Year 4 Multiplication Tables Check Information for Parents and Carers

What is the purpose of the multiplication tables check?

- To determine whether year 4 pupils can fluently recall their multiplication tables.
- To help schools to identify pupils who require 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 the multiplication tables check will be carried out

- There will be **3-week window in June** for the administration of the check.
- There is **no set day** to administer the check.
- Children are not expected to take the check at the same time.
- All eligible* year 4 pupils England will be required to take the check.

**If a pupil is not entered for the check, the school should inform the pupil's parents.*

How the multiplication tables check is carried out

- The check will be **fully digital** and take place on screen.
- Children will be able to use laptops, desktops and tablets.
- Answers will be entered using a keyboard or by pressing digits using a mouse or touchscreen using an on-screen number pad.

How the multiplication tables check is carried out

- 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.
- There will be **25 questions** with a 3 second pause in-between questions.

**Some pupils will be eligible for specific arrangements.*

Specific arrangements for multiplication tables check

Children with additional needs, who have similar provision in their day-to-day learning at school, may be allotted specific arrangements, including:

- Colour contrast;
- Font size adjustment;
- ‘Next’ button (alternative to 3-second pause);
- Removing on-screen number pad;
- An adult to input answers;
- Question reader;
- Audible time alert.

The questions

- Each pupil will be **randomly assigned** a set of questions.
- There will be repeated questions across different checks each year, but no more than 30% of questions will be repeated in any two checks.
- 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.

During the check

- 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.

Questions more likely to appear

The following 11 multiplication questions are more likely to be asked:

- 6 x 6, 6 x 7, 6 x 8, 6 x 9, 6 x 12
- 7 x 8, 7 x 9, 7 x 12
- 8 x 9, 8 x 12
- 12 x 12

Before 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.

How the school teaches times tables so pupils learn instant recall

Teaching times tables facts first:

- Counting and looking for patterns
- Repeated addition
- 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

Online resources

- Times Tables Rock Stars
- BBC Super movers

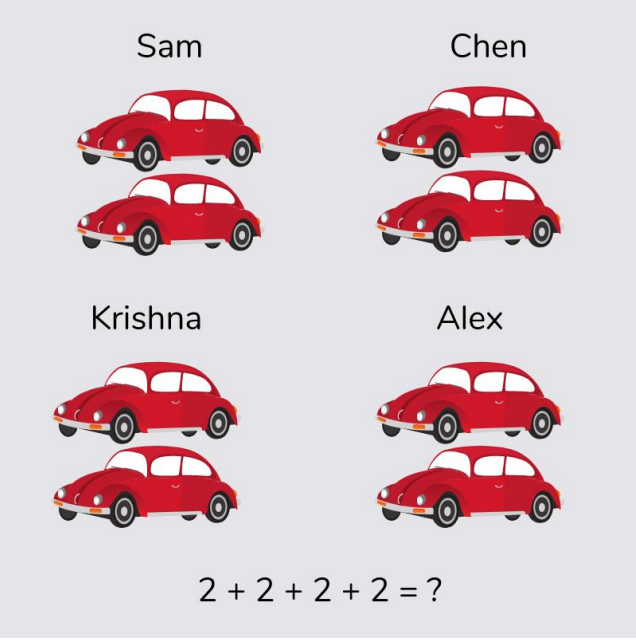
Counting and looking for patterns

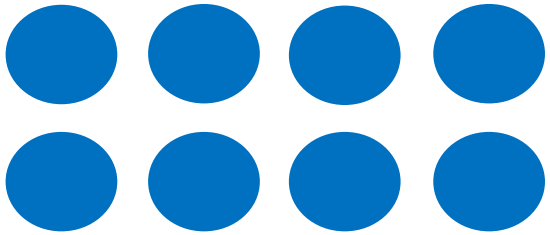
Counting in 2s
2, 4, 6, 8, 10…

- 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

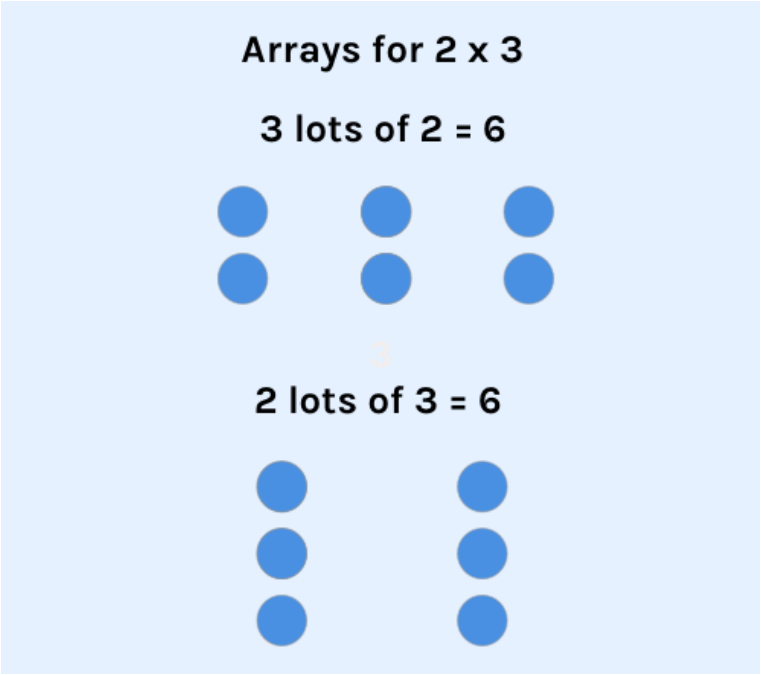




Multiplication is commutative

3 x 2 is the same as 2 x 3.

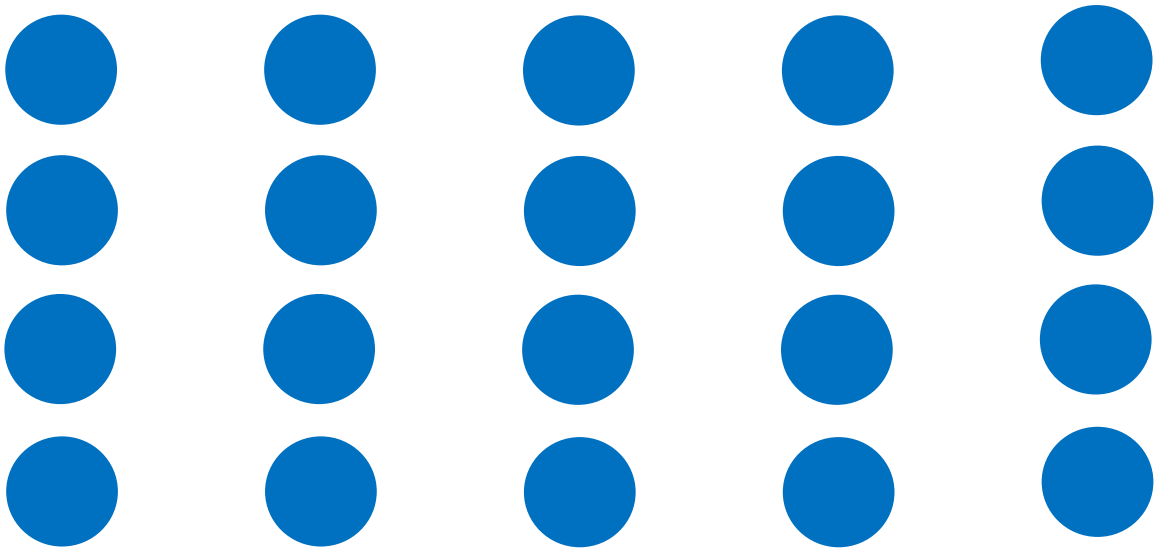
Children need to understand that multiplication can be completed in any order to produce the same answer. Sometimes this link needs to be made explicit.



Multiplication is the inverse of division

20 ÷ 5 = 4 can be worked out because 5 x 4 = 20.

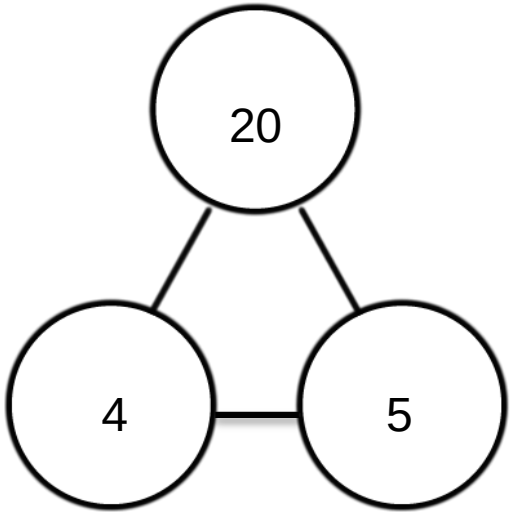
Using pictorial representations (such as arrays) is useful here for children to see the link between multiplication and division.



Number families

4 x 5 = 20, 5 x 4 = 20, 20 ÷ 5 = 4, 20 ÷ 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

7 x 12 = ?

I know 7 x 11 = 77
Therefore, 77 + 7 = 84

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

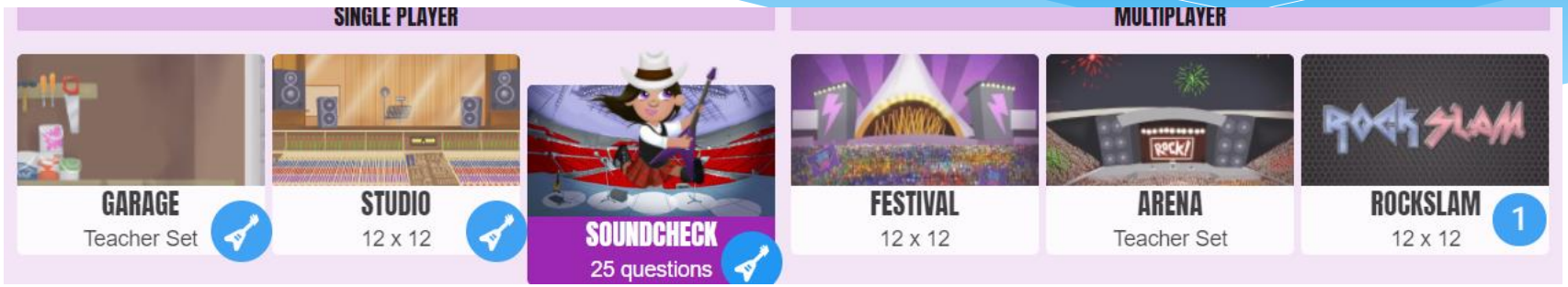
How can I support my child in preparing for their multiplication tables check?

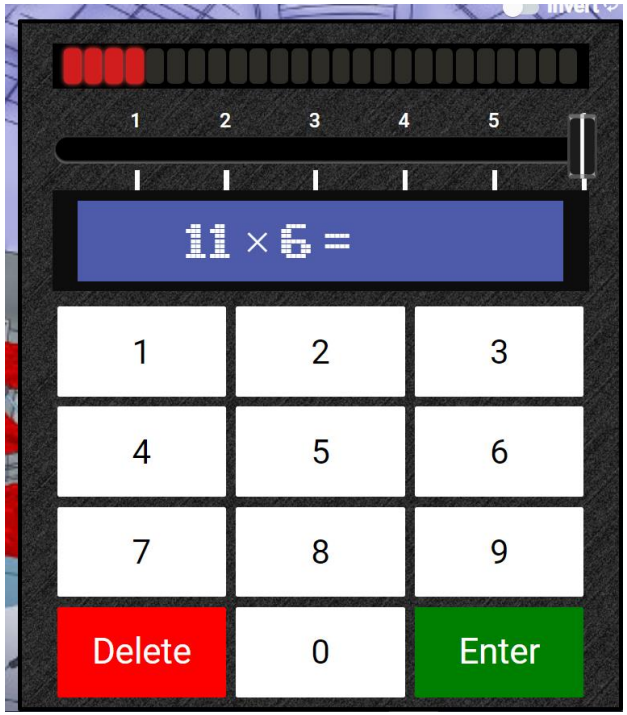
Firstly, a positive attitude goes a long way – so as much encouragement and support as possible (but we don't need to tell you that)!

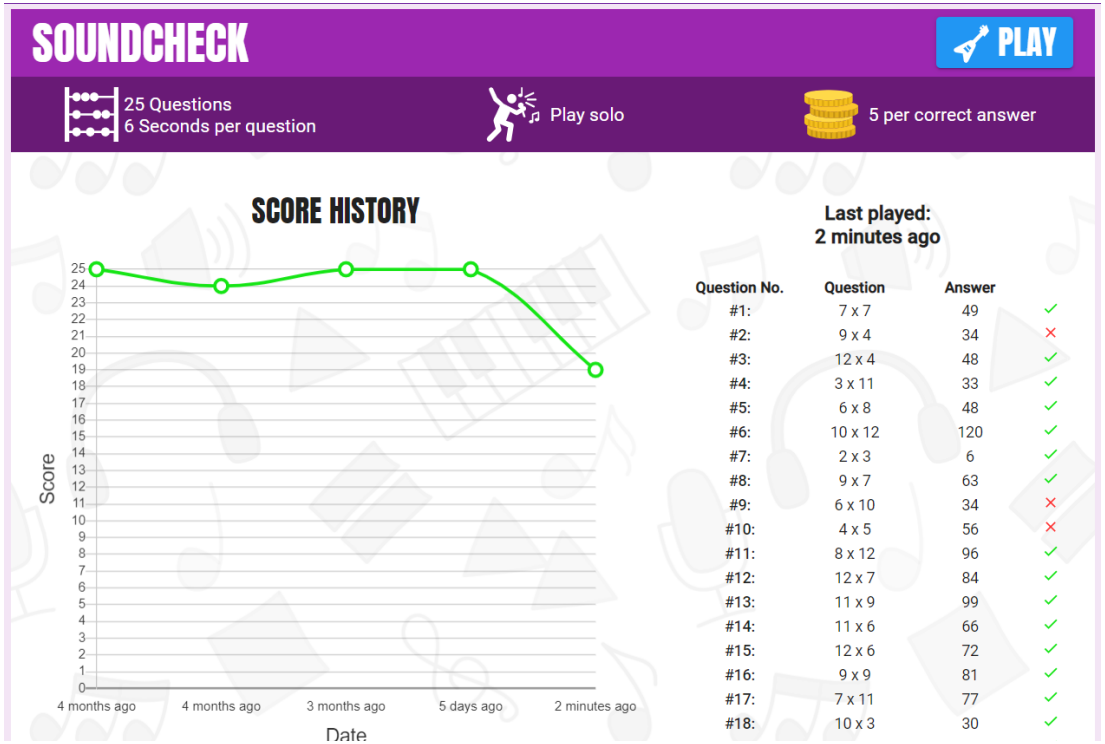
Some further tips:

- Make times tables fun;
  - Climb stairs counting in multiples
  - Play verbal times tables games
  - Listen to and learn times tables songs
  - Take it in turns to say different times tables in funny voices (i.e. say 2 x 3 = 6 in a lion's voice)
  - 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. Remember that a small amount of anxiety is normal and not harmful.

Times Tables Rockstars







https://ttrockstars.com/

https://www.bbc.co.uk/teach/supermovers/ks2-maths-the-8-times-table-with-filbert-fox/z4mrhbk

Remember this about the multiplication tables check

The check will focus on what they know about times tables

It won'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.