Year Four Multiplication Check.

INFORMATION FOR PARENTS.

Why are times tables important?

Times tables are fundamental to support children and under pin everything within Maths. It is vital that all children know their multiplication facts up to 12 x 12.

Knowing the multiplication facts up to 12x 12, will give them the essential knowledge needed to be proficient with Years 5 and 6 Curriculum

The purpose of the check is to determine whether your child can fluently recall their times tables up to 12, which is essential for future success in mathematics.

It will also help your child's school to identify if your child may need additional support.

There is no 'pass' rate or threshold.

The school will inform you of your child's result, as we would with all national curriculum assessments.

There is no pass mark for the check

The national times table check will be administered to all year four pupils between the 6th and 24th of June 2022.

The check will focus on what they know about times tables. It doesn't reflect their understanding of wider mathematical topics.

The Y4 Multiplication Check

It is an on-screen check consisting of 25 times table questions with a 3 second pause in-between questions. Your child will be able to answer 3 practice questions before taking the actual check. They will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete.

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.

It will be important that the children work accurately yet efficiently. Each pupil will be **randomly assigned** a set of questions. Children will **only face multiplication statements** in the check (not related division facts).

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.

The check will be administered by familiar adults from school - it is not administered by external visitors.

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 x 6 = 6 x 8

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

What happens before the check?

Children can practise before taking the check.

Staff in school will organise regular practise in addition to the daily work we have always done on mental maths and times tables

There will be a MTC ‘try it out’ area the children can use to become familiar with the timings and layout of the check.

Children with additional needs may be allotted specific arrangements to help them participate in 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

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 x 8 is the same as 4 x 4, doubled.

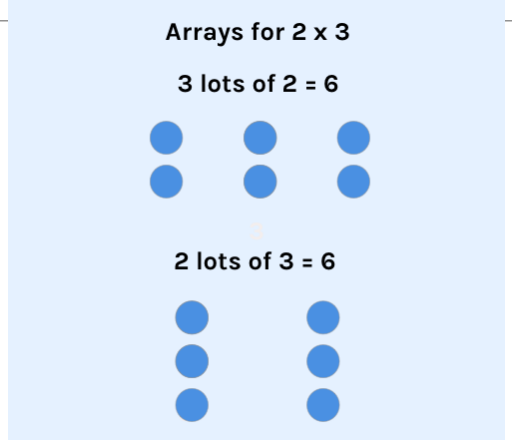
How are we helping the children to learn facts in school?

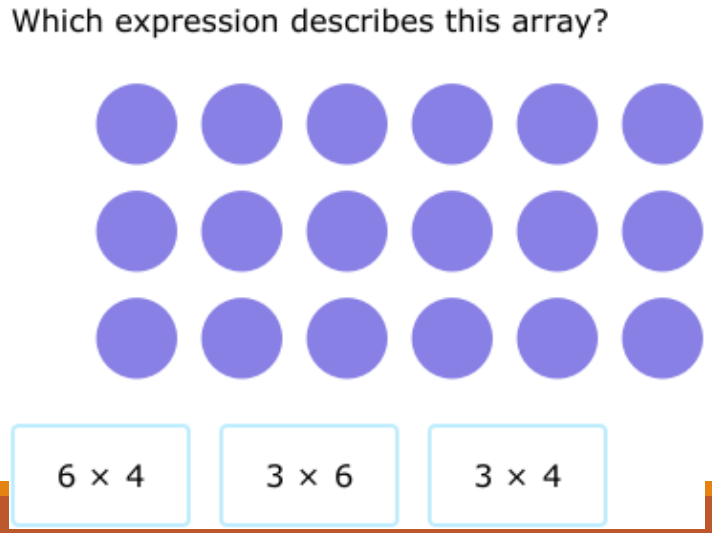
Multiplication is commutative

Eg. 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.

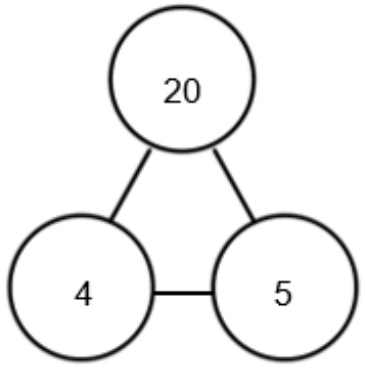
Using pictorial representations (such as arrays) is useful here for children to see the link between multiplication and division.

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

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.

What can I do to support my child?

We practise our timetables daily at school; we would love for your children to practise with you at home so that they feel confident when completing the test.

The easiest way is to quiz your child regularly at home.

8x6 is? What is 5 x 7?

Any times tables practise that the children can do at home will really support them to become proficient in their times tables and help them with their everyday maths learning.

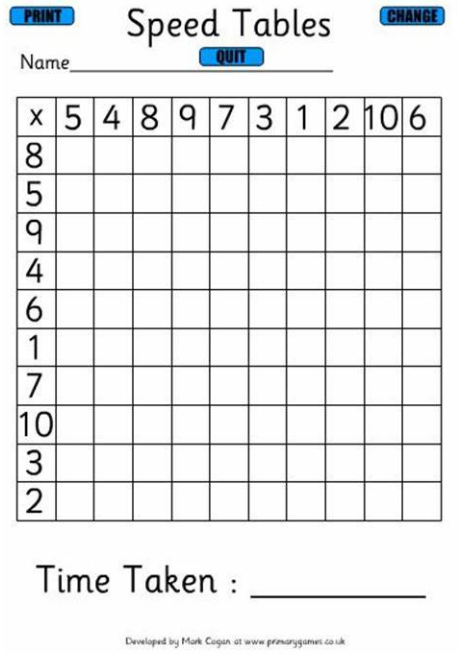
Encourage children to play Times table Rockstars as often as possible. Small 5 minute daily sessions will help children to learn times tables more than one long session a week. The soundcheck is very similar to the multiplication check.

Your child's login is available in their homework book.

What resources can I use to support my child?

Written-Times Tables Grids

×	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



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.

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

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 x 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.

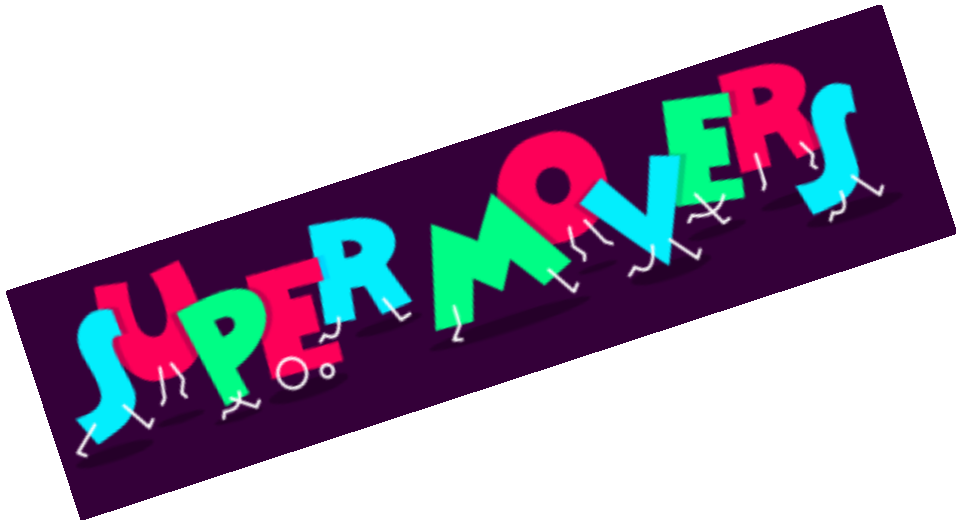
A similar activity which tests recall of number bonds can be found here.

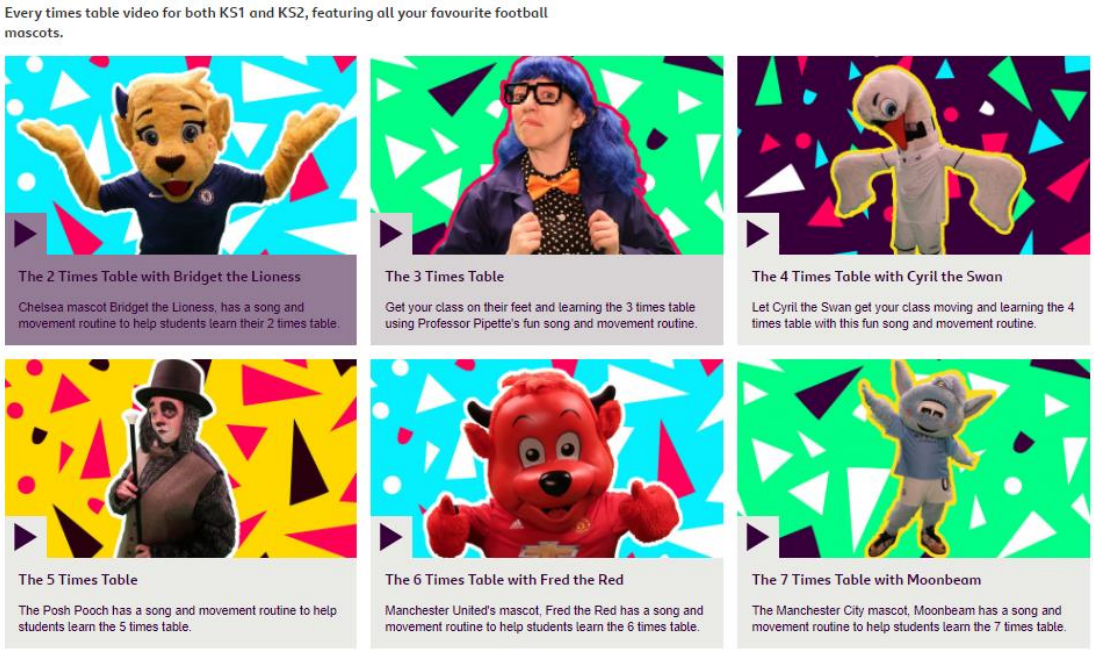
For more multiplication games click here.

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 resources can I use to support my child?

Online-Times Tables Songs





https://www.bbc.co.uk/teach/supermovers/times-table-collection/z4vv6v4

How else can I support my child?

Firstly, a positive attitude goes a long way – so as much encouragement and support as possible

<u>Some further tips:</u>

- ❑ 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