

Activity:

The aim of this activity is for children to practise the 4 and the 8 times table. There are six questions to complete. The first two questions in each column allow children to practise the skill, while the last question in each column extends them as they have to problem solve and explain their answer.

Vocabulary:

Bar models show how numbers can be split into different parts, by splitting them into bars or boxes. Bar models can be used to solve a wide variety of calculations, showing the relationship between the whole model and the parts.

> < = are comparison symbols used to represent more than (>), less than (<) and equal to (=).

Supporting resources:

You can watch a video tutorial about the 4 and 8 times table on [kids.classroomsecrets.co.uk](https://www.kids.classroomsecrets.co.uk) >> **Year 3** >> **Maths** >> **Multiplication and Division** >> **Video Tutorials**.

You can watch the answer explanation video which takes children through this activity and ways to answer it on <https://www.youtube.com/user/ClassroomSecretsLtd/> **playlists** >> **Year 3 Playlist** >> **The 4 and the 8 Times Table Answer Explanation**.

Other resources:

If your child enjoyed this activity and wants to try more activities linked to this learning, you can sign up for £4.83 per month on [classroomsecrets.co.uk/membership](https://www.classroomsecrets.co.uk/membership).

Check out our daily timetable for Year 3 home learning activities on [kids.classroomsecrets.co.uk](https://www.kids.classroomsecrets.co.uk) >> Home Learning Timetable.

The 4 and the 8 Times Table

1. =; >; >
2. A should read: $3 \times 4 = 12$; B should read: $7 \times 4 = 28$.
3. Ryan is correct: when one of the numbers being multiplied is doubled, the answer is also doubled. Amelie needed to double her answer to $3 \times 4 = 12$ to find the answer to 6×4 , not halve it.
4. 24
5. A: =, B: <, C: >
6. Sarah is correct because $1 \times 8 = 8$, $5 \times 8 = 40$ and $8 + 40 = 48$; $6 \times 8 = 48$.