



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

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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 check will take place

- ▶ There will be a 2 week window from Monday 3th 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.



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.

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► Some children will be eligible for specific arrangements:

Specific
arrangements for
the check

- 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. 8×6 and 6×8) will not be asked in the same check.
- ▶ Children will not see their individual results when they complete the check.



More information about the questions

► The Standards and Testing Agency (STA) state that they are classifying the multiplication tables by the first number (multiplier) in the question. For example, 8×3 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

Ways to support times table knowledge

- ▶ Count and look for patterns.
- ▶ Understand that multiplication is repeated addition. 8
- ▶ 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 such as multilink cubes or counters.
 - ▶ Create pictorial representations such as arrays.



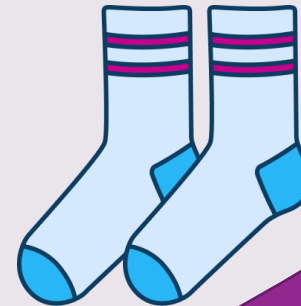
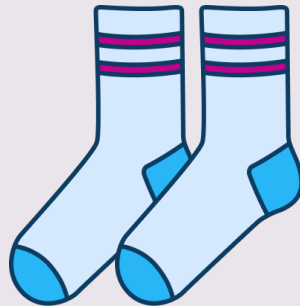
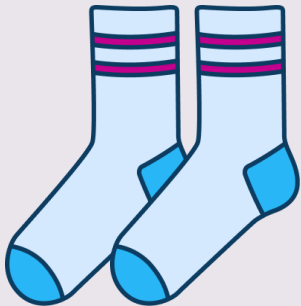
Counting and looking for patterns

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.

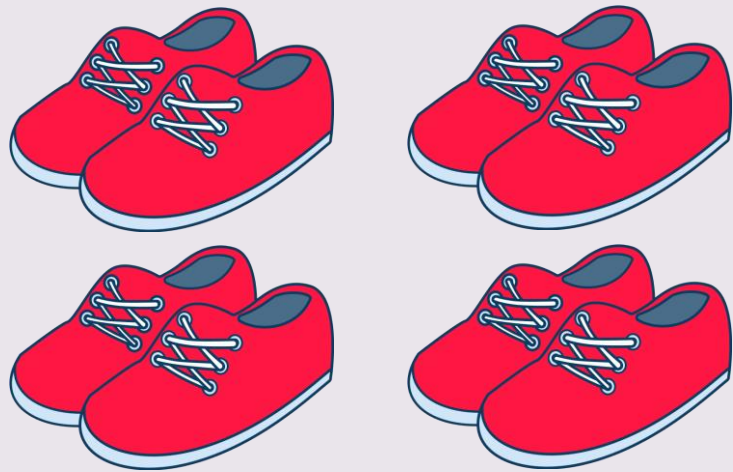


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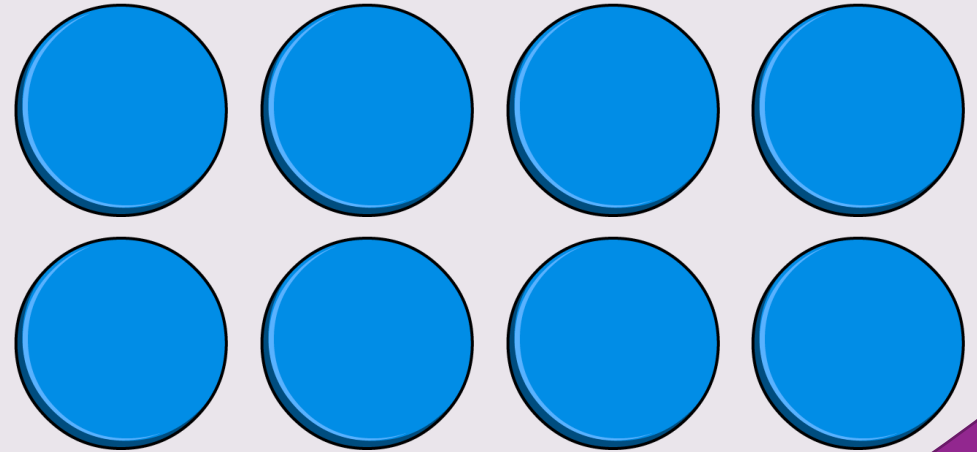


Repeated addition

Knowing that 2×4 is the same as $2 + 2 + 2 + 2$



$$2 + 2 + 2 + 2 = ?$$



$$2 \times 4 = ?$$

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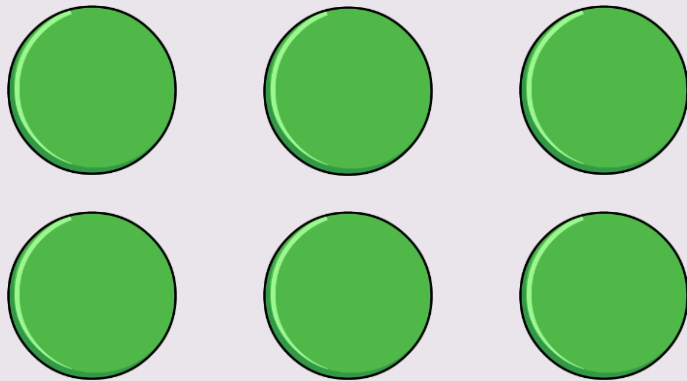


Multiplication is commutative

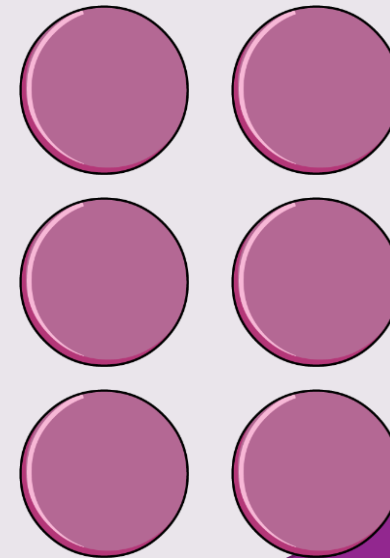
3×2 is the same as 2×3



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

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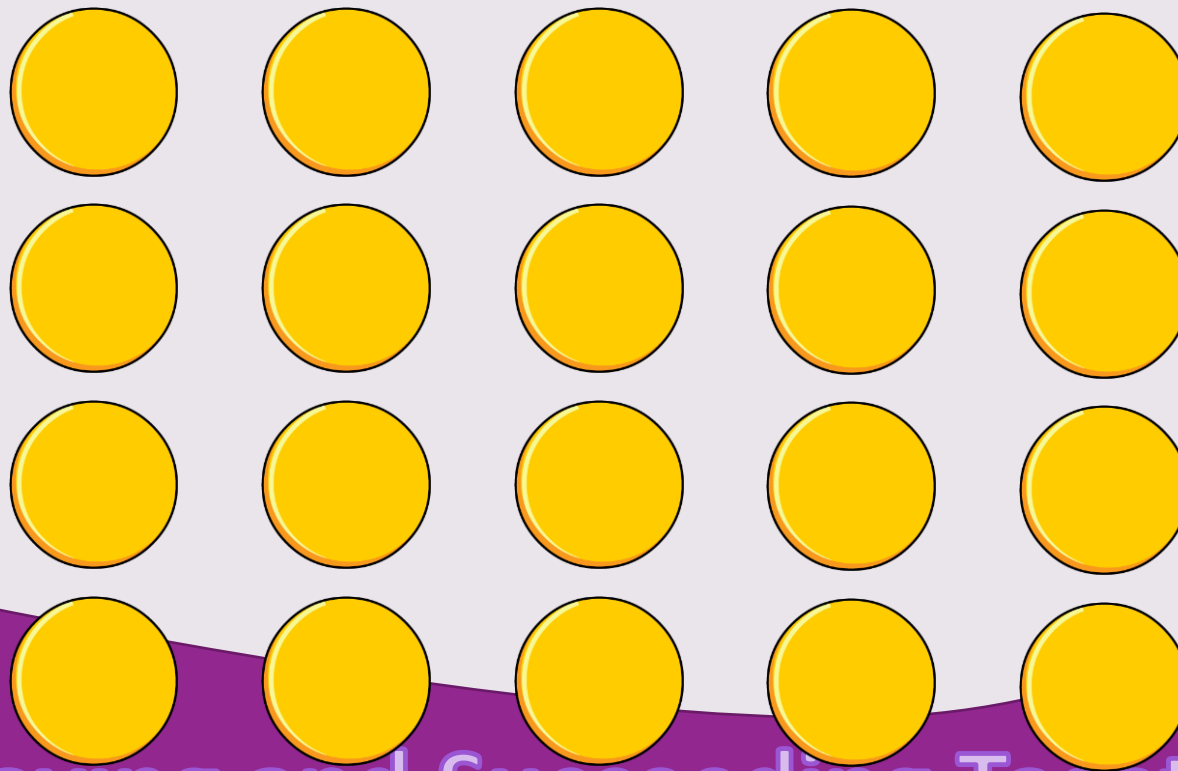


Multiplication is the inverse of division

$20 \div 5 = 4$ 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.



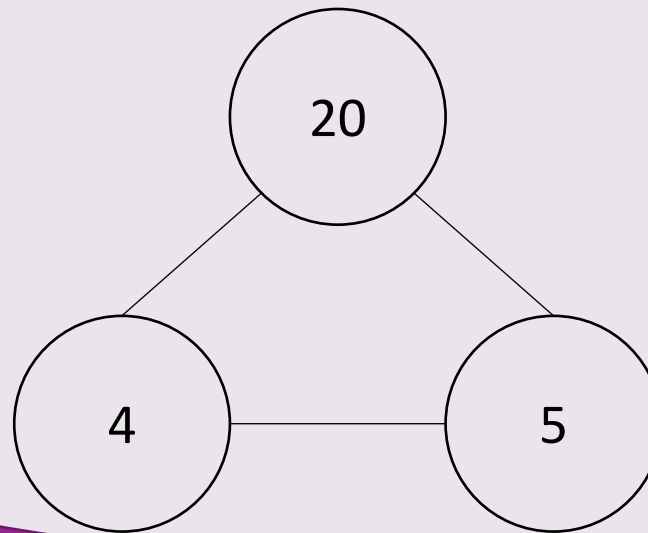
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Fact families

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

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.



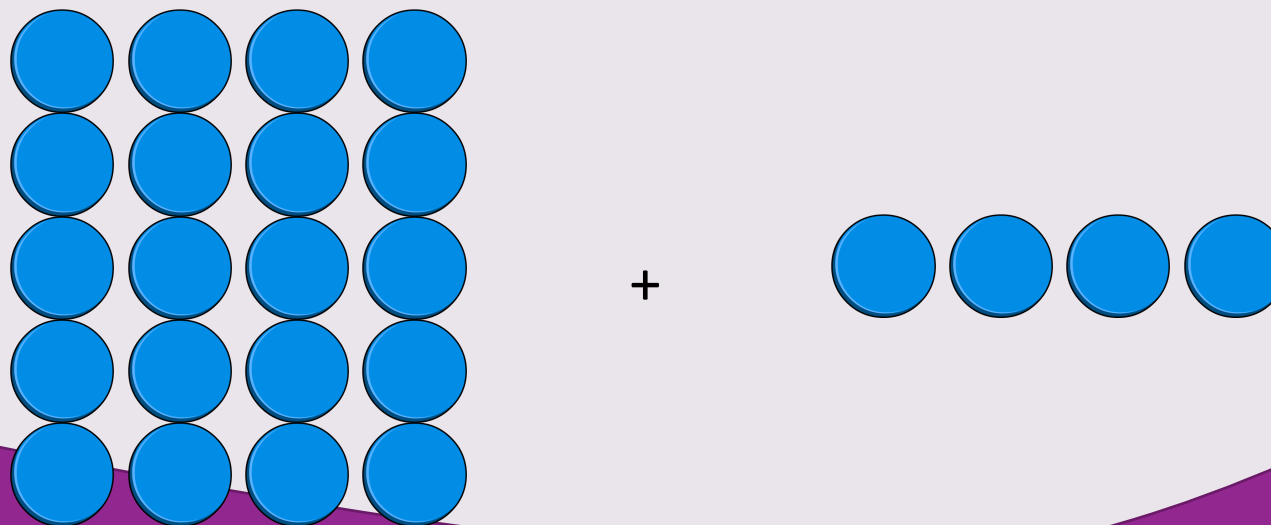
Using known facts

$$4 \times 6 = ?$$

$$\text{I know } 4 \times 5 = 20$$

$$\text{Therefore, } 20 + 4 = 24$$

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



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. Times Table Rockstars has a 'Soundcheck' option, which is a very close emulation of the check.
- ▶ [Multiplication tables check: information for parents - GOV.UK \(www.gov.uk\)](https://www.gov.uk/multiplication-tables-check)

