

14.03.2024

YEAR 4 MULTIPLICATION TABLES CHECK 2024 PRESENTATION FOR PARENTS & CARERS



WHY ARE TIMES TABLES SO IMPORTANT?

- Supports mathematical learning, particularly aspects of number (long multiplication, short division)
- Supports other mathematical learning eg. calculating equivalent fractions, finding the area of a square/rectangle, finding fractions of amounts
- Helps children to calculate more fluently
- Children will feel more positive/ confident within maths.
- Children can work with greater confidence in Years 5 and 6 and beyond into secondary school.



WHAT IS THE MCT?

- ▶ 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.
- ▶ We will issue your child's result with their end of year report.



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.



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);
 - An adult to input answers;
 - Audio version;
 - Audible time alert.



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 onscreen 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.

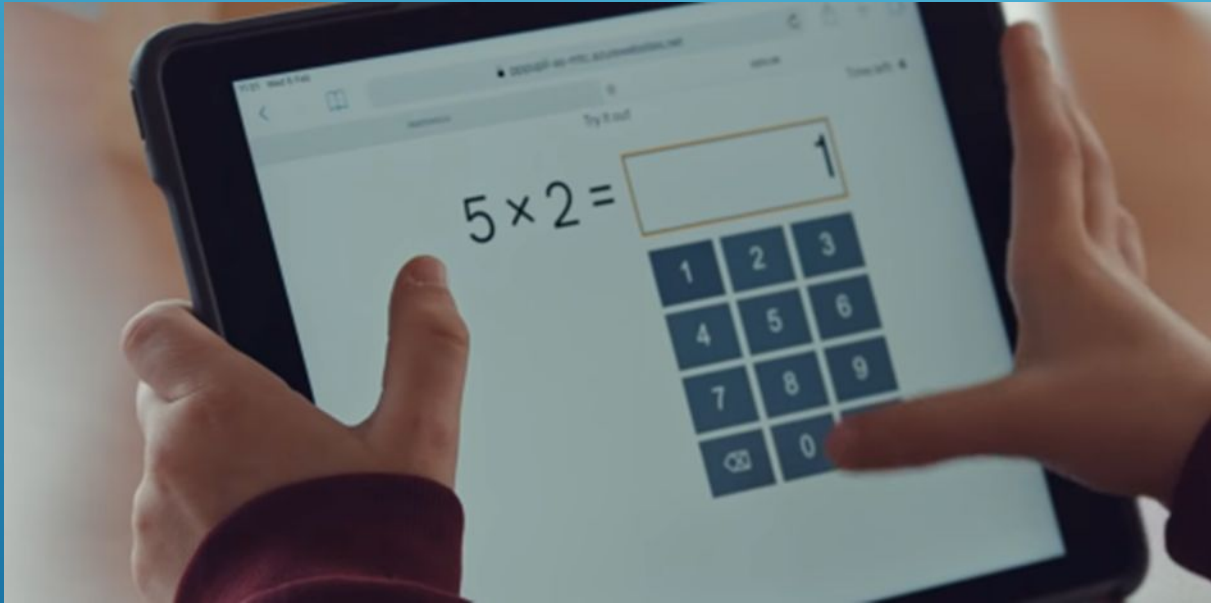


THE CHECK QUESTIONS

- Each child will be randomly assigned a set of questions
- There will only be multiplication questions in the check. We don't anticipate any 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 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

Multiplication Tables Check -
2023 - [Timestables.co.uk](https://www.timestables.co.uk)

WAYS TO SUPPORT TIMES TABLE KNOWLEDGE

- Count and look for patterns.
- Understand that multiplication is repeated addition.
- Remember that multiplication is commutative. ($4 \times 8 = 8 \times 4$)
- Remember that multiplication is the inverse of division.
- Recall and utilise number families. 6, 7, 42

$$6 \times 7 = 42$$

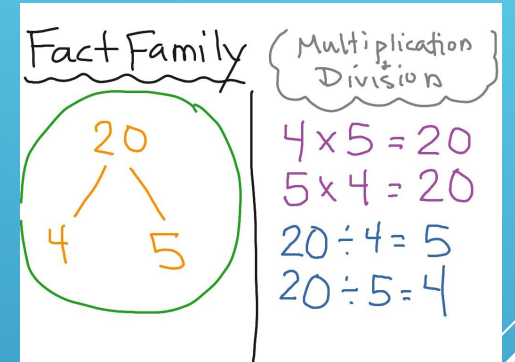
$$7 \times 6 = 42$$

$$42 \div 7 = 6$$

$$42 \div 6 = 7$$

- Learn tricks such as 5,6,7,8 for remembering 7×8 and $8 \times 7 = 56$

Use different representations to represent multiplication, such as:
Concrete manipulatives such as multilink cubes or counters, dried pasta or whatever you can find at home!



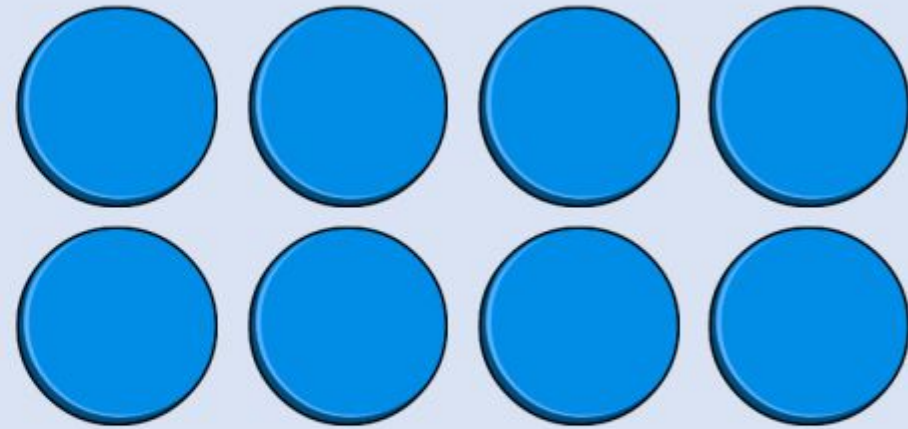
COUNTING AND LOOKING FOR PATTERNS.

- Ensure children have a strong understanding of counting in groups first e.g. 2,4,6,8,10,12 etc
- When children are secure with counting, they can then look for patterns.





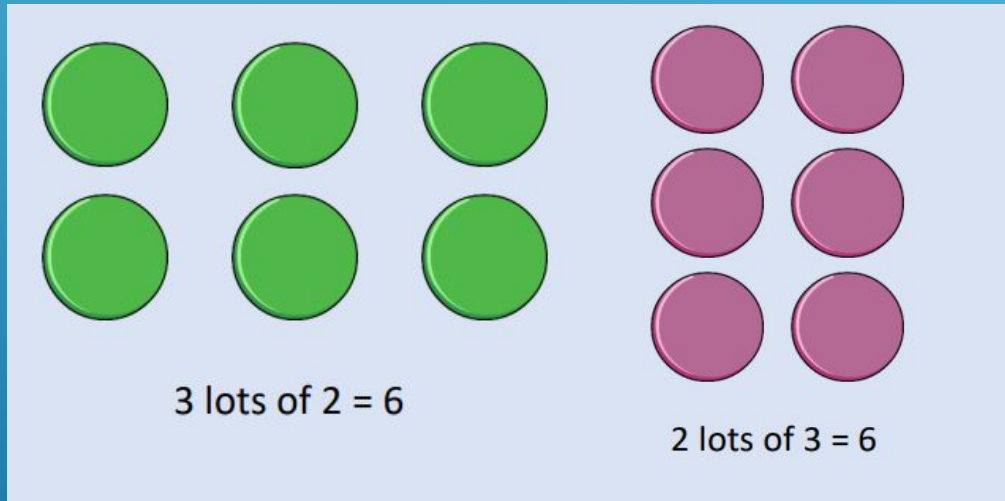
$$2 + 2 + 2 + 2 = ?$$



$$2 \times 4 = ?$$

Multiplication is commutative e.g. 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.



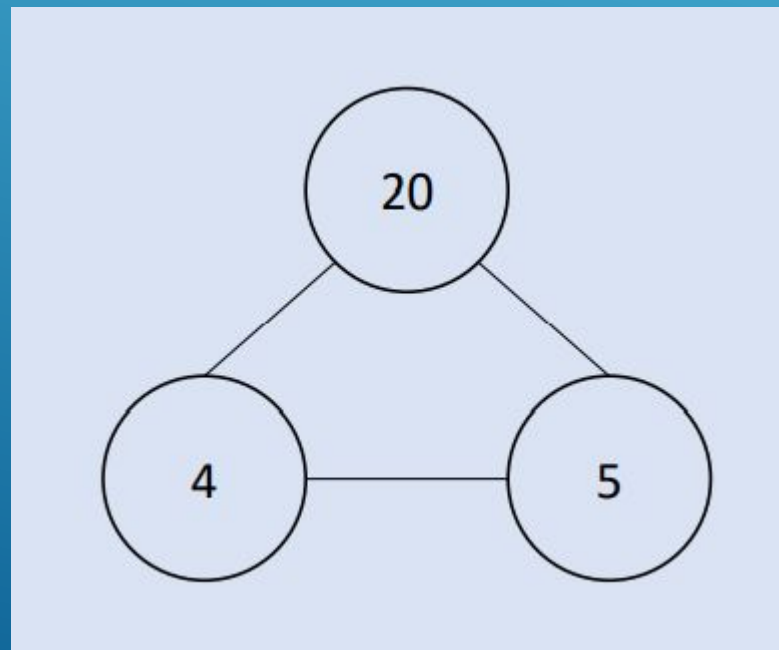
$3 \text{ lots of } 6 = 18$



$4 \text{ lots of } 8 = 32$

NUMBER FAMILIES

- ▶ 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

$$12 \times 6 = ?$$

If I know $11 \times 6 = 66$, therefore, $66 + 6 = 72$

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





[Times Tables Rock Stars: Play \(trockstars.com\)](http://trockstars.com) - soundcheck

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 e.g.
 - ▶ -TT Rockstars
 - ▶ **MTC Test – URBrainy** <https://urbrainy.com/mtc/test> **This is similar to the actual test.**
 - ▶ Maths Frame

