

Year 4 Multiplication Times Table Check



**Downsway
Primary
School**



These slides will cover:

- ❑ The purpose of the check
- ❑ When and how it will be carried out
- ❑ arrangements for the check
- ❑ The content and structure of the check
- ❑ What we are doing at school to help prepare the children
- ❑ How you can support your child at home
- ❑ Useful resources

What is the purpose of the multiplication times table check?

- To establish whether year 4 pupils can fluently recall their multiplication tables.
- To help schools to identify pupils who requires 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 will the multiplication times table check be carried out?

- ❑ All eligible Year 4 pupils in England will take the check within a 3 week window.
- ❑ It is up to individual schools to decide how the check is administered.
- ❑ At Downsway Primary School we will administer the test within the 3 week period from 6th June 2022

How will the multiplication times table check be carried out and what will it look like?

- ❑ The check will be **fully digital** and take place on screen.
- ❑ Answers will be entered using a keyboard or by pressing digits or touchscreen using an on-screen number pad.
- ❑ We will be working with the children to find the most comfortable and efficient method.

How will the multiplication times table check be carried out and what will it look like?

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- ❑ Under standard administration, 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.
 - ❑ The **6 seconds** per answer means that children must be able to read, recall and enter their response within that time. Whatever is written in the answer box at the end of 6 seconds will be counted as the answer i.e. if the student intends to write 144 and only 14 is typed when the timer ends, their recorded answer is 14.

How will the multiplication times table check be carried out and what will it look like?

- ❑ There will be **25 questions** with a 3 second pause in-between questions.
- ❑ It will be important that the children work accurately yet efficiently.
- ❑ Children will be with familiar adults from school- it is not administered by visitors.

What will it look like?

- ❑ 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, however this will be reported to parents.

What will it contain?

- ❑ There will **always** be questions from the 3, 4, 5, 6, 7, 8, 9, 11 and 12 multiplication tables in each 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.
- ❑ There will only be a maximum of 7 questions from the 2, 5 and 10 times tables.
- ❑ Reversal of questions will **not** feature in the same check for example $8 \times 6 = 6 \times 8$

What will it contain?

- ❑ The STA state that they are classifying the multiplication tables by the first number in the question. For example, 8×3 would fall within the 8 times table.
- ❑ The following 11 multiplication questions are more likely to be asked:

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

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

What happens before the check?

On the day of 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.
- ❑ Children with additional needs, who have similar provision in their day-to-day learning at school, may be allotted specific arrangements.

What happens before the check?

How are we helping the children to learn facts in school?

- ❑ Teaching times tables facts first:
- ❑ Counting and looking for patterns
- ❑ 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

What happens before the check?

How are we helping the children to learn facts in school?

□ Counting and looking for patterns

Eg. Counting in 2s: 2, 4, 6, 8, 10...



When they are confident, they can look for patterns

Eg. 4×8 is the same as 4×4 , doubled.

What happens before the check?

How are we helping the children to learn facts in school?

❑ Multiplication is commutative

Eg. 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.

Arrays for 2×3

3 lots of 2 = 6



3

2 lots of 3 = 6



What happens before the check?

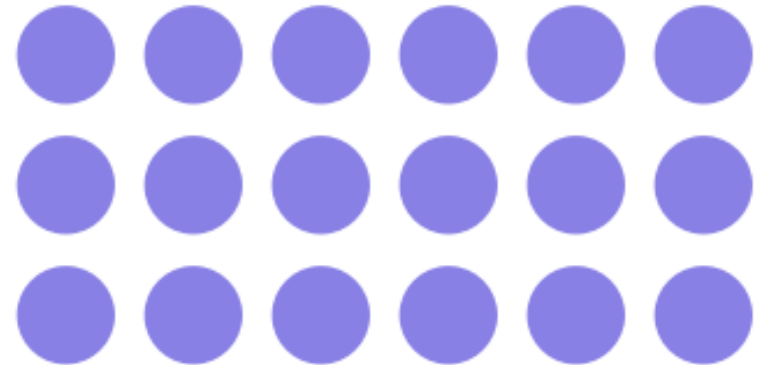
How are we helping the children to learn facts in school?

❑ **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.

Which expression describes this array?



6×4

3×6

3×4

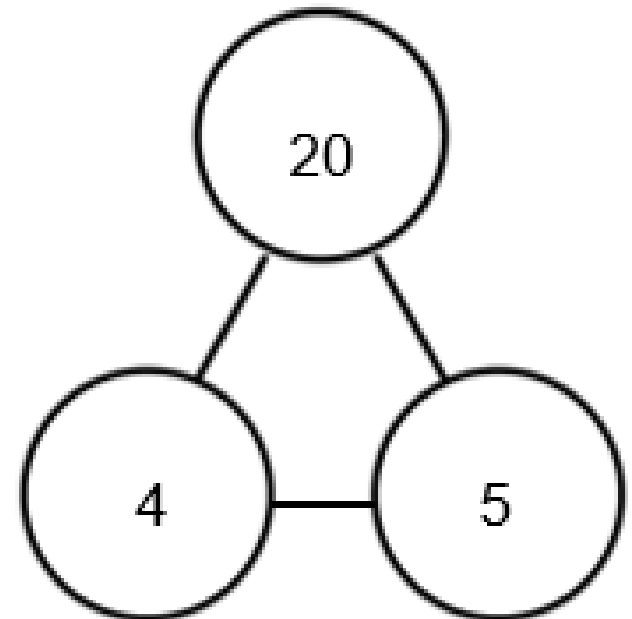
What happens before the check?

How are we helping the children to learn facts in school?

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



What happens before the check?

How are we helping the children to learn facts in school?

❑ **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.

What resources can I use to support my child?

Online- Maths Frame – Free resource that gives you an indication at the speed at which the questions are asked.

Multiplication Tables Check

This activity exactly mirrors the 'Multiplication Tables Check' that will be given to children at the end of Year 4. They are tested on their multiplication tables up to 12×12 . There are twenty-five questions and children have six seconds to answer each question and three seconds between questions. The questions are generated randomly using the same rules as the 'Multiplication Tables Check' (see below).

Results can be downloaded and printed at the end of the test.

A similar activity which tests recall of [number bonds](#) can be found [here](#).

For more multiplication games [click here](#).

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7	2	4
8	2	4
9	2	4
10	0	2
11	1	3
12	2	4



The screenshot shows the 'Multiplication Tables Check' interface. At the top, it says 'MAIN MENU Multiplication Tables Check Time left: 2'. The main display shows the equation $3 \times 8 =$ followed by a text input field containing '24'. Below the equation is a 'Play game' button with a play icon. To the right of the play button is a numeric keypad with buttons for digits 1-9, 0, and an 'ENTER' button. At the bottom left, it says 'Time allowed: 6 seconds Tables selected: All'. At the bottom right, it says 'Question 1 of 25' and 'MATHSFRAME'.

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

What resources can I use to support my child?

Online-Times Tables Rockstars



- Each child has their own unique login
- Class teachers set the times tables that they need their pupils to focus on
- Highly engaging and the children really enjoy it!
- Teachers can monitor and view each child's progress

What resources can I use to support my child?

Online-Times Tables Songs



KS1 and KS2, featuring all your favourite football



The 2 Times Table with Bridget the Lioness

Chelsea mascot Bridget the Lioness has a song and movement routine to help students learn their 2 times table.



The 3 Times Table

Get your class on their feet and learning the 3 times table using Professor Pipette's fun song and movement routine.



The 4 Times Table with Cyril the Swan

Let Cyril the Swan get your class moving and learning the 4 times table with this fun song and movement routine.



The 5 Times Table

The Posh Pooch has a song and movement routine to help students learn the 5 times table.



The 6 Times Table with Fred the Red

Manchester United's mascot, Fred the Red has a song and movement routine to help students learn the 6 times table.



The 7 Times Table with Moonbeam

The Manchester City mascot, Moonbeam has a song and movement routine to help students learn the 7 times table.

What resources can I use to support my child?

Written-Times Tables Grids

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

[PRINT](#) Speed Tables [CHANGE](#)

Name _____ [QUIT](#)

x	5	4	8	9	7	3	1	2	10	6
8										
5										
9										
4										
6										
1										
7										
10										
3										
2										

Time Taken : _____

How else can I support my child?

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
- 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 you, their teacher, or another adult they trust, if they express persisting anxieties about the check.



Key Information

The check will focus on what they know about times tables

It doesn'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.



Any questions...?

If you have any specific questions regarding your own child, please speak to Miss King.
Thankyou.

