MATHS PARENT WORKSHOP 2024

Year 4

HOW IS MATHS TAUGHT AT DILKES?

Each week the children will engage with a different mathematical topic.

These build on the knowledge they have gained in previous years and ensure they apply what has been previously learnt, while also extending their knowledge further.

TOPICS TAUGHT THROUGHOUT THE YEAR IN Y4

Aut 1
1. Place value
2. Number knowledge
3. Using and applying
4. Addition
5. Subtraction
6. Assessment Week
7. Time

Aut 2
1. Multiplication
2. Division
3. Fractions and decimals
4. Money
5. Mental strategies
6. Assessment Week
7. Measure

Spring 1
1. Place value / number
2. Multiplication and division
3. Shape position & direction
4. Assessment Week
5. Multiplication, division & using and applying

Spring 2
1. Measure
2. Shape
3. Multiplication
4. Division
5. Assessment Week
6. Fractions

Summer 1
1. Measure
2. Shape
3. Multiplication
4. Division
5. Assessment Week
6. Fractions

Summer 2
1. Addition, subtraction & using and applying, 2 step problems
2. 2 step problems
3. Multiplication & division 2 step problems
4. Outdoor Maths
5. Assessment Week
6. Data handling
7. Position & direction

YEAR 4 EXPECTATIONS

CAT Year 4 Expectations

	Number & Calculation Times tables (EOY): 2x , 3x, 4x, 5x, 6x, 7x, 8x, 9x, 10x, 11x, 12x	Measurement & Geometry	Problem solving & Stats
20	I can recall all my multiplication facts 2,3,4,5,6,7,8,9,10,11,12 I can count in multiples of 25,50 and 100. I can halve a multiple of 2 to 1000. I can find 1000 more or less. I can add or subtract multiples of 10, 100 or 1000 from 2, 3 and 4 digit numbers. I can recognise and show equivalent fractions I can +/- fractions with same denominator I can find fractions of amounts. I can count in hundredths. I can calculate fractions of amounts Adds or subtracts up to 4 digit numbers using a formal written method Recognise and use factor pairs. Recognise and write decimal equivalents of any number of tenths/hundredths I can find 1,000 more or less than a given number. I recognise the place value of each digit in a 4-digit number. I can solve HTU x U and TU x U using a formal layout I can solve HTU ÷ U using a formal layout. I can compare numbers with the same number of decimal places up to 2 decimal places. I can round decimals to 10,100 or 1000 and round to nearest whole. I can compare decimals. I can find the effect of multiplying and dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. I can count back through 0	Converts £ to p and vice versa I can estimate and read time to the nearest minute I can record and compare time in terms of seconds, minutes and hours. I can use the following vocabulary: o'clock, am, pm, morning, afternoon, noon & midnight. I can tell the time – analogue (incl Roman numerals and 12/ 24 hr clocks) I can add and subtract amounts of money to give change, using both £ and p in a practical context. I know: No of secs in a min; No of days in months, year and leap year; I can estimate, compare, convert and calculate different measures including money I can recognise & use decimal notation to 2 places for money I can solve simple measure and money problems	I can choose and use appropriate operations (4 operations) to solve word problems I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. I can solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1-digit. I can solve 2 step money problems using the four operations.

AUTUMN

SPRING

21 - 22	I can recognise & uses decimal notation to 2dp for measures I can add and subtract 4 digit numbers and estimate/check with inverse. Uses formal written methods to record division and multiplication (3d x 1d) I can order decimals to 2 places. I can record decimal equivalents with any number of tenths or hundredths including ¼, ½ or ¾ I can compare and order unit fractions, fractions with same denominators I can count backwards through zero to include negative numbers. I can round any number to the nearest 10, 100 or 1000 I can divide a 1 digit number by 10 or a 2 digit number by 100. I give factors of numbers and factor pairs I can partition ThHTU I can mentally add 2 numbers with 1 decimal place. I can mentally add 3 digit and 2 digit numbers and explain reasoning. I can find small differences between 2 numbers in their thousands by counting on. Eg 3002 – 2998 I can find missing numbers in number sentences by using inverse. I can understand distributive law a x b = b x a	I can know and use relationships between units of length, mass and capacity (m, mm, cm, km, g, kg, ml and l). I can plot, draw and translate 2D shapes in different orientation of grids. I can use the vocabulary regular and irregular to describe 2D shapes. I can plot specified points and draw sides to complete a given polygon I can complete a symmetrical figure with respect to a specific line of symmetry. I can compare and classify geometric shapes based on properties. I can identify acute and obtuse; compare and order angles (up to two right angles) I can identify lines of symmetry in 2D shapes in different orientations I can complete a simple symmetric shape with respect to specific line of symmetry I can identify lines of symmetry in different orientations. I can identify angles in degrees, estimate and compare acute, obtuse and reflex angles I can identify: angles at a point, angles on a straight line and other multiples of 90° I can identify, describe and represent the position of a shape following a reflection or translation with vocab (& know that shape has not changed)	I can use all 4 operations confidently to solve word problems, using one or more steps I can use an organised approach to solving problems I can interpret and present bar graphs with varying scales (1, 2, 5, 10). Construct and interpret tally charts and frequency tables I can solve one and two step problems using info presented in scaled diagrams I can solve problems involving fractions, fractions to divide quantities, including non-unit fractions where the answer is a whole number. I can construct and interpret bar graphs and pictograms labelled 2s or 10s I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and line graphs. I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables Construct and interpret simple lists and tables I can solve integer scaling a more complex correspondence. I can solve simple measure and money problems.
23	I can give 2 decimals that add to 1. I can add and subtract decimals to one decimal place. I can recall x/÷ facts to 12x12 I can recognise and show equivalent fractions and decimals. I can Find factors of 2-digit numbers and common multiples I can solve 3d divided 1 digit with remainder I can divide a 3 digit number by any 1 digit number with a remainder. I can decide whether a remainder should be rounded up or down in a given context. I can confidently read, write and order numbers to 1,000,000 saying what each digit represents. Adds or subtracts more than two 4 digit numbers, using a written method I can add numbers mentally I can use round 1 d.p. to the nearest whole. I can solve - multi step problems (decide operations and methods to use and why) Interpret –ve nos in context I Know and use primes, prime factors and composite (non-prime) nos I can establish primes to 100 and recall prime nos to 19 I can x/÷ mentally using known facts I can solve 1 and 2 step worded division problems involving money, measure and time	I can use and interpret co-ordinates in the first quadrant. I can recognise fractions and find fractions of simple shapes. I can reflect shapes in a mirror line. I can convert £ to p up to £5 and round to the nearest 10p. I can also add and subtract two money amounts less than £10. I can covert between cm and m. Understands area as a measure of surface and perimeter as a measure of length I can use negative numbers on a number line and temperature scale from -40 to 100 I can read, write and convert time between analogue and digital 12 & 24 hour clocks I can find the area by counting squares. I can identify acute and obtuse angles and compare and order angles up to two right angles by size. I can measure and calculate perimeter of rectilinear figures I can describe movements between positions as translations of a given unit to L/R, up/down I can plot specified points and draw sides to complete a given polygon I can use parallel and perpendicular.	I can make my own suggestions as to how to solve a problem and explain it to others. I can present my information in a clear and organised way I can solve simple measure, time and money problems involving fractions and decimals to 2 decimal places. I can solve multiplication & division problems, including those that have remainders I can use a range of methods to check my work, including using a calculator and estimation. I can interpret and present continuous and discrete data. I can present data on a time graph. I can solve time problems involving converting units. I can decide if a remainder rounds up or down in a given context.

SUMMER

HOW IS A MATHS LESSON STRUCTURED?

Starter – The children will be given an engaging activity to do with an area for development.

Present – The children will then explore the day's learning in a range of ways that rely heavily on children's involvement and use of mathematical verbal reasoning. The teacher will model the new learning and the children will have a change to practice it with support.

Apply – the children will then work through a range of tasks independently, moving from fluency tasks to reasoning and problem-solving tasks.

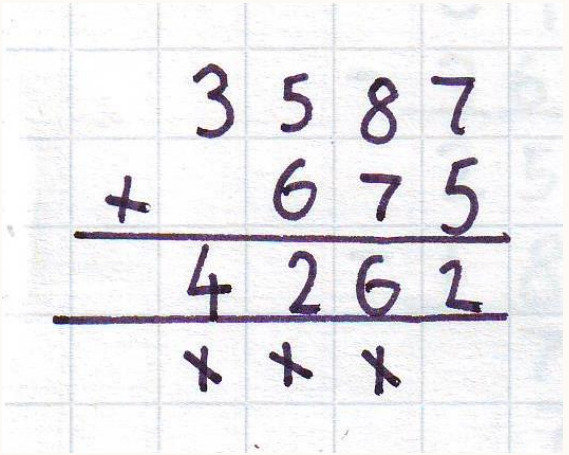
Review – The children will be given opportunity to review the learning, usually applying it to a problem or in a task that requires them to give a detailed explanation.

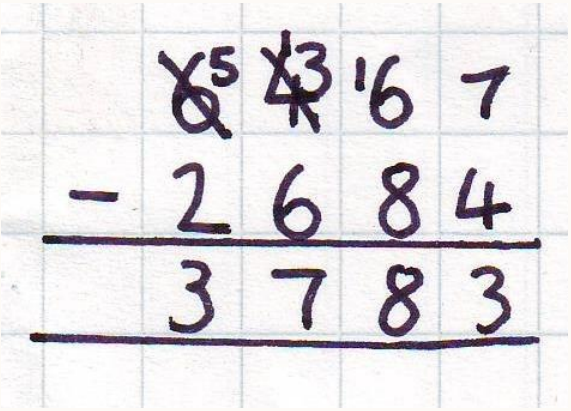
CALCULATIONS FOR THE 4 OPERATIONS.

ADDITION AND SUBTRACTION

Column method

- Involves a very good knowledge of place value and number bonds to twenty
- Language for addition: carry over, sum of, altogether, more, total, plus, increase, together
- Language for subtraction: exchange (used to be known as “borrow”), difference, decrease, fewer, between, reduce, minus, take
- Same for both whole and decimal numbers
- 3/4 digit numbers used.





TYPES OF QUESTIONS (+ -)

FLUENCY

5,498 – 938

4847 + 3162

559.2 – 18.24

83 + ___ = 498 - 29

REASONING

Explain, using examples, why this statement is **incorrect:**

$$\begin{array}{r} 6\square 5 \\ -\ 2\square 4 \\ \hline \square\square 1 \end{array}$$

The digit in the red box must be 4

Which Answer?

Answer A:

$$\begin{array}{r} 1417 \\ +\ 738 \\ \hline 8797 \end{array}$$

Answer B:

$$\begin{array}{r} 1417 \\ +\ 738 \\ \hline 2145 \\ \scriptstyle 1\ \ 1 \end{array}$$

Answer C:

$$\begin{array}{r} 1417 \\ +\ 738 \\ \hline 2155 \\ \scriptstyle 1\ \ 1 \end{array}$$

Explain the mistakes.

PROBLEM SOLVING

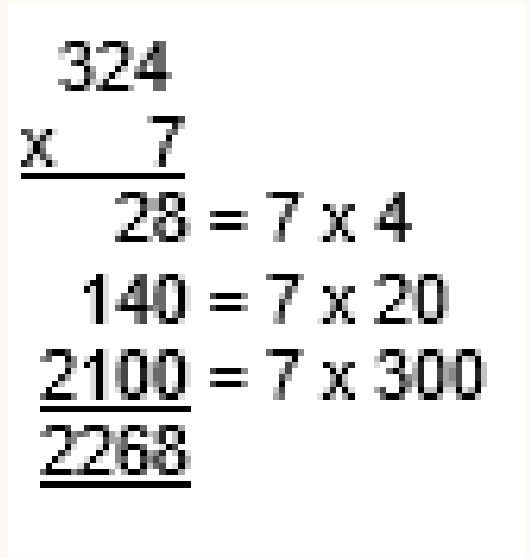
Deeper Learning

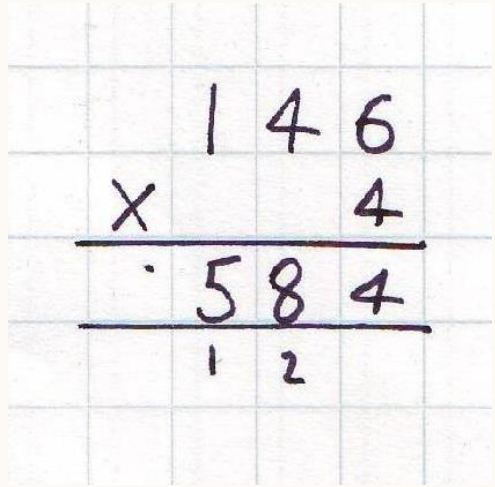
Captain Conjecture says,
'When working with whole numbers, if you add two 2-digit numbers together the answer cannot be a 4-digit number.'
Do you agree? Explain your reasoning.

MULTIPLICATION

Formal column method (long multiplication)

- Long Multiplication moving onto short multiplication
- Involves an excellent knowledge of times tables and number bonds to 20 (not using fingers!)
- Language for multiplication: product, multiply, lots of, times, groups of
- Multiplication of decimals:
  - Still the same method
  - Teach them to "ignore" the decimal place and then include it at the end





TYPES OF QUESTIONS (X)

FLUENCY

857 x 8

28.4 x 4

Part-Complete Examples

726 × 3 = 78	476 × 4 = 04	124 × 8 = 2	587 × 3 = 1
1	32	3	2

6b. Inaaya says,

430 x 8 have a 2 in the hundreds column because 8 x 400 = 3,200.

Is Inaaya correct? Prove it.

PROBLEM SOLVING

8b. Using the digit cards, create a calculation.

□□ x □ =

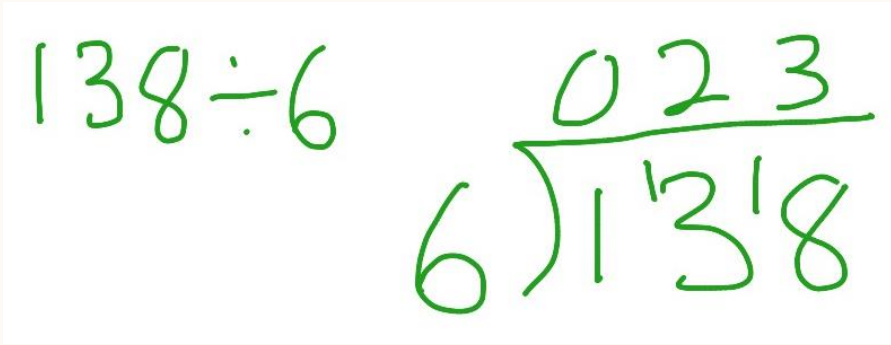
9	3	4	8

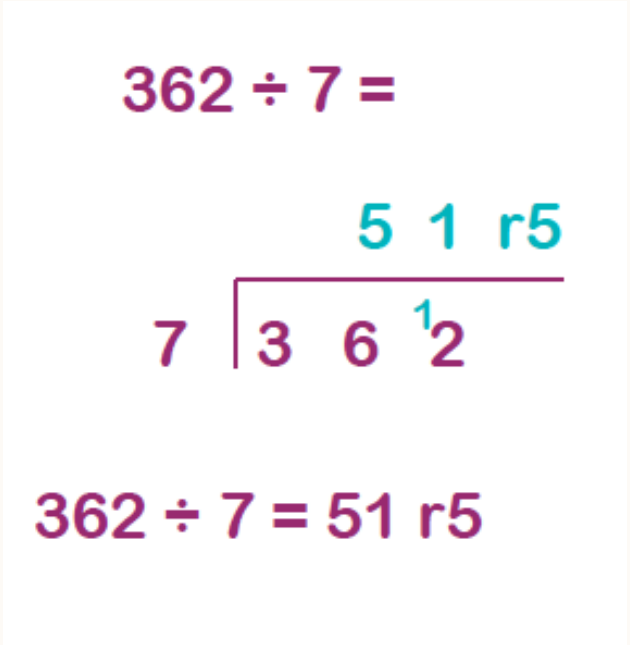
Solve the calculations using a part-whole model, a place value grid and a number line. Order the methods from most efficient to least efficient.

DIVISION

Bus stop method

- Involves an excellent knowledge of times tables
- Language for division: share equally, divisible by, divided by, group
- "Remainders" to be presented as remainder, then fractions, then decimals
- Division of decimals:
  - Still the same method
  - Knowledge of place value





TYPES OF QUESTIONS (X)

FLUENCY

$841 \div 5$

$287.3 \div 4$

$3974 \div 6$

REASONING

Which Answer? **Find the correct calculation.**

Spot the mistakes.

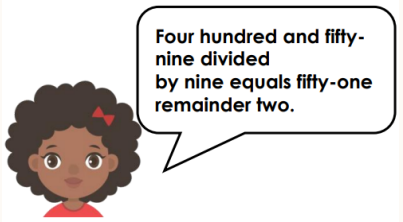
745 ÷ 4

$$4\overline{)7^{3}4^{2}5} \quad 185\text{ r }5$$

$$4\overline{)7^{3}4^{2}5} \quad 186\text{ r }1$$

$$4\overline{)7^{3}4^{2}5} \quad 196\text{ r }1$$

6a. Mary says,



Is she correct? Convince me.

PROBLEM SOLVING

5b. Use the ones counters to correctly complete the calculation. All counters must be used once.

6 3 □ ÷ 9 = 7 □ r □

1 1 1 1

KEY INSTANT RECALL FACTS

What facts should children be able to recall quickly and off the top of their heads?

These key instant recall facts play into every aspect of their maths and are hugely important.

Key Instant Recall Facts

Year 4 – Autumn 1

I know number bonds to 100.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

Some examples:

60 + 40 = 100	37 + 63 = 100
40 + 60 = 100	63 + 37 = 100
100 – 40 = 60	100 – 63 = 37
100 – 60 = 40	100 – 37 = 63
75 + 25 = 100	48 + 52 = 100
25 + 75 = 100	52 + 48 = 100
100 – 25 = 75	100 – 52 = 48
100 – 75 = 25	100 – 48 = 52

Key Vocabulary

What do I **add** to 65 to make 100?

What is 100 **take away** 6?

What is 13 **less than** 100?

How many more than 98 is 100?

What is the **difference** between 89 and 100?

This list includes some examples of facts that children should know. They should be able to answer questions including missing number questions e.g. 49 + ◯ = 100 or 100 – ◯ = 72.

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.

Buy one get three free - If your child knows one fact (e.g. 8 + 5 = 13), can they tell you the other three facts in the same fact family?

Use number bonds to 10 - How can number bonds to 10 help you work out number bonds to 100?

Play games – There are missing number questions at www.conkermaths.com . See how many questions you can answer in just 90 seconds. There is also a number bond pair game to play.

Key Instant Recall Facts

Year 4 – Autumn 2

I know the multiplication and division facts for the 6 times table.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

6 × 1 = 6	1 × 6 = 6	6 ÷ 6 = 1	6 ÷ 1 = 6
6 × 2 = 12	2 × 6 = 12	12 ÷ 6 = 2	12 ÷ 2 = 6
6 × 3 = 18	3 × 6 = 18	18 ÷ 6 = 3	18 ÷ 3 = 6
6 × 4 = 24	4 × 6 = 24	24 ÷ 6 = 4	24 ÷ 4 = 6
6 × 5 = 30	5 × 6 = 30	30 ÷ 6 = 5	30 ÷ 5 = 6
6 × 6 = 36	6 × 6 = 36	36 ÷ 6 = 6	36 ÷ 6 = 6
6 × 7 = 42	7 × 6 = 42	42 ÷ 6 = 7	42 ÷ 7 = 6
6 × 8 = 48	8 × 6 = 48	48 ÷ 6 = 8	48 ÷ 8 = 6
6 × 9 = 54	9 × 6 = 54	54 ÷ 6 = 9	54 ÷ 9 = 6
6 × 10 = 60	10 × 6 = 60	60 ÷ 6 = 10	60 ÷ 10 = 6
6 × 11 = 66	11 × 6 = 66	66 ÷ 6 = 11	66 ÷ 11 = 6
6 × 12 = 72	12 × 6 = 72	72 ÷ 6 = 12	72 ÷ 12 = 6

Key Vocabulary

What is 8 **multiplied by** 6?

What is 6 **times** 8?

What is 24 **divided by** 6?

They should be able to answer these questions in any order, including missing number questions e.g. 6 × ◯ = 72 or ◯ ÷ 6 = 7.

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact family of the day. If you would like more ideas, please speak to your child's teacher.

Songs and Chants – You can buy Times Tables CDs or find multiplication songs and chants online. If your child creates their own song, this can make the times tables even more memorable.

Double your threes – Multiplying a number by 6 is the same as multiplying by 3 and then doubling the answer. 7 × 3 = 21 and double 21 is 42, so 7 × 6 = 42.

Buy one get three free – If your child knows one fact (e.g. 3 × 6 = 18), can they tell you the other three facts in the same fact family?

Warning! – When creating fact families, children sometimes get confused by the order of the numbers in the division number sentence. It is tempting to say that the biggest number goes first, but it is more helpful to say that the answer to the multiplication goes first, as this will help your child more in later years when they study fractions, decimals and algebra.
E.g. 6 × 12 = 72. The answer to the multiplication is 72, so 72 ÷ 6 = 12 and 72 ÷ 12 = 6

KEY INSTANT RECALL FACTS

Thus, they should be practiced and recited regularly to ensure retention.

Key Instant Recall Facts

Year 4 – Spring 1

I know the multiplication and division facts for the 9 and 11 times tables.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

9 × 1 = 9	9 ÷ 9 = 1	11 × 1 = 11	11 ÷ 11 = 1
9 × 2 = 18	18 ÷ 9 = 2	11 × 2 = 22	22 ÷ 11 = 2
9 × 3 = 27	27 ÷ 9 = 3	11 × 3 = 33	33 ÷ 11 = 3
9 × 4 = 36	36 ÷ 9 = 4	11 × 4 = 44	44 ÷ 11 = 4
9 × 5 = 45	45 ÷ 9 = 5	11 × 5 = 55	55 ÷ 11 = 5
9 × 6 = 54	54 ÷ 9 = 6	11 × 6 = 66	66 ÷ 11 = 6
9 × 7 = 63	63 ÷ 9 = 7	11 × 7 = 77	77 ÷ 11 = 7
9 × 8 = 72	72 ÷ 9 = 8	11 × 8 = 88	88 ÷ 11 = 8
9 × 9 = 81	81 ÷ 9 = 9	11 × 9 = 99	99 ÷ 11 = 9
9 × 10 = 90	90 ÷ 9 = 10	11×10 = 110	110÷11 = 10
9 × 11 = 99	99 ÷ 9 = 11	11×11 = 121	121÷11 = 11
9 × 12 = 108	108 ÷ 9 = 12	11×12 = 132	132÷11 = 12

Key Vocabulary

What is 8 **multiplied by** 6?

What is 6 **times** 8?

What is 24 **divided by** 6?

They should be able to answer these questions in any order, including missing number questions e.g. 9 × ◯ = 54 or ◯ ÷ 9 = 11.

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact family of the day. If you would like more ideas, please speak to your child's teacher.

Look for patterns – These times tables are full of patterns for your child to find. How many can they spot?

Use your ten times table – Multiply a number by 10 and subtract the original number (e.g. 7 × 10 – 7 = 70 – 7 = 63). What do you notice?
What happens if you add your original number instead?
(e.g. 7 × 10 + 7 = 70 + 7 = 77)

What do you already know? – Your child will already know many of these facts from the 2, 3, 4, 5, 6, 8 and 10 times tables. It might be worth practising these again!

Key Instant Recall Facts

Year 4 – Spring 2

I can recognise decimal equivalents of fractions.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

Key Vocabulary

How many **tenths** is 0.8?

How many **hundredths** is 0.12?

Write 0.75 as a **fraction**?

Write ¼ as a **decimal**?

Children should be able to convert between decimals and fractions for ½, ¼, ¾ and any number of tenths and hundredths.

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: start with tenths before moving on to hundredths. If you would like more ideas, please speak to your child's teacher.

Play games - Make some cards with pairs of equivalent fractions and decimals. Use these to play the memory game or snap. Or make your own dominoes with fractions on one side and decimals on the other.

KEY INSTANT RECALL FACTS

Key Instant Recall Facts

Year 4 – Summer 1

I know the multiplication and division facts for the 7 times table.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

7 × 1 = 7	1 × 7 = 7	7 ÷ 7 = 1	7 ÷ 1 = 7
7 × 2 = 14	2 × 7 = 14	14 ÷ 7 = 2	14 ÷ 2 = 7
7 × 3 = 21	3 × 7 = 21	21 ÷ 7 = 3	21 ÷ 3 = 7
7 × 4 = 28	4 × 7 = 28	28 ÷ 7 = 4	28 ÷ 4 = 7
7 × 5 = 35	5 × 7 = 35	35 ÷ 7 = 5	35 ÷ 5 = 7
7 × 6 = 42	6 × 7 = 42	42 ÷ 7 = 6	42 ÷ 6 = 7
7 × 7 = 49	7 × 7 = 49	49 ÷ 7 = 7	49 ÷ 7 = 7
7 × 8 = 56	8 × 7 = 56	56 ÷ 7 = 8	56 ÷ 8 = 7
7 × 9 = 63	9 × 7 = 63	63 ÷ 7 = 9	63 ÷ 9 = 7
7 × 10 = 70	10 × 7 = 70	70 ÷ 7 = 10	70 ÷ 10 = 7
7 × 11 = 77	11 × 7 = 77	77 ÷ 7 = 11	77 ÷ 11 = 7
7 × 12 = 84	12 × 7 = 84	84 ÷ 7 = 12	84 ÷ 12 =7

Key Vocabulary

What is 7 **multiplied by** 6?

What is 7 **times** 8?

What is 84 **divided by** 7?

They should be able to answer these questions in any order, including missing number questions e.g. 7 × ◯ = 28 or ◯ ÷ 6 = 7.

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact family of the day. If you would like more ideas, please speak to your child's teacher.

Songs and Chants – You can buy Times Tables CDs or find multiplication songs and chants online. If your child creates their own song, this can make the times tables even more memorable.

Order of difficulty – Ask your child to order these facts from the easiest to the most challenging. Can they explain why some facts are easier to remember? Then focus on practising the most challenging facts.

Use memory tricks – For those hard-to-remember facts, www.multiplication.com has some strange picture stories to help children remember.

Key Instant Recall Facts

Year 4 – Summer 2

I can multiply and divide single-digit numbers by 10 and 100.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

7 × 10 = 70	30 × 10 = 300	0.8 × 10 = 8
10 × 7 = 70	10 × 30 = 300	10 × 0.8 = 8
70 ÷ 7 = 10	300 ÷ 30 = 10	8 ÷ 0.8 = 10
70 ÷ 10 = 7	300 ÷ 10 = 30	8 ÷ 10 = 0.8
6 × 100 = 600	40 × 100 = 4000	0.2 × 10 = 2
100 × 6 = 600	100 × 40 = 4000	10 × 0.2 = 2
600 ÷ 6 = 100	4000 ÷ 40 = 100	2 ÷ 0.2 = 10
600 ÷ 100 = 6	4000 ÷ 100 = 40	2 ÷ 10 = 0.2

Key Vocabulary

What is 5 **multiplied by** 10?

What is 10 **times** 0.9?

What is 700 **divided by** 70?

hundreds, tens, units

tenths, hundredths

These are just examples of the facts for this term. Children should be able to answer these questions in any order, including missing number questions e.g. 10 × ◯ = 5 or ◯ ÷ 10 = 60.

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact family of the day. If you would like more ideas, please speak to your child's teacher.

YEAR 4 MULTIPLICATION CHECK

- To check whether pupils can recall their times tables fluently, which is essential for future success in mathematics.
- Children in year 4 will take the Multiplication Tables Check will take place in the first week back after the May/June half term (W/B 10/6/24).
- Children should be practising their times tables fluency on TTRockstars. They can have fun with their friends on the games and battles, but you should also check their fluency by getting them to complete 'soundchecks' – we practise these in schools and all children know how to access soundchecks on TTRockstars ☺

Further information for parents: Multiplication tables check: information for parents - GOV.UK (www.gov.uk)

HOW CAN YOU HELP YOUR CHILD AT HOME?

- Ensure they complete Mirodo homework weekly – this is always related to the work they have done in class that week / in previous weeks and helps them consolidate their learning.
- Ensure they know and practice their key instant recall facts.
- TTRockstars – times table knowledge feeds into a huge amount of the methods we use and so it is key that children know these well.
- Real life maths problems, e.g. working out change at the shop.
- Ping pong / counting stick for times tables / instant recall facts.

ANY QUESTIONS?