

Aim High

Never Give Up

Follow Your Dream

Lead By Example

Home Learning Policy

Ratified By	School Effectiveness
Date	15/07/2024
Minute	10
Review Date	Summer 2027
Policy Statement	
Who has devised and contributed to this policy?	AHT, SLT, teaching staff and governors
How will this policy be communicated?	RM Unify & school website
How will this policy be monitored?	AHT/SLT
Which other policies are linked to this policy?	English policy, Maths policy, SEND policy

'A good well-managed home learning programme helps children and young people to develop the key skills and positive attitudes they will need for successful lifelong learning.

Activities and events engaged with at home also enable parents and carers with an opportunity to take part in their children's education.'

Homelearning refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Common homelearning activities in primary schools tend to be reading or practicing spelling and number facts, but may also include more extended activities to develop inquiry skills or more directed and focused work such as revision for tests.

When implementing homelearning, the evidence suggests a wide variation in impact. Therefore, schools should consider the 'active' ingredients to the approach:

- The quality of the task set appears to be more important than the quantity of work required from the pupil. There is some evidence that the impact of homelearning diminishes as the amount of time pupils spend on it increases.
- Understanding and addressing any barriers to completion, such as access to a learning device or resources. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homelearning clubs for pupils).
- Homelearning that is linked to classroom learning tends to be more effective.
- Explicitly teaching independent learning strategies.
- Clearly setting out the aims and purpose of homelearning to pupils and using well-designed tasks that are linked to classroom learning.
- Monitoring the impact homework on pupil engagement, progress and attainment.

This school policy for home learning was developed and agreed by the whole staff and the Governing Body, taking into consideration the views and studies of various experts regarding the impact of home learning activities. Parents and carers were given the opportunity to share their views on homelearning – these views have helped inform the decisions made about homelearning.

Aim

- The aim of this policy is to ensure a whole school consistent approach to home learning and to make home learning manageable for all concerned.
- As the primary educators of their children, parents/carers are encouraged to support and reinforce the shared expectations of school. Learning is a shared responsibility between children, parents/carers and staff.
- In primary school the purpose of home learning changes as children get older. For younger children developing a partnership with parents or carers, and involving them actively in children's learning, is the key purpose. As children get older and approach the transition to secondary education, home learning provides an opportunity for children to develop the skills of independent learning.

Purpose of Home learning

- To develop an effective partnership between school, parents and other carers in pursuing the aims of the school in helping all children to achieve their full potential.
- To provide an opportunity for parents/carers to become involved in the development of their child;
 - To exploit resources for learning, of all kinds, at home;
 - To provide an enjoyable and purposeful supplement to class based learning;
 - To extend school learning, for example, through additional reading;
 - To consolidate school learning;
 - To encourage pupils as they approach transition to secondary school to develop the confidence and self-discipline needed to study independently.

Home learning activities may include:

- Reading at home with/to an adult;
- Practising and revising basic skills (spellings, tables, key number facts etc);
- Research for particular units of learning (using a range of sources);
- Previews, shared via each year group's relevant online home learning platform to enable parents/cares and children to engage with future learning;
- Sharing achievements and independently correcting mistakes in school learning, for example, taking home a copy of their Number and Lightning.

It is not recommended that children be given extended pieces of written literacy work as home learning. Such work is best done within school to ensure understanding and a quality end product. However, tasks that support the school literacy journey may be appropriate e.g. short burst writing or practising retelling a model text.

Online home learning platforms

Our online home learning platforms are used for communication and celebrating success, sharing up and coming learning and uploading learning to an online portfolio.

Class teachers must ensure that this is regularly used to share and celebrate learning.

We endeavour to publish and respond to any relevant and appropriate comments within 2 working days, however this may not always be possible and may take up to 5 working days.

For online platforms where comments 'go live' as soon as parents, carers or children hit send, we will monitor comments made and should we find that comments are inappropriate, defamatory, derogative, deemed to be damaging or against any protected characteristic, comments will be removed. Norwood school retains the rights to remove access rights to that particular parent and may report issues to external agencies.

Future learning areas must be shared a week in advance to enable parents/carers to focus on these areas to put their child at an advantage.

A phrase of 'Next week/over the next few days we will be learning about..... It would be an advantage for your child to explore this before we look at it in class.'

Teachers, where relevant, can also add in links to recommended websites to support this prior learning.

Children can upload add to their portfolio if they have engaged with their prior learning activities and should they choose to share this, the whole class can then see what they have discovered or learned.

Age Appropriate Home Learning

EYFS

- **Reading** At least 5 times per week for 10 minutes each time.
'Red Words' -A little each day.
- **Handwriting** Number and Letter Formation.
- **Spelling** Individualised word walls, created from assessing children's individual spelling ability and words they can't yet spell. Access to the Sir Linkalot spelling app to further support spelling development.

- **Number Skills** Have a deep understanding of numbers to 10, including the composition each Number.
Subitise (recognise amounts without counting) up to 5.
Automatically recall number bonds up to 5, including subtraction facts.
Recall some number bonds to 10, including double facts.

- **Numerical patterns** Verbally count beyond 20, recognising the pattern of the counting system.
Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

- **Shape and Space** Use everyday language to talk about size, weight, capacity, position, distance, time and money.
Recognise, create and describe patterns.
Describe 2D and 3D shapes.
- **Previews** Weekly –based on any of the above or linked to a other future learning.

Year 1

- **Reading** At least 5 times per week for 10 minutes each time.
'Common Exception Words' – 5 minutes, at least 5 times per week.
- **Handwriting** Number and Letter Formation.
- **Spelling** Individualised word walls, created from assessing children's individual spelling ability and words they can't yet spell. Access to the Sir Linkalot spelling app to further support spelling development.

- **Maths** Count beyond 100, forwards and backwards.
Count in 2s, 5s 10s.
Give a number one more and one less than.
Read and write number from 0 to 20 in numerals and words.
Timetables – ones and twos.
Number bonds to 10 and 20.
Addition and Subtraction to 20.
Regular use of Numbots to develop these skills.
Use a method to answer weekly Number and Lightning questions that have been taught (teachers to identify which questions have been taught by

- **Previews** circling the numbers on the Number and Lightning sheet).
Weekly –based on any of the above or linked to a other future learning.

Year 2

- **Reading** At least 5 times per week for 10 minutes each time.
'Common Exception Words' – 5 minutes, at least 5 times per week.
- **Handwriting** Number and Letter Formation.
- **Spelling** Individualised word walls, created from assessing children's individual spelling ability and words they can't yet spell. Access to the Sir Linkalot spelling app to further support spelling development.
- **Maths** Count in steps of 2, 3, and 5 from 0.
Count in steps of 10 from any number.
Recognise the place value of a 2 digit number, e.g. 37 has 3 tens and 7 ones.
Read and write number from 0 to 100 in numerals and words.
Regular use of Numbots to develop these skills.
Timetables – twos, fives and tens – Use of TimesTables RockStars to support.
Use a method to answer weekly Number and Lightning questions that have been taught (teachers to identify which questions have been taught by circling the numbers on the Number and Lightning sheet).
- **Previews** Weekly –based on any of the above or linked to a other future learning.

Year 3

- **Reading** At least 5 times per week for 10 minutes each time.
Regular use of Bedrock to support children in building vocabulary.
- **Handwriting** Number and Letter Formation.
- **Spelling** Individualised word walls, created from assessing children's individual spelling ability and words they can't yet spell. Access to the Sir Linkalot spelling app to further support spelling development.
- **Maths** Count from 0 in multiples of 4, 8, 50 and 100.
Find 10 and 100 more and less than a given number.
Recognise the place value of a 3 digit number, e.g. 437 has 4 hundreds, 3 tens and 7 ones.
Compare and order number to 1000.
Read and write number from 0 to 1000 in numerals and words.
Timetables – fours, sixes and eights -Use of TimesTables RockStars to support.
Use a method to answer weekly Number and Lightning questions that have been taught (teachers to identify which questions have been taught by circling the numbers on the Number and Lightning sheet).
- **Previews** Weekly –based on any of the above or linked to a other future learning.

Year 4

- **Reading** At least 5 times per week for 10 minutes each time.
Regular use of Bedrock to support children in building vocabulary.
- **Handwriting** Number and Letter Formation.
- **Spelling** Individualised word walls, created from assessing children's individual spelling ability and words they can't yet spell. Access to the Sir Linkalot spelling app to further support spelling development.
- **Maths** Count from 0 in multiples of 6, 9, 25 and 1000.

Find 1000 more and less than a given number.
 Count backwards through 0 into negative numbers.
 Recognise the place value of a 3 digit number, e.g. 437 has 4 hundreds, 3 tens and 7 ones.
 Compare and order number beyond 1000.
 Round any number to the nearest 10, 100 and 1000.
 Timetables – sevens, nines, elevens and twelves - Use of TimesTables RockStars to support.
 Use a method to answer weekly Number and Lightning questions that have been taught. (Teachers to identify which questions have been taught by circling the numbers on the Number and Lightning sheet).
 Weekly –based on any of the above or linked to a other future learning.

- **Previews**

Year 5

- **Reading** At least 5 times per week for 10 minutes each time.
Regular use of Bedrock to support children in building vocabulary.
- **Handwriting** Number and Letter Formation.
- **Spelling** Individualised word walls, created from assessing children's individual spelling ability and words they can't yet spell. Access to the Sir Linkalot spelling app to further support spelling development.
- **Maths** Read, write, order and compare numbers to at least 1,000,000.
Know the value of each digit in number to 1 million.
Round any number to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.
Count forwards and backwards in steps of 10, 100, 1000, 10,000 and 100,000
Up to 1,000,000.
Tables Revision - Use of TimesTables RockStars to support.
Use a method to answer weekly Number and Lightning questions that have been taught. (Teachers to identify which questions have been taught by circling the numbers on the Number and Lightning sheet).
- **Previews** Weekly –based on any of the above or linked to a other future learning.

Year 6

- **Reading** At least 5 times per week for 15 minutes each time.
Regular use of Bedrock to support children in building vocabulary.
- **Handwriting** Number and Letter Formation.
- **Maths** Read, write, order and compare numbers to at least 1,000,000.
Know the value of each digit in number to 1 million.
Round any whole number to a required degree of accuracy.
Tables Revision - Use of TimesTables RockStars to support.
Use a method to answer weekly Number and Lightning questions that have been taught (teachers to identify which questions have been taught by circling the numbers on the Number and Lightning sheet).
- **Spelling** Individualised word walls, created from assessing children's individual spelling ability and words they can't yet spell. Access to the Sir Linkalot spelling app to further support spelling development.
- **Previews** Weekly –based on any of the above or linked to a other future learning.
- **Revision** Any revision and holiday packs wherever issued.

Shared Responsibilities

Teachers are responsible for:

- Establishing home learning procedures;
- Communicating such procedures to parents/carers via their year group page on the school website;
- Ensuring children on the Read Write Inc. programme have a home reading record and keeping a class record of this;
- Ensuring that children have a clear understanding of the activities involved and a common understanding of the high expectations held of them;
- Preparing and following up home learning activities (including providing children, parents and carers with log in details);
- Supporting parents/carers and children in understanding the advantages to completing homelearning;
- Signposting parents/carers to relevant documents, support and training (parent/carer events can be used to support this);
- Where children are unable to access digital homelearning, the teacher is responsible for providing alternative access, for example, paper homelearning or in school opportunities to access digital homelearning;
- Ensuring children have appropriate and enjoyable books to read at home;
- Providing children with appropriate praise for completing homelearning, in line with the STEPS school behaviour approach;
- Ensuring the development stage of the child is considered when setting home learning, including for those children who are working at greater depth or have SEND needs.

Pupils are responsible for:

- Tackling home learning promptly and with a positive attitude;
- Reading at home;
- Making full use of all the opportunities they are presented with;
- Being organised and remembering to take home learning home and return it on time;
- Taking responsibility for their own learning and completing homelearning within an agreed time;
- Taking pride in presentation and content, selecting appropriate learning tools for the given activity.

Parents/carers are responsible for:

- Providing suitable, quiet surroundings where pupils can engage in home learning activities;
- Providing children with access to any tools that are required to complete homelearning, and where this is not possible, informing class teachers, so school can support;
- Making it clear to children that they value the given activities and support the school in explaining how it can help their learning;
- Encouraging children to persevere with an activity and giving support if appropriate;
- Giving due importance to non-written activities such as listening to children read on a regular basis and supporting the school's reading expectations;
- Assisting with the learning of any relevant spelling and tables, number facts etc;
- Keeping school informed of any changes in the child's learning circumstances which may affect learning.
- Encouraging children to understand that mistakes are a key part of learning.

Making home learning manageable:

Home learning should not be a stressful experience between parent/carer and child. This leads to poor learning and defeats the whole purpose. Please contact school if this is happening.

General

Children are welcome to bring examples of their home learning into school or share via our online home learning platform with adults and children in their class. On these occasions children will receive feedback which may be in the form of a sticker for praise or comments for improvement.

If a child is absent for a length of time due illness or injury, the class teacher will provide, wherever possible or appropriate, resources for the child to engage with learning at home.

Minimum amount of homelearning to be set by the teacher each week:

- A reminder about Reading expectations.
- A reminder about practising spelling word wall words (in addition to regularly assessing children to produce new word walls).
- At least one Maths activity focused on key skills, which could include MyMaths, timestables and Number and Lightning learning.
- An activity that supports the current stage of the Writing journey in school.
- A preview of future learning with suggestions of what children can do to gain an advantage in these areas.

Children are also to be provided with opportunities to carry out research or creative projects, however as these may take longer to complete, they may not be set each week.

Each year group's homelearning provision will be monitored and reviewed by the Senior Leadership Team each half term.

Appendix

The following information is intended to support and guide parent/carers on the age appropriate expectations to learn, rehearse and practice at home. Age appropriate expectations include being secure in prior learning from previous year groups.

Read, Write, Inc Red Words – Starting in EYFS

Red Words – Set 1

I	the	my	you	Said
your	are	be	of	no

Red Words – Set 2

what	all	was	we	so
to	me	call	her	there
want	go	old	some	he

Red Words – Set 3

does	tall	come	watch	who
were	brother	any	their	where
two	small	love	many	here
once	buy	worse	thought	talk
caught	bought	walk	could	anyone
would	great	son	water	should

Red Words – Set 4

they	half	Monday	eight	eighteen
going	over	fourteen	orange	Wednesday
by	laugh	April	don't	July
do	these	four	because	can't
one	people	February	grey	another
ball	Mr	Mrs	bear	other
through	baby	only	told	why
even	key	mother	eye	friend

Year 1 Common Exception Words

the	a	do	to	ask
today	of	said	says	push
are	were	was	is	our
his	has	I	you	friend
your	they	be	he	pull
me	she	we	no	school
go	so	by	my	full
here	there	where	love	put
come	some	one	once	house

Year 1 Technical Vocabulary

letter	capital letter	word	singular	plural
sentence	punctuation	full stop	question mark	exclamation mark

Year 2 Common Exception Words

door	floor	poor	because	many
find	kind	mind	behind	water
child	children	wild	climb	Mr
most	only	both	old	clothes
cold	gold	hold	told	again
every	everybody	even	great	Mrs
break	steak	pretty	beautiful	busy
after	fast	last	past	half
father	class	grass	pass	parents
plant	path	bath	hour	people
move	prove	improve	sure	money
sugar	eye	could	should	Christmas
would	who	whole	any	

Year 2 Technical Vocabulary

noun	noun phrase	statement	question	command
exclamation	compound	adjective	verb	adverb
suffix	tense	past/present tense	apostrophe	comma

Year 3 and Year 4 Spelling List

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	quarter
appear	enough	length	question
arrive	exercise	library	recent
believe	experience	material	regular
bicycle	experiment	medicine	reign
breath	extreme	mention	remember
breathe	famous	minute	sentence
build	favourite	natural	separate
busy/business	February	naughty	special
calendar	forward(s)	notice	straight
caught	fruit	occasion(ally)	strange
centre	grammar	often	strength
century	group	opposite	Suppose
certain	guard	ordinary	surprise
circle	guide	particular	therefore
complete	heard	peculiar	though/although
consider	heart	perhaps	thought
continue	height	popular	through
decide	history	position	Various
describe	imagine	possess(ion)	weight

different	increase	possible	woman/women
difficult	important	potatoes	

Year 3 Technical Vocabulary

preposition	conjunction	word family	prefix
clause	subordinate clause	direct speech	consonant
consonant letter vowel	vowel letter	inverted commas	

Year 4 Technical Vocabulary

determiner	pronoun	possessive pronoun	adverbial
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Year 5 and Year 6 Spelling List

accommodate	correspond	identity	Recognise
accompany	criticise (critic + ise)	immediately	recommend
according	curiosity	interfere	restaurant
achieve	definite	interrupt	rhyme
aggressive	desperate	language	rhythm
amateur	determined	leisure	sacrifice
ancient	develop	lightning	secretary
apparent	dictionary	marvellous	shoulder
appreciate	disastrous	mischievous	signature
attached	embarrass	muscle	sincere(ly)
available	environment	necessary	soldier
average	equip (-ped, -ment)	neighbour	stomach
awkward	especially	nuisance	sufficient
bargain	exaggerate	occupy	suggest
bruise	excellent	occur	symbol
category	existence	opportunity	system
cemetery	explanation	parliament	temperature
committee	familiar	persuade	thorough
communicate	foreign	physical	twelfth
community	forty	prejudice	variety
competition	frequently	privilege	vegetable
conscience	government	profession	vehicle
conscious	guarantee	programme	yacht
controversy	harass	pronunciation	
convenience	hindrance	queue	

Year 5 Technical Vocabulary

modal verb	relative pronoun	relative clause	parenthesis
brackets	dash	cohesioun	ambiguity

Year 6 Technical Vocabulary

subject	object	active	passive
synonym	antonym	ellipsis	hyphen
colon	semi-colon	bullet point	

Handwriting Guidance

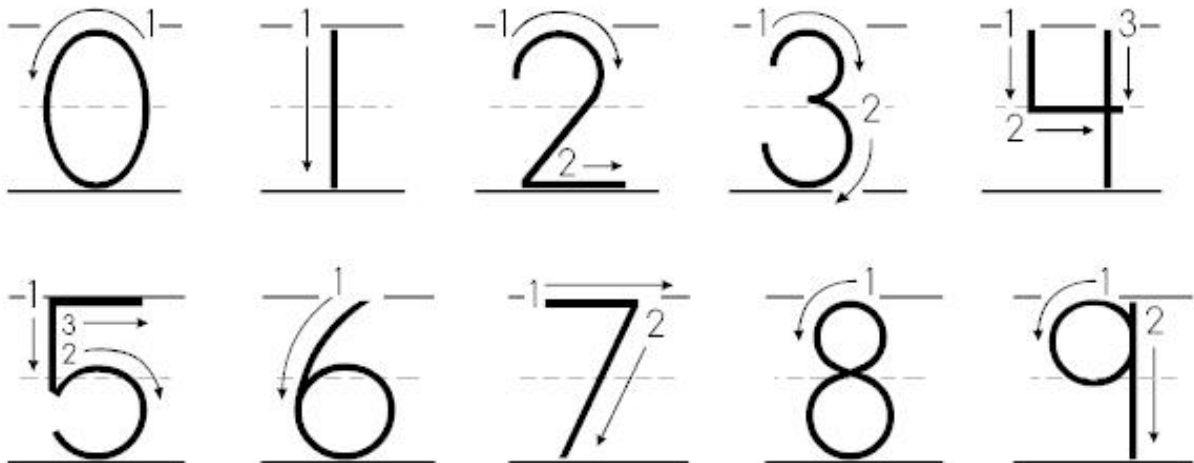
Norwood cursive letter formation:

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

JoinitC4

abcdefghijklmnopqrstuvwxyz

Number formation:



Suggested Overview for Teaching in each Year Group

EYFS

- Initial letter formation
- Number formation

Year 1

- Initial letter formation
- Number formation
- Capital letters

Year 2

- Introduction of the 4 handwriting joins:

- First join: to letters without ascenders un, um, ig, id, ed, eg, an, or, ing, ung
- Second join: to letters with ascenders ch, sh, th, tl, ll, ill, sli, slu, ck, ack, st, sti, ink, unk
- Third join: horizontal joins od, pg, re, ve, oon, oom
- Fourth join: horizontal joins to letters with ascenders wl, vl, of, ff, fl, flo
- Break letters: x, z
- Capital letters

Year 3

- in, ine
- ut, ute
- ve, vi
- ok, oh
- sh, as, es –both ways to join s
- ri, ru, ry – joining from r
- oa, ad, as – joining to and from a
- ee, ea,ed – joining from e
- ow, ov, ox – joining from o
- ky, hy, ly – joining to y
- ha, ta, fa – joining to a
- od, oo, og – joining from o
- er, ir, ur – joining to r
- ai, al, ay
- o, you, oi
- re, oe, fe – horizontal join t e
- fu, wu, vu – horizontal join to u
- ot, ol, ok – joining to any ascender

Year 4

- ing, ping, ting
- oc, od, oo
- ake, ome, are
- fla, flo, fle
- who, wha, whe
- ie, in, il
- inly, ky, ny
- ap, ar, an
- ick, uck, ack
- he
- we
- re
- fte, fir, fin
- wra, wri, kni (silent letters)
- ii, ll, tt, rr, nn, mm, cc, oo, dd, ss, ff, ee
- th, ht, fl (proportions)
- ac, ag, af
- Capital letters
- Practising with punctuation

Year 5 and 6

- Practise handwriting always with a spelling focus – address any errors.

Fluency – 90 words per minute reading an age appropriate text

Year 1 Texts

- Courtney by John Burningham
- Come Away from the Water, Shirley by John Burningham
- Elmer by David McKee
- Mr Archimedes' Bath by Pamela Allen
- Titchy Witch by Rose Impey
- Grace and Family by Mary Hoffman
- Something Else by Kathryn Cave
- Patrick by Quentin Blake
- Winnie and Wilbur by Valerie Thomas
- There's a Wocket in my Pocket by Dr Seuss
- Tuck and Noodle: Monster Agents by Franklin Tuck
- What's the time, Mr Wolf by Debbie Gliori
- Mr Crocodile by Korby Paul and John Bush

Year 2 Texts

- A Squash and a Squeeze by Julia Donaldson
- How to hide a lion by Helen Stephens
- The Day the Crayons Quit by Drew Daywalt
- The Dragon Machine by Helen Ward
- The Sound Collector by Roger McGough
- The Three Little Javelinas by Susan Lowell
- Mr Wolf's Pancakes by Jan Fearnley
- Nim's Island by Wendy Orr
- The Giraffe, the Pelly and Me by Roald Dahl
- Mr Majeika by Humphrey Carpenter

Year 3 Texts

- Fantastic Mr Fox by Roald Dahl
- Flat Stanley by Jeff Brown
- Harry the Poisonous Centipede by Lynne Reid Banks
- The Diary of a Killer Cat by Anne Fine
- My Naughty Little Sister by Dorothy Edwards
- The Owl Who was Afraid of the Dark by Jill Tomlinson
- The Magic Finger by Roald Dahl

Year 4 Texts

- The Peppermint Pig by Nina Bawden
- How to Train your Dragon by Cressida Cowell
- Lizzie Dripping by Helen Cresswell
- The Great Elephant Chase by Gillian Cross
- The Twits by Roald Dahl
- Charlie and the Chocolate Factory by Roald Dahl
- War Game by Michael Foreman
- The House that Sailed Away by Pat Hutchins

- The Hodgeheg by Dick-King Smith
- The Worst Witch by Jill Murphy
- The Suitcase Kid by Jacqueline Wilson
- Georges Marvellous Medicine by Roald Dahl
- Cliffhanger by Jacqueline Wilson

Year 5 Texts

- Artemis Fowl by Eoin Colfer
- The Butterfly Lion by Michael Morpurgo
- Charlotte's Web by E.B. White
- Danny the Champion of the World by Roald Dahl
- Dragon Rider by Cornelia Funke
- The Iron Man by Ted Hughes
- Krindlekrax by Philip Ridley
- Stig of the Dump by Clive King
- Moondial by Helen Cresswell
- The Demon Headmaster by Gillian Cross
- The Witches by Roald Dahl
- Bill's New Frock by Anne Fine
- The Sheep Pig by Dick King-Smith

Year 6 Texts

- The Railway Children by E Nesbit
- Abomination by Robert Swindells
- Carrie's War by Nina Bawden
- Granny by Anthony Horowitz
- The Hobbit by JRR Tolkien
- Kensuke's Kingdom by Michael Morpurgo
- The Machine Gunners by Robert Westall
- The Silver Sword by Ian Serrailier
- Skellig by David Almond
- What Katy Did Next by Susan Coolidge
- The Lion, The Witch and The Wardrobe by C.S. Lewis
- Why the Whales Came by Michael Morpurgo
- The Borrowers by Mary Norton
- Goodnight Mr Tom by Michelle Magorian

Multiplication Facts – Year Group Expectations

Year 1		Year 2			Year 3			Year 4			
1	2	3	5	10	4	6	8	7	9	11	12
Say – Can recite in order Know – Can say in any order Use – Can use division facts											
0 x 1 = 0	0 x 2 = 0	0 x 3 = 0	0 x 5 = 0	0 x 10 = 0	0 x 4 = 0	0 x 6 = 0	0 x 8 = 0	0 x 7 = 0	0 x 9 = 0	0 x 11 = 0	0 x 12 = 0
1 x 1 = 1	1 x 2 = 2	1 x 3 = 3	1 x 5 = 5	1 x 10 = 10	1 x 4 = 4	1 x 6 = 6	1 x 8 = 8	1 x 7 = 7	1 x 9 = 9	1 x 11 = 11	1 x 12 = 12
2 x 1 = 2	2 x 2 = 4	2 x 3 = 6	2 x 5 = 10	2 x 10 = 20	2 x 4 = 8	2 x 6 = 12	2 x 8 = 16	2 x 7 = 14	2 x 9 = 18	2 x 11 = 22	2 x 12 = 24
3 x 1 = 3	3 x 2 = 6	3 x 3 = 9	3 x 5 = 15	3 x 10 = 30	3 x 4 = 12	3 x 6 = 18	3 x 8 = 24	3 x 7 = 21	3 x 9 = 27	3 x 11 = 33	3 x 12 = 36
4 x 1 = 4	4 x 2 = 8	4 x 3 = 12	4 x 5 = 20	4 x 10 = 40	4 x 4 = 16	4 x 6 = 24	4 x 8 = 32	4 x 7 = 28	4 x 9 = 36	4 x 11 = 44	4 x 12 = 48
5 x 1 = 5	5 x 2 = 10	5 x 3 = 15	5 x 5 = 25	5 x 10 = 50	5 x 4 = 20	5 x 6 = 30	5 x 8 = 40	5 x 7 = 35	5 x 9 = 45	5 x 11 = 55	5 x 12 = 60
6 x 1 = 6	6 x 2 = 12	6 x 3 = 18	6 x 5 = 30	6 x 10 = 60	6 x 4 = 24	6 x 6 = 36	6 x 8 = 48	6 x 7 = 42	6 x 9 = 54	6 x 11 = 66	6 x 12 = 72
7 x 1 = 7	7 x 2 = 14	7 x 3 = 21	7 x 5 = 35	7 x 10 = 70	7 x 4 = 28	7 x 6 = 42	7 x 8 = 56	7 x 7 = 49	7 x 9 = 63	7 x 11 = 77	7 x 12 = 84
8 x 1 = 8	8 x 2 = 16	8 x 3 = 24	8 x 5 = 40	8 x 10 = 80	8 x 4 = 32	8 x 6 = 48	8 x 8 = 64	8 x 7 = 56	8 x 9 = 72	8 x 11 = 88	8 x 12 = 96
9 x 1 = 9	9 x 2 = 18	9 x 3 = 27	9 x 5 = 45	9 x 10 = 90	9 x 4 = 36	9 x 6 = 54	9 x 8 = 72	9 x 7 = 63	9 x 9 = 81	9 x 11 = 99	9 x 12 = 108
10 x 1 = 10	10 x 2 = 20	10 x 3 = 30	10 x 5 = 50	10 x 10 = 100	10 x 4 = 40	10 x 6 = 60	10 x 8 = 80	10 x 7 = 70	10 x 9 = 90	10 x 11 = 110	10 x 12 = 120
11 x 1 = 11	11 x 2 = 22	11 x 3 = 33	11 x 5 = 55	11 x 10 = 110	11 x 4 = 44	11 x 6 = 66	11 x 8 = 88	11 x 7 = 77	11 x 9 = 99	11 x 11 = 121	11 x 12 = 132
12 x 1 = 12	12 x 2 = 24	12 x 3 = 36	12 x 5 = 60	12 x 10 = 120	12 x 4 = 48	12 x 6 = 72	12 x 8 = 96	12 x 7 = 84	12 x 9 = 108	12 x 11 = 132	12 x 12 = 144