

# Year 4 Multiplication Tables Check 2024 Presentation for Parents and Carers



# What is the purpose of the multiplication check?

- To determine whether year 4 pupils can fluently recall their multiplication tables.
- To help schools to identify pupils who require additional support.
- There is no 'pass' rate or threshold.
- The DfE will create a report on overall results across all schools in England to measure improvements.



# When the multiplication tables check will be carried out

- In 2024, schools must administer the MTC to all eligible year 4 pupils between **Monday 3<sup>rd</sup> June and Friday 14<sup>th</sup> June**.
- There is **no set day** to administer the check.
- Children are not expected to take the check at the same time.
- All eligible\* year 4 pupils England will be required to take the check.

\*If a pupil is not entered for the check, the school should inform the pupil's parents



# How the multiplication tables check is carried out

- The check will be **fully digital** and take place on screen.
- Children will be able to use laptops, desktops and tablets.
- Answers will be entered using a keyboard or by pressing digits using a mouse or touchscreen using an on-screen number pad.



# How the multiplication tables check is carried out

- Usually, the multiplication check will take **less than 5 minutes per pupil**.
- Children will get **6 seconds** from the time the question appears to input their answer.
- There will be **25 questions** with a 3 second pause in-between questions.



# Specific arrangements for multiplication tables check

Children with additional needs, who have similar provision in their day-to-day learning at school, may be allotted specific arrangements, including:

- Colour contrast;
- Font size adjustment;
- 'Next' button (alternative to 3-second pause);
- Removing on-screen number pad;
- An adult to input answers;
- Audio version
- Audible time alert.



# The questions

Each pupil will be randomly assigned a set of questions.

Children will only face multiplication statements in the check (not related division facts).

Pupils will not see their individual results when they complete the check.

There will be no questions from the 1 times table ( i.e.  $1 \times 8$  or  $8 \times 1$ ).

The 6, 7, 8, 9 and 12 times tables are more likely to be asked.

Reversal of questions (e.g.  $8 \times 6$  and  $6 \times 8$ ) will not feature in the same check.



# Multiplication table limits

The STA state that they are classifying the multiplication tables by the first number in the question. For example,  $8 \times 3$  would fall within the 8 times table.

5.2.1 Table 1 – Multiplication table limits in the MTC

| Multiplication Table | Minimum number of items in each form | Maximum number of items in each form |
|----------------------|--------------------------------------|--------------------------------------|
| 1                    | Not applicable                       | Not applicable                       |
| 2                    | 0                                    | 2                                    |
| 3                    | 1                                    | 3                                    |
| 4                    | 1                                    | 3                                    |
| 5                    | 1                                    | 3                                    |
| 6                    | 2                                    | 4                                    |
| 7                    | 2                                    | 4                                    |
| 8                    | 2                                    | 4                                    |
| 9                    | 2                                    | 4                                    |
| 10                   | 0                                    | 2                                    |
| 11                   | 1                                    | 3                                    |
| 12                   | 2                                    | 4                                    |





# Questions more likely to appear

The following 11 multiplication questions are more likely to be asked:

$$6 \times 6, 6 \times 7, 6 \times 8, 6 \times 9, 6 \times 12$$

$$7 \times 8, 7 \times 9, 7 \times 12$$

$$8 \times 9, 8 \times 12$$

$$12 \times 12$$



## Before the check

Children can practise before taking the check

There will be a 'try it out' area the children can use to become familiar with the timings and layout of the check.



# How the school teaches times tables so pupils learn instant recall

Teaching times tables facts first:

- Counting and looking for patterns
- Repeated addition
- Multiplication is commutative
- Multiplication is the inverse of division
- Number families

Use of different representations

- Concrete manipulatives such as counters or multilink cubes
- Pictorial representations such as arrays



# Counting and looking for patterns

Counting in 2s

2, 4, 6, 8, 10...





Ensure children have a strong understanding of counting in groups first.

When children are secure with counting, they can then look for patterns.

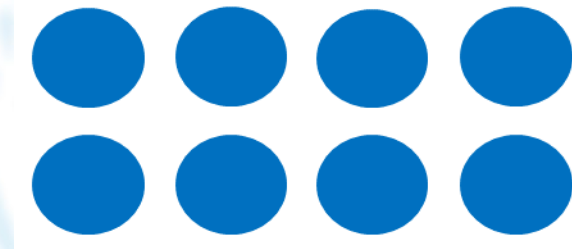


# Repeated addition

Knowing that  $2 \times 4$  is the same as  $2 + 2 + 2 + 2$

|  |   |
|--|---|
| Sam  | Chen  |
|   |   |
| Krishna  | Alex  |
|  |  |

$2 + 2 + 2 + 2 = ?$



# Multiplication is commutative

$3 \times 2$  is the same as  $2 \times 3$ .

Children need to understand that multiplication can be completed in any order to produce the same answer. Sometimes this link needs to be made explicit.

**Arrays for  $2 \times 3$**

**3 lots of 2 = 6**



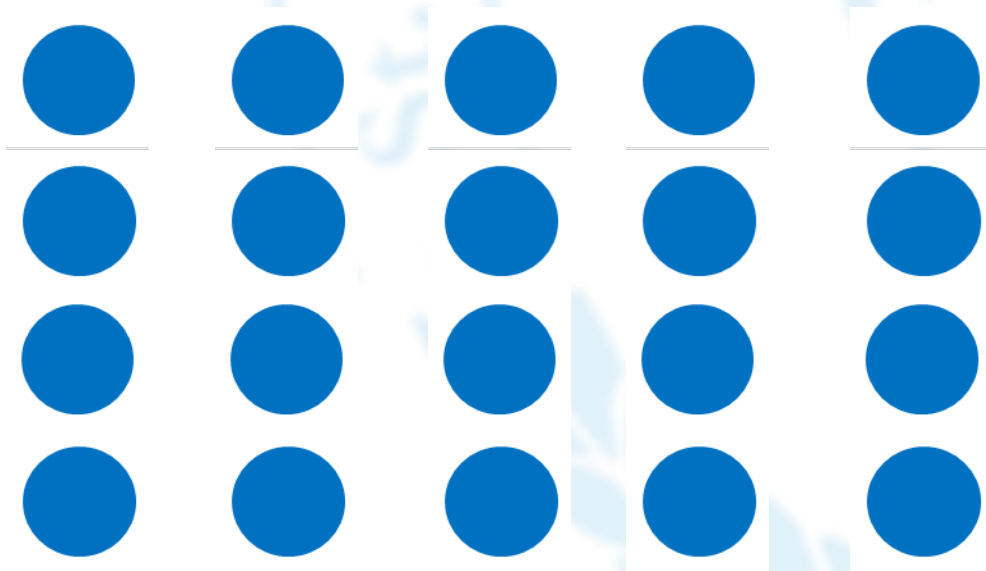
**2 lots of 3 = 6**



# Multiplication is the inverse of division

$20 \div 5 = 4$  can be worked out because  $5 \times 4 = 20$ .

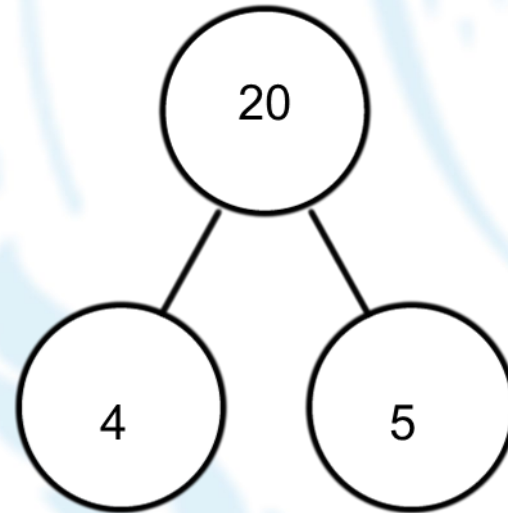
Using pictorial representations (such as arrays) is useful here for children to see the link between multiplication and division.



# Number families

$$4 \times 5 = 20, 5 \times 4 = 20, 20 \div 5 = 4, 20 \div 4 = 5$$

Due to their commutative understanding, children should also be able to see whole number families. For many children this will need to be pointed out and discussed.





# Using known facts

$$7 \times 12 = ?$$

I know  $7 \times 11 = 77$

Therefore,  $77 + 7 = 84$

By using known facts from 'easier' times tables, children should be able to find answers with increasing speed.



# Example multiplication table check

This website will give you an idea of the speed at which children will be asked questions.

<https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>



# How can I support my child in preparing for their multiplication tables check?

Firstly, a positive attitude goes a long way – so as much encouragement and support as possible (but we don't need to tell you that)!

Some further tips:

- Make times tables fun;
- Climb stairs counting in multiples
- Play verbal times tables games
- Listen to and learn times tables songs
- Take it in turns to say different times tables in funny voices (i.e. say  $2 \times 3 = 6$  in a lion's voice)
- Play online maths games
- Talk directly to your child's class teacher if you have any worries (try not to worry your child);
- Encourage your child to talk to yourself, their teacher or another adult they trust if they express persisting anxieties about the check. Remember that a small amount of anxiety is normal and not harmful.



## Remember this about the multiplication tables check

The check will focus on what they know about times tables

It won't reflect their understanding of wider mathematical topics.

The check is only 5 minutes long

For most children, the check will last for a maximum of 5 minutes. When they have finished, they will not need to repeat the check, regardless of their final score.

