3 = 6 etc.
Point at divisions at random. If we know 10 x 3 = 30, how could we work out 9 x 3?
Chant multiples only. Point to each division in turn, children chant multiples in order up and then down the stick. Can move backwards and forwards. E.g. 1,2,3,4,3,2,3,4,5,6,7,6,5,6,7,8 etc. This will allow extra time to be spent on 'difficult bits'.

Chant C Multiples Only
Chant multiples using pendulum. E.g. weight on a piece of string. Length of string can be lengthened to make task easier or shortened to increase challenge. 2 variations.
1. (Left swing only)
Left/right/left/right/left/right
  3   -   6   -   9   -
2. (Both swings)
Left/right/left/right/left/right
  3   6   9   12   15   18

Chant D Multiples Only
Shout and whisper alternative multiples. This shows children that alternate multiples of 2 are also multiples of 4. Also works for 6, 8 and 10 times tables.
2, 4, 6, 8 (4x table)
3, 6, 9, 12 (6 x table)
4, 8, 12, 16 (8 x table)
5, 10, 15, 20 (10 x table)

Chant E
Slap knees, Clap hands, Click fingers whilst chanting bonds to 100. E.g.
Clap, Slap, Click
100 +   0 =   100
90 +   10=   100 etc

Circle Game A
Beach Ball/ Bean Bag
Throw beach ball/ bean bag around or across the circle, each catcher gives answer to last question then gives next question to be answered. Can either work through table in order, or mix them up.
E.g. Thrower 1 '1 x 4 ='
       Catcher 1 '4, 2 x 4 ='

Show Me A
Give table, e.g. 4 x 5 =, children respond on whiteboards/ number fans

Show Me B
Challenge the Champ
2 children stand at the front, teacher asks a question, e.g. 6 x 5 First child to shout out the correct answer wins (best of 3). Rest of class respond (on whiteboards/ with number fans). The winner of the best of 3 stays at the front and a new challenger is chosen by the class teacher.

Year 3 Autumn 1

Week	Mon	Tues	Wed	Thurs	Fri
1	Chant E Bonds to 10	Chant E Bonds to 10	Chant E Bonds to 10	Chant E Bonds to 10	Show Me A Bonds to 10
2	Chant D 2	Chant B 2	Chant C 4	Chant C 4	Circle A 4
3	Chant D 2	Chant B 2	Chant C 2	Chant C 2	Chant A 2
4	Chant A 5	Chant A 5	Chant A 5	Circle A 5	Show Me A 5
5	Chant E Bonds to 20	Chant E Bonds to 20	Chant E Bonds to 20	Chant E Bonds to 20	Show Me A Bonds to 20
6	Chant B 10	Chant B 10	Chant A 10	Chant A 10	Circle A 10
7	Chant E Bonds to 100	Chant E Bonds to 100	Chant E Bonds to 100	Chant E Bonds to 100	Show Me A Bonds to 100

Activities

Chant A Whole Table
Slap knees, Clap hands, Click fingers whilst chanting whole table. E.g.
Clap, Slap, Click
 2 x   4 =   8

Chant B Multiples Only and Whole Table
Counting stick
Point to each division on counting stick in turn. Children chant whole of table to be practised.
E.g. 1 x 3 = 3, 2 x 3 = 6 etc.
Point at divisions at random. If we know 10 x 3 = 30, how could we work out 9 x 3?
Chant multiples only. Point to each division in turn, children chant multiples in order up and then down the stick. Can move backwards and forwards. E.g. 1,2,3,4,3,2,3,4,5,6,7,6,5,6,7,8 etc. This will allow extra time to be spent on 'difficult bits'.

Chant C Multiples Only
Chant multiples using pendulum. E.g. weight on a piece of string. Length of string can be lengthened to make task easier or shortened to increase challenge. 2 variations.
1. (Left swing only)
Left/right/left/right/left/right
   3   -   6   -   9   -
2. (Both swings)
Left/right/left/right/left/right
   3   6   9   12   15   18

Chant D Multiples Only
Shout and whisper alternative multiples. This shows children that alternate multiples of 2 are also multiples of 4. Also works for 6, 8 and 10 times tables.
2, 4, 6, 8 (4x table)
3, 6, 9, 12 (6 x table)
4, 8, 12, 16 (8 x table)
5, 10, 15, 20 (10 x table)

Chant E
Slap knees, Clap hands, Click fingers whilst chanting bonds to 100. E.g.
Clap, Slap, Click
100 +   0 =   100
90 +   10=   100 etc

Circle Game A
Beach Ball/ Bean Bag
Throw beach ball/ bean bag around or across the circle, each catcher gives answer to last question then gives next question to be answered. Can either work through table in order, or mix them up.
E.g. Thrower 1 '1 x 4 ='
      Catcher 1 '4, 2 x 4 ='

Show Me A
Give table, e.g. 4 x 5 =, children respond on whiteboards/ number fans

Show Me B
Challenge the Champ
2 children stand at the front, teacher asks a question, e.g. 6 x 5 First child to shout out the correct answer wins (best of 3). Rest of class respond (on whiteboards/ with number fans). The winner of the best of 3 stays at the front and a new challenger is chosen by the class teacher.

Year 3 Autumn 2

* New This Term *

Week	Mon	Tues	Wed	Thurs	Fri
8	Chant A **3**	Chant A **3**	Chant B **3**	Chant B **3**	Circle A **3**
9	Chant E Bonds to 20	Chant E Bonds to 20	Chant E Bonds to 20	Chant E Bonds to 20	Show Me A Bonds to 20
10	Chant B 5	Chant B 5	Chant C 5	Chant C 5	Chant A 5
11	Chant A 4	Chant A 4	Chant A 4	Show Me A 4	Circle A 4
12	Chant E Bonds to 20	Chant E Bonds to 20	Chant E Bonds to 20	Chant E Bonds to 20	Show Me A Bonds to 20
13	Chant B 2	Chant B 10	Chant B 5	Chant B 4	Circle A 5/4
14	Chant E Bonds to 100	Chant A 4	Chant A 2	Chant A **5/10**	Show Me A 2/4/5/10

Activities

Chant A Whole Table
Chant - Traditional role chant
Chant B Whole Table
Knees/ Clap/ Clap hands with partner
  3x   7=   21
Chant C Multiples Only
Shout and whisper alternative multiples. This shows children that alternate multiples of 2 are also multiples of 4. Also works for 6, 8 and 10 times tables.
2, 4, 6, 8 (4x table)
3, 6, 9, 12 (6 x table)
4, 8, 12, 16 (8 x table)
5, 10, 15, 20 (10 x table)
Chant D Whole Table
Half and half, up and down
Work in pairs. Partner one says the number sentence, partner two says the answer, from 1x up to 10x, then swap roles and count back from 10x to 1x
Chant E
Slap knees, Clap hands, Click fingers whilst chanting bonds to 20/100
E.g.
Clap, Slap, Click
20+   0= 20   100+0=100
19+   1= 20   90+10=100
Circle Game A
Beach Ball/ Bean Bag
Throw beach ball/ bean bag around or across the circle, each catcher gives answer to last question then gives next question to be answered. Can either work through table in order, or mix them up.
E.g. Thrower 1 '1 x 4 ='
     Catcher 1 '4, 2 x 4 ='
Circle Game B
Round the world
Children can either be in a circle or standing behind their chairs. 2 children stand up (teacher's choice, can be differentiated). Teacher asks tables question to the 2 children. First with correct response stays standing. Teacher chooses another child from the group. The rest of the class can be included by responding on whiteboards. Winner is the child who defeats most opponents.
Show Me A
Give table, respond on whiteboards/ number fans
(4 x 5 =? or 4 x ?= 20 or ?x 5 = 20)
Show Me B
Challenge the Champ
2 children stand at the front, teacher asks a question, e.g. 6 x 5 First child to shout out the correct answer wins (best of 3). Rest of class respond (on whiteboards/ with number fans). The winner of the best of 3 stays at the front and a new challenger is chosen by the class teacher.

Year 3 Spring 1

* New This Term *

Week	Mon	Tues	Wed	Thurs	Fri
1	Chant A 3	Chant A 3	Chant B 3	Chant B 3	Circle A 3
2	Chant A 3	Chant A 6	Chant D 6	Circle B 6	Circle B 6
3	Chant B 5	Chant A 5	Chant A 5	Circle B 5	Circle B 5
4	Chant E Bonds to 20	Chant E Bonds to 20	Chant E Bonds to 100	Chant E Bonds to 100	Circle A Bonds to 20/100
5	Chant A 2	Show Me A 2	Show Me B Doubles	Show Me B Doubles	Circle B 2
6	Chant A 5/10	Circle A 5/10	Chant B 5/10	Circle A 5/10	Show Me A 5/10

Activities

Chant A Whole Table
Chant - Traditional role chant
Chant B Whole Table
Knees/ Clap/ Clap hands with partner

3x	7=	21 or
12	8=	20

Chant C Multiples Only
Tables Orchestra
Choose children to stand at the front, one to represent each multiplication table to be practised. Class chant numbers in order, 1, 2, 3, 4 etc. Whenever a multiple of each table is reached, the child at the front assigned that table stands up and sits down again.
Chant D Whole Table
Half and half, up and down
Work in pairs. Partner one says the number sentence, partner two says the answer, from 1x up to 10x, then swap roles and count back from 10x to 1x

Circle Game A
Beach Ball/ Bean Bag
Throw beach ball/ bean bag around or across the circle, each catcher gives answer to last question then gives next question to be answered. Can either work through table in order, or mix them up.
E.g. Thrower 1 '1 x 4 ='
　　　Catcher 1 '4, 2 x 4 ='
Circle Game B
Round the world
Children can either be in a circle or standing behind their chairs. 2 children stand up (teacher's choice, can be differentiated). Teacher asks tables question to the 2 children. First with correct response stays standing. Teacher chooses another child from the group. The rest of the class can be included by responding on whiteboards. Winner is the child who defeats most opponents.
Show Me A
Give table, respond on whiteboards/ number fans
(4 x 5 =?　 or 4 x ?= 20 or ?x 5 = 20)
Show Me B
Challenge the Champ
2 children stand at the front, teacher asks a question, e.g. 6 x 5 First child to shout out the correct answer wins (best of 3). Rest of class respond (on whiteboards/ with number fans). The winner of the best of 3 stays at the front and a new challenger is chosen by the class teacher.

Year 3 Spring 2

* New This Term *

Week	Mon	Tues	Wed	Thurs	Fri
7	Chant A **6**	Circle A **6**	Chant B **6**	Circle A **6**	Show Me B **6**
8	Chant C **3**	Chant C **3**	Chant D **6**	Chant D **6**	Circle B **3/6**
9	Chant E Bonds to 20	Show Me B Bonds to 20	Show Me B Bonds to 100	Show Me B Bonds to 100	Circle B Bonds to 100
10	Chant A 4	Chant A 4	Chant D 2/4	Chant D 2/4	Chant D 5/10
11	Chant A 5	Show Me A 2/5/10	Circle B 2/5/10	Chant E Bonds to 100	Chant E Bonds to 20
12	Chant A **3/6**	Chant B **3/6**	Show Me B **3/6**	Circle B **3/6**	Show Me A 2/**3**/4/5/**6**/10

Sandwell
Metropolitan Borough Council

Activities

Chant A Whole Table
Macarena
Chant the whole table to the actions of the Macarena
Chant B Multiples Only
Clap and pat multiples-
2-4 x table
Clap hands as you say 2, pat knees to say 4, clap for 6, pat for 8 etc
Then only say the multiples of 4 as you pat,
Clap, 4, clap, 8 etc
Chant C Multiples Only
Shout and whisper alternative multiples. This shows children that alternate multiples of 2 are also multiples of 4.
Also works for 6, 8 and 10 times tables.
2, 4, 6, 8 (4x table)
3, 6, 9, 12 (6 x table)
4, 8, 12, 16 (8 x table)
5, 10, 15, 20 (10 x table)
Chant D Whole Table and Multiples Only
Counting stick
Point to each division on counting stick in turn. Children chant whole of table to be practised.
E.g. 1 x 3 = 3, 2 x 3 = 6 etc.
Point at divisions at random. If we know 10 x 3 = 30, how could we work out 9 x 3?
Chant multiples only. Point to each division in turn, children chant multiples in order up and then down the stick. Can move backwards and forwards. E.g. 1,2,3,4,3,2,3,4,5,6,7,6,5,6,7,8 etc. This will allow extra time to be spent on 'difficult bits'.
Chant E
Slap knees, Clap hands, Click fingers whilst chanting bonds to 100
E.g.
Clap, Slap, Click
100 + 0 =   100
90 +   10 =   100 etc
Circle Game A
Fizz Buzz
Count around the circle- 1,2 3,4 etc When a number is reached which is a multiple of the first table being practised, instead of saying the number, say 'Fizz'.
When a number is reached which is a multiple of the second table being practised, instead of saying the number, say 'Buzz'.
When a number is reached which is a multiple of both tables 'Fizz Buzz'. With one table play 'Buzz'
Circle Game B
Round the world
Children can either be in a circle or standing behind their chairs. 2 children stand up (teacher's choice, can be differentiated). Teacher asks tables question to the 2 children. First with correct response stays standing. Teacher chooses another child from the group. The rest of the class can be included by responding on whiteboards. Winner is the child who defeats most opponents.
Show Me A
Give table, respond on whiteboards/ number fans
(4 x 5 =?   or 4 x ?= 20 or ?x 5 = 20)
Show Me B
On a counting stick, point to a section. Which multiple is this? State the number sentence for this section.

Year 3 Summer 1

* New This Term *

Week	Mon	Tues	Wed	Thurs	Fri
1	Chant B **2/4**	Chant B **4/8**	Chant A **8**	Chant A **8**	Show Me A **8**
2	Chant B 4	Chant B 4	Chant A 4	Chant A 4	Show Me A 4
3	Chant A 3	Chant A 3	Chant A 6	Circle A 3/6	Show Me A 6
4	Chant B 4/8	Chant B 5/10	Chant A 3/6	Circle A 4/**8**	Show Me A 4/**8**
5	Chant E Bonds to 100	Chant A 4/**8**	Chant A 4/**8**	Chant A 2	Chant E Bonds to 100
6	Chant E Bonds to 100	Chant E Bonds to 100	Chant E Bonds to 100	Circle B Bonds to 100	Show Me A Bonds to 100

Sandwell
Metropolitan Borough Council

Activities

Chant A Whole Table

Macarena

Chant the whole table to the actions of the Macarena

Chant B Multiples Only

Tables Orchestra

Choose children to stand at the front, one to represent each multiplication table to be practised. Class chant numbers in order, 1, 2, 3, 4 etc. Whenever a multiple of each table is reached, the child at the front assigned that table stands up and sits down again.

Variation

Each group has a different table. As teacher points to each group, they start to chant the relevant table or multiples. More and more groups can be brought in as the teacher conducts. Each group can be directed to start/stop/chant loudly/quietly.

Circle Game A

Fizz Buzz

Count around the circle- 1,2 3,4 etc When a number is reached which is a multiple of the first table being practised, instead of saying the number, say 'Fizz'.

When a number is reached which is a multiple of the second table being practised, instead of saying the number, say 'Buzz'.

When a number is reached which is a multiple of both tables 'Fizz Buzz'. With one table play 'Buzz'

Circle Game B

Round the world

Children can either be in a circle or standing behind their chairs. 2 children stand up (teacher's choice, can be differentiated). Teacher asks tables question to the 2 children. First with correct response stays standing. Teacher chooses another child from the group. The rest of the class can be included by responding on whiteboards. Winner is the child who defeats most opponents.

Show Me A

Give table, respond on whiteboards/ number fans
(4 x 5 =? or 4 x ?= 20 or ?x 5 = 20)

Show Me B

On a counting stick, point to a section. Which multiple is this? State the number sentence for this section.

Year 3 Summer 2

* New This Term *

Week	Mon	Tues	Wed	Thurs	Fri
7	Circle A 4/**8**	Circle A 4/**8**	Show Me B 4/**8**	Show Me B 5/**8**	Show Me A 3/6
8	Show Me B Doubles/ halves	Show Me B Doubles/ halves	Circle A Doubles/ halves	Circle A Doubles/ halves	Circle A Doubles/ halves
9	Chant B 2/5/10	Chant B 4/**8**	Circle A 4/**8**	Circle B **3/6**	Show Me A **3/6**
10	Chant A 2/4	Circle A 2/4	Show Me A 2/4	Chant A 3/6	Circle A 3/6
11	Show Me A 5/10	Chant A 5/10	Circle A 4/**8**	Show Me A 4/**8**	Chant B **3/6**
12	Circle A 3/6	Show Me A 2/4/**8**	Circle B 5/10	Show Me B Bonds to 100	Show Me A 2/3/4/5/6/**8**/10