Farnborough Primary School

Year 4 Multiplication Tables Check 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 deigned 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 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.

- We are waiting on the DfE to publish the most up to date set of adminitrators guidance due in April.

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.

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.

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.

More information about the questions

- The Standards and Testing Agency (STA) state that they are classifying the multiplication tables by the first number 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

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 number 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.

- 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
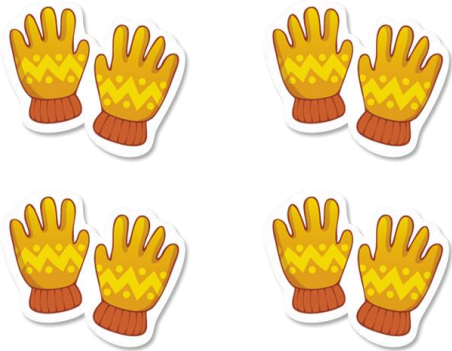
2 + 2 + 2 + 2 = ?
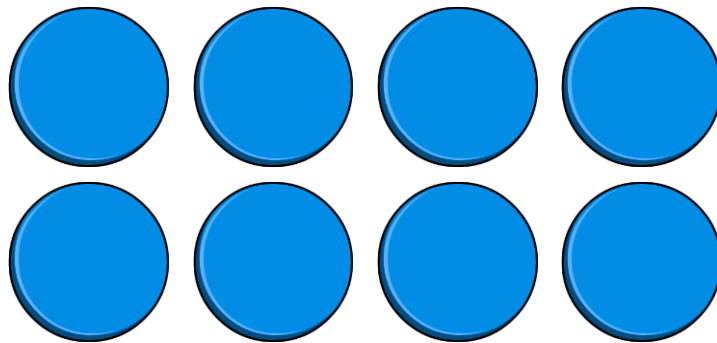
2 x 4 = ?

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.
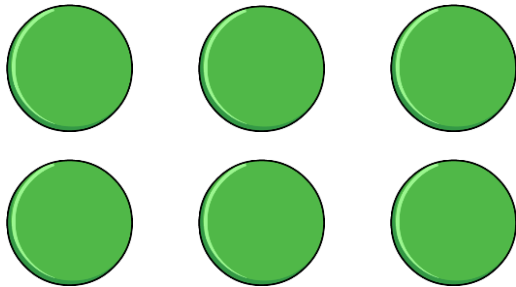
3 lots of 2 = 6
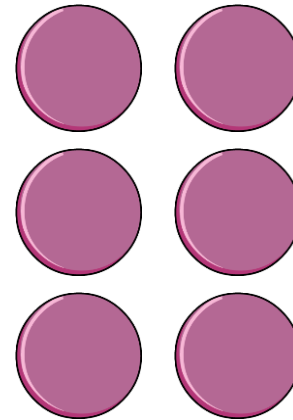
2 lots of 3 = 6

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.
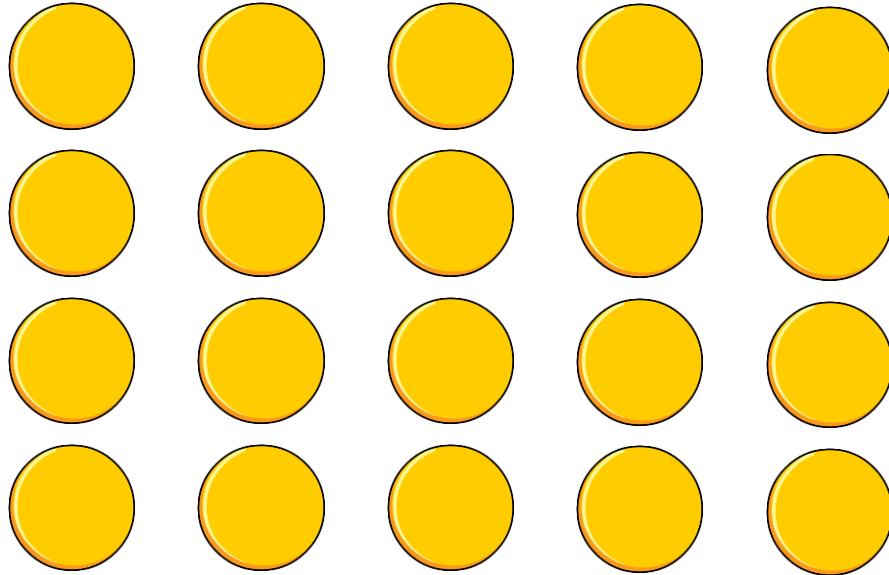
Number families

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

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.
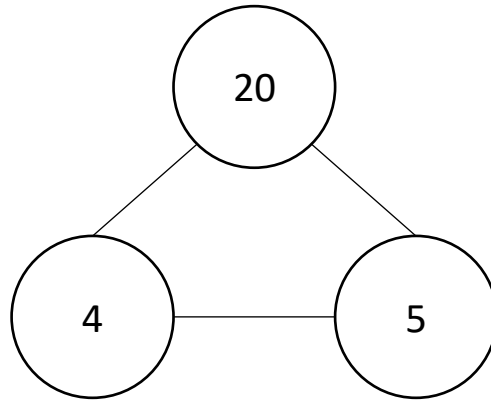
Using known facts

4 x 6 = ?
I know 4 x 5 = 20
Therefore, 20 + 4 = 24

By using known facts from 'easier' times tables, children should be able to find answers with increasing speed.
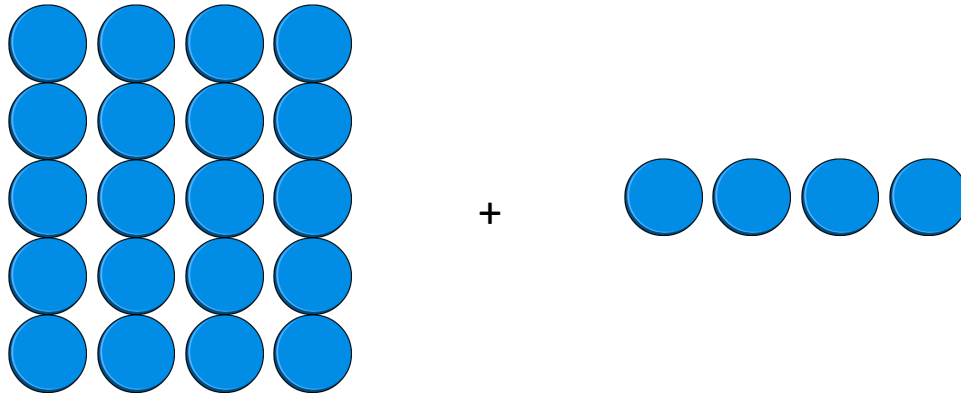
How best to prepare your child for the check

- 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, please speak to me.

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

Resources to use at home:

- Games to try:
  - Climb the stairs counting in multiples
  - Play time tables games verbally.
  - Listen and sing along to times tables songs.
  - Play maths games online.