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Year 4 Multiplication Tables Check 2024 Presentation for Parents, Carers & Guardians

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.

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When the check will take place?

- There will be a 2 week window from Monday 3rd June to Friday 14th June 2024 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.

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How the 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.

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.

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Specific arrangements for the check

Some children will be eligible for specific arrangements:

- 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.

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How do we teach times tables at Stow Heath?

- We follow a program called Number Sense that focuses on developing understanding and recall of these 36 key facts.
- Children work their way through each times table learning the key facts.
- 10 minute daily session 5 days a week.

Factors	2	3	4	5	6	7	8	9
2	2 x 2							
3	3 x 2	3 x 3						
4	4 x 2	4 x 3	4 x 4					
5	5 x 2	5 x 3	5 x 4	5 x 5				
6	6 x 2	6 x 3	6 x 4	6 x 5	6 x 6			
7	7 x 2	7 x 3	7 x 4	7 x 5	7 x 6	7 x 7		
8	8 x 2	8 x 3	8 x 4	8 x 5	8 x 6	8 x 7	8 x 8	
9	9 x 2	9 x 3	9 x 4	9 x 5	9 x 6	9 x 7	9 x 8	9 x 9

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The 36 essential facts explained...

How do we teach times tables at Stow Heath?

All of these facts would be learnt at 'seven fours are 28'. This way, children only have to learn and memorise one fact, they just have to then apply it.

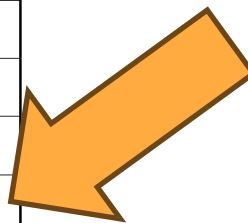$$7 \times 4 = 28$$

$$28 \div 4 = 7$$

$$4 \times 7 = 28$$

$$28 \div 7 = 4$$

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Ways to support times table knowledge

- Focus on supporting your child to practise and recall the 36 essential facts

|										
2 x 2 = 4										
3 x 2 = 6	3 x 3 = 9									
4 x 2 = 8	4 x 3 = 12	4 x 4 = 16								
5 x 2 = 10	5 x 3 = 15	5 x 4 = 20	5 x 5 = 25							
6 x 2 = 12	6 x 3 = 18	6 x 4 = 24	6 x 5 = 30	6 x 6 = 36						
7 x 2 = 14	7 x 3 = 21	7 x 4 = 28	7 x 5 = 35	7 x 6 = 42	7 x 7 = 49					
8 x 2 = 16	8 x 3 = 24	8 x 4 = 32	8 x 5 = 40	8 x 6 = 48	8 x 7 = 56	8 x 8 = 64				
9 x 2 = 18	9 x 3 = 27	9 x 4 = 36	9 x 5 = 45	9 x 6 = 54	9 x 7 = 63	9 x 8 = 72	9 x 9 = 81			
10 x 2 = 20	10 x 3 = 30	10 x 4 = 40	10 x 5 = 50	10 x 6 = 60	10 x 7 = 70	10 x 8 = 80	10 x 9 = 90	10 x 10 = 100		
11 x 2 = 22	11 x 3 = 33	11 x 4 = 44	11 x 5 = 55	11 x 6 = 66	11 x 7 = 77	11 x 8 = 88	11 x 9 = 99	11 x 10 = 110	11 x 11 = 121	
12 x 2 = 24	12 x 3 = 36	12 x 4 = 48	12 x 5 = 60	12 x 6 = 72	12 x 7 = 84	12 x 8 = 96	12 x 9 = 108	12 x 10 = 120	12 x 11 = 132	12 x 12 = 144

- Other ways you can support at home...

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Counting and looking for patterns.

Example: Counting in 2s
2, 4, 6, 8, 10…

- Ensure children have a strong understanding of counting in groups first.
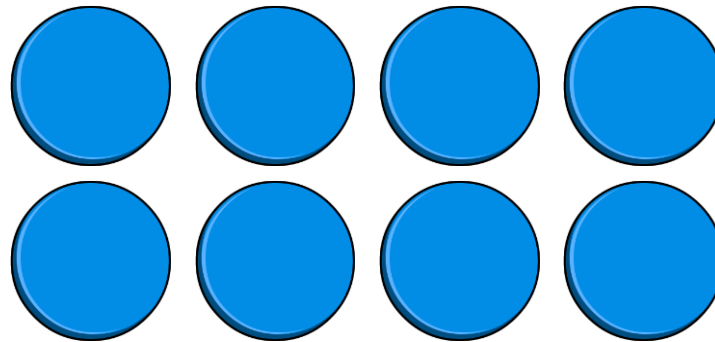- When children are secure with counting, they can then look for patterns.
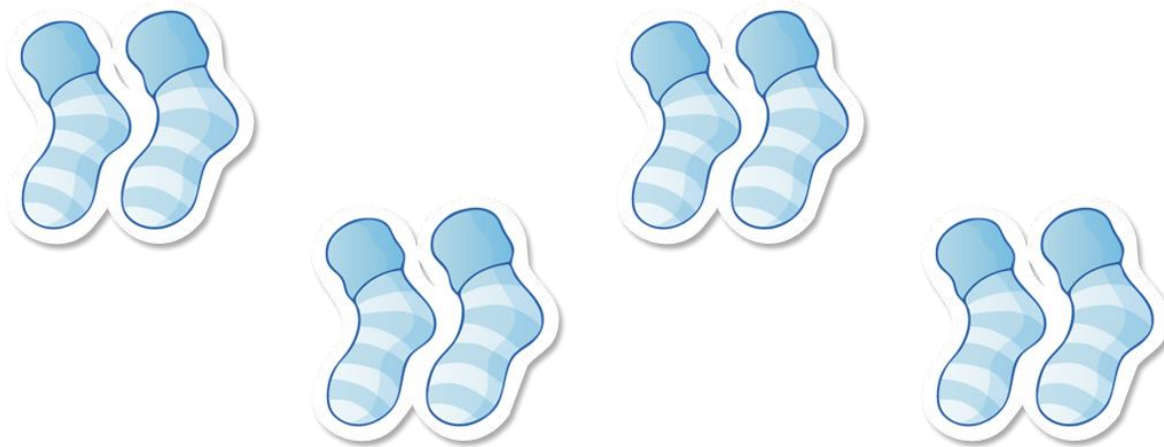
Repeated addition

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

2 + 2 + 2 + 2 = ?

2 x 4 = ?
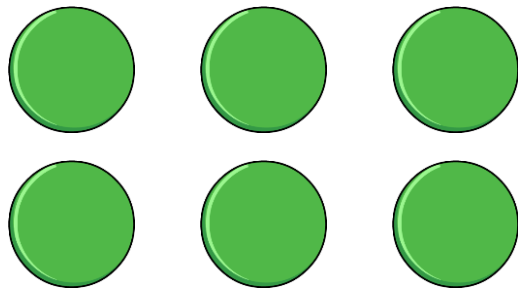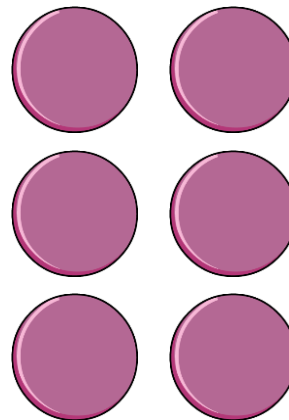
Multiplication is commutative

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.
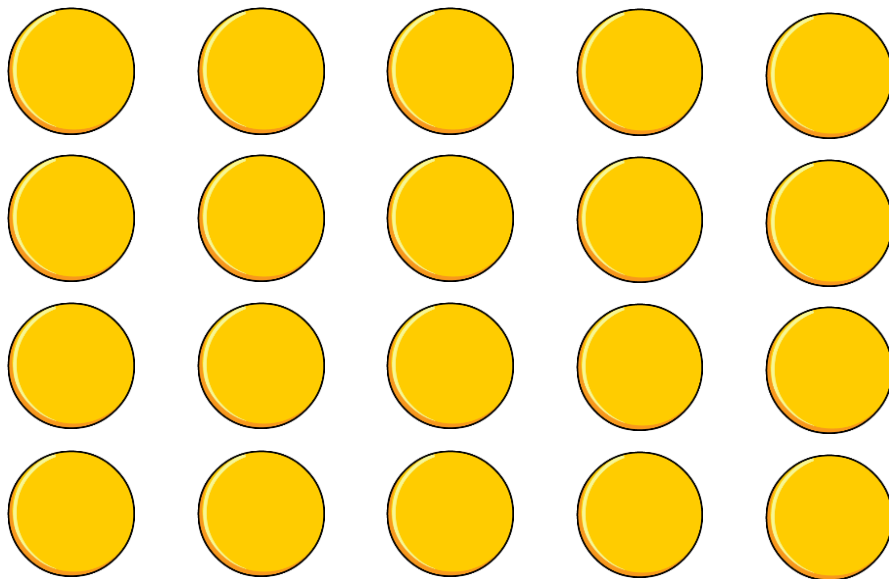
3 lots of 2 = 6

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

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

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.
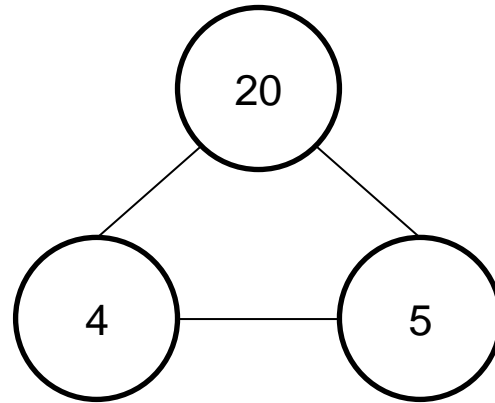
How best to prepare your child for the check

- Remind them that the check should last no more than 5 minutes.

- If you want to go over times tables, make them fun.

- If you have any concerns, talk to your child's teacher.

- If your child has any concerns, encourage them to talk to a trusted adult (for example, yourself, their teacher).

- If you're looking to support your child further with maths at home, there are lots of good websites with free resources. Start with thirdspacelearning.com/blog/category/for-parents/ or register free for the Third Space Learning Maths Hub (mathshub.thirdspacelearning.com)

[Numeracy | Stow Heath Primary (stowheathprimaryschool.co.uk)](http://stowheathprimaryschool.co.uk)