Year 4 Multiplication Tables Check 2025 Presentation for Parents and Carers

Important information about multiplication tables check (MTC)

- The MTC determines if Year 4 children can fluently recall their multiplication tables.

- They are designed to help schools identify which children require more support to learn their times tables.

- There is no 'pass' rate or threshold which means that, unlike the Phonics Screening Check, children will not be expected to re-sit the check.

- The Department for Education (DfE) will create a report about the overall results across all schools in England, not individual schools.

When the multiplication tables check will be carried out

- There will be a **2 week window** from **Monday 2 June 2025** for schools to administer the check.

- There is **no set day** to administer the check and children are not expected to take the check at the same time.

- All eligible Year 4 children in England will be required to take the check.

How the multiplication tables check is carried out

- The check will be **fully digital.**

- Answers will be entered using a keyboard, by pressing digits using a mouse or using an on-screen number pad.

- Usually, the check will take less than **5 minutes** for each child.

- The children will have **6 seconds** from the time the question appears to input their answer.

- There will be a total of **25 questions** with a **3 second pause** in-between questions.

- There will be **3 practice questions** before the check begins.

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 check questions

- Each child will be **randomly** assigned a set of questions

- There will only be **multiplication** questions in the check, not division facts.

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

- Reversal of questions (e.g. 8 x 6 and 6 x 8) will not be asked in the same check.

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

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 x 8 or 8 x 1).

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

Reversal of questions (e.g. 8X6 and 6X8) will not feature in the same check.

More information about the questions

The STA state that they are classifying the multiplication tables by the first number (multiplier) in the question. For example, 8 x 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 x 6, 6 x 7, 6 x 8, 6 x 9, 6 x 12
7 x 8, 7 x 9, 7 x 12
8 x 9, 8 x 12
12 x 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.

Ways to support times table knowledge

- Count and look for patterns.

- Understand that multiplication is repeated addition.

- Remember that multiplication is commutative.

- Remember that multiplication is the inverse of division.

- Recall and utilise fact families.

Use different representations to represent multiplication, such as:

- Concrete manipulatives suck as multilink cubes or counters.

- Create 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

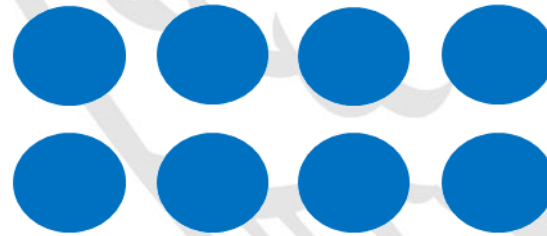Knowing that 2 x 4 is the same as 2 + 2 + 2 + 2

Sam
Chen

Krishna
Alex

2 + 2 + 2 + 2 = ?

Multiplication is commutative

3 x 2 is the same as 2 x 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.
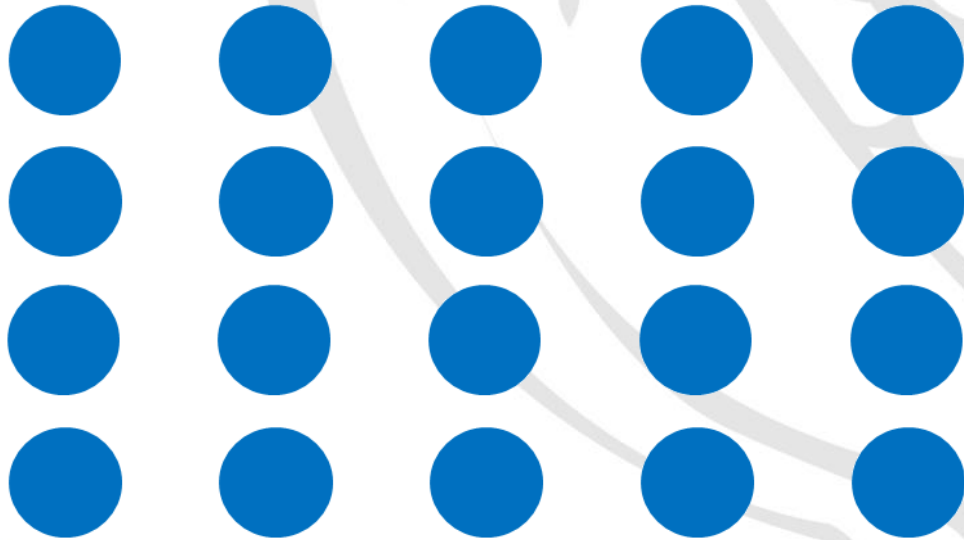
Arrays for 2 x 3

3 lots of 2 = 6

2 lots of 3 = 6

Multiplication is the inverse of division

20 ÷ 5 = 4 can be worked out because 5 x 4 = 20.

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

Number families

4 x 5 = 20, 5 x 4 = 20, 20 ÷ 5 = 4, 20 ÷ 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.
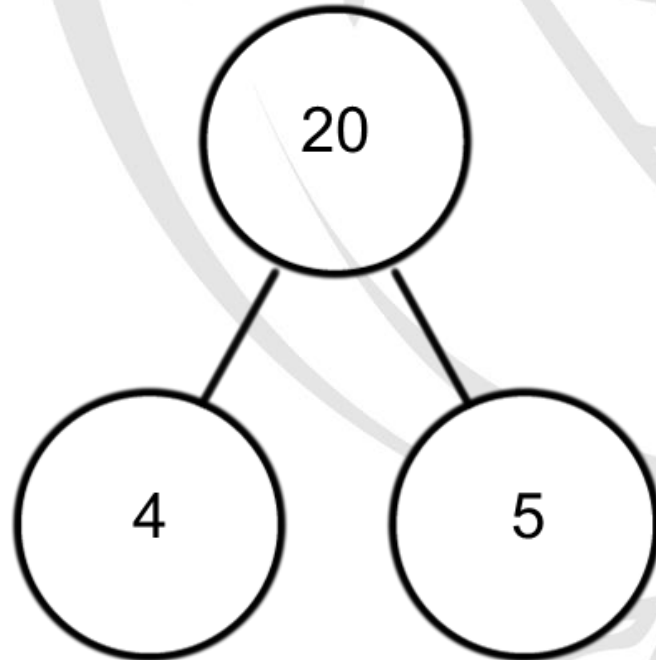
Using known facts

$7 \times 12 = ?$

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 x 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.