



# What tables will the children learn? How do we 'say' them?

Class	Junior Infants			Senior Infants			First Class			Second Class			Third Class			Fourth Class Fifth Class Sixth Class
	T 1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1/2/3
Addition +		Introduce number bonds of five	Number bonds of five learned	Revise number bonds	Introduce number bonds to 10	Number bonds to 10 learned	Addition tables 1-10 ----- Number bonds 0-20		Revision	Revision		Revision	Revision			Revision
Subtraction -								Subtraction tables 1-10	Revision		Revision	Revision	Revision			Revision
Multiplication x									Skip counting: 1, 2, 5, 10			Skip counting: 1, 2, 3, 4, 5, 10	2s, 4s, 8s, 5s, 10s,	3s, 6s, 9, 7s	Revision	Revision
Division ÷															All tables 1-10, in tandem with multiplication	Revision

If you are unsure of how to 'say' the tables, you can look below. Please remember that this is only *one* of the ways that each maths operation can be 'said. It is good for your child to use many different ways.

- **Addition:**  $5 + 2 = 7$  will be read as '*Five and two is seven*'
- **Subtraction:**  $8 - 3 = 5$  will be read as '*Eight take away three is five*'.
- **Multiplication:**  $5 \times 2 = 10$  will be read as '*Five times two is ten*'
- **Division:**  $15 \div 3 = 5$  will be read as '*Fifteen divided by three is five*'