

Year 4

Multiplication Table Check

Failing to memorise and have fluent recall of these facts is cited by many adults as evidence that they are failures in maths, leading to a mindset that turns them off learning the subject altogether.

Multiplication facts are vital skills to being a successful mathematician.

NCETM definition of fluency

‘Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics’.

The National Curriculum says...

Year 1	<i>count in multiples of twos, fives and tens</i>
Year 2	<i>count in steps of 2, 3, and 5 from 0, and in tens from any number</i> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
Year 3	<i>count from 0 in multiples of 4, 8, 50 and 100</i> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
Year 4	<i>count in multiples of 6, 7, 9, 25 and 1 000</i> recall multiplication and division facts for multiplication tables up to 12×12
Year 5	<i>count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</i>
Year 6	

Children in Year 4

- In June 2021 a new national statutory test for Y4 children called the 'Multiplication Tables Check' (MTC) was introduced.
- The test judges how well each child knows their multiplication tables up to 12×12 , which is the expected standard by the end of Year 4.
- All children, working at the expected standard, will be participating in the multiplication tables check in June (5th-16th June with catch up on 19th-23rd June).
- The check also helps us to identify if your child may need additional support.

What is the Multiplication Table Check?

- It is an on-screen check consisting of 25 times table 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.

What if my child cannot access the check?

There are several access arrangements available for the check, which can be used to support pupils with specific needs. Your child's teacher will ensure that the access arrangements are appropriate for your child before they take the check in June.

The check has been designed so that it is inclusive and accessible to as many children as possible, including those with special educational needs or disability (SEND) or English as an additional language (EAL).

However, there may be some circumstances in which it will not be appropriate for a pupil to take the check, even when using suitable access arrangements.

Do I need to do anything to prepare my child for the check?

No, you do not need to do anything additional to prepare your child for the check.

As part of usual practice, teachers may ask you to practise times tables with your child.

Schools will have unlimited access to a 'try it out' area from April. They can use this to make sure pupils have the necessary support required to access the check. This includes opportunities for pupils to familiarise themselves with the check application and try out any access arrangements that may be required.

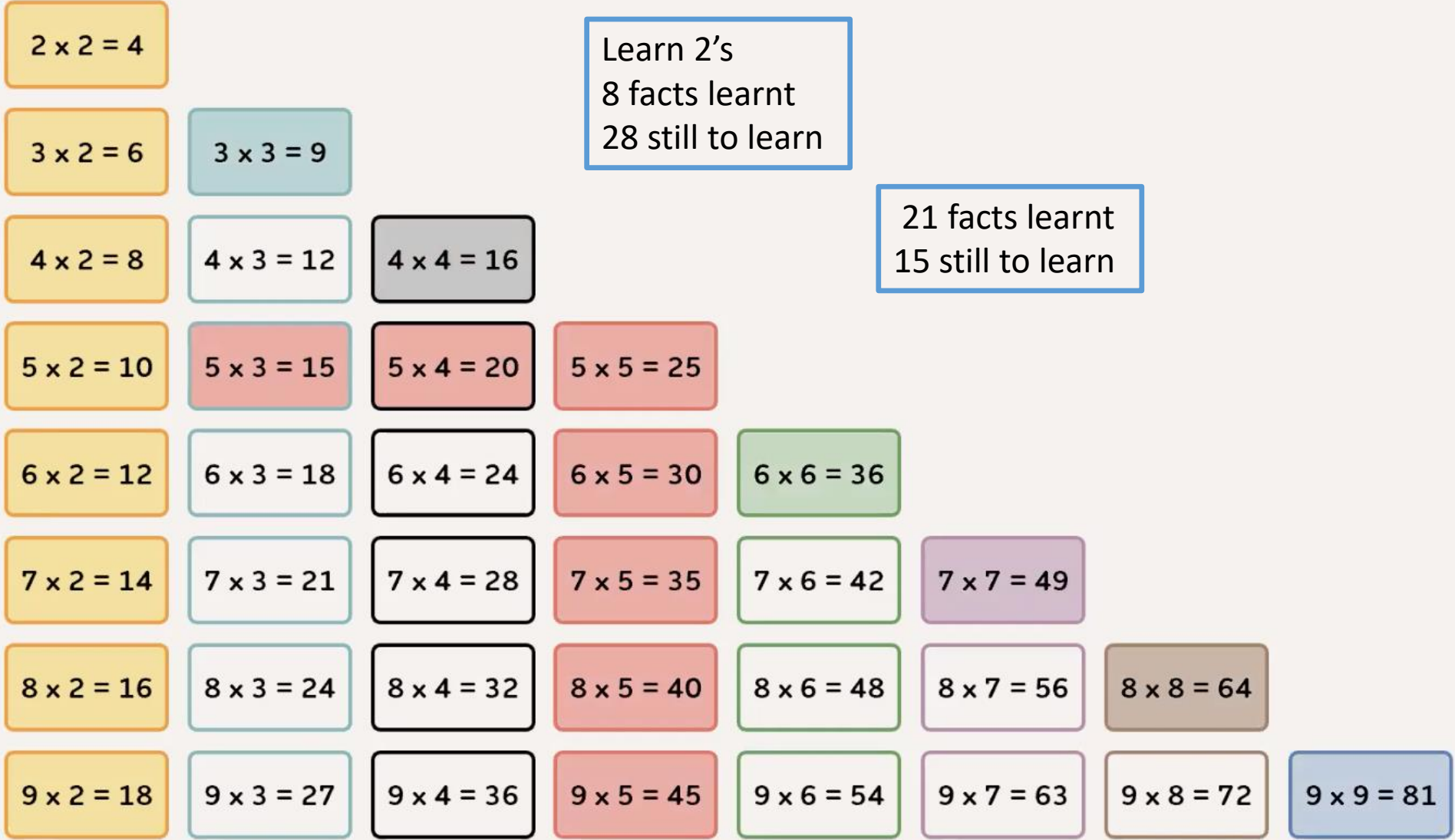
Feedback from the Check

Parents will receive information about the score that their child achieves in the end of year report.

2×2								
3×2	3×3							
4×2	4×3	4×4						
5×2	5×3	5×4	5×5					
6×2	6×3	6×4	6×5	6×6				
7×2	7×3	7×4	7×5	7×6	7×7			
8×2	8×3	8×4	8×5	8×6	8×7	8×8		
9×2	9×3	9×4	9×5	9×6	9×7	9×8	9×9	

- We can discount the 1 times table facts, because generally children knows these.
- Because each product is repeated we can halve the number of facts we need to learn. We now have 36 as shown in this grid
- Once children can recall these, and apply them to commutative calculations, for example recognise that 5×7 has the same product as $7 \times 5 = 35$, they have learnt the essential facts for written multiplication and division.
- Children who have not learnt all times table facts before the MTC should prioritise these to be ready to progress to year 5.





Fluency session – What is it?

- **Systematic**, whole class approach to learning the times tables.
- Aims to **break down the learning** of the times tables into manageable chunks learning a times table at a time.
- Importance of the **commutative law** and the **relationship with division** facts.
- **Rote learning** in which children learn the number facts **AND a sound pattern** (this is important).
- **Little and often** - A two minute times table test.

4 x 6 we say 6 fours
and division facts as
multiplication –
verbal memory and
padding removed

Teacher – Six sixes are thirty six
Children – six sixes are thirty six
Teacher – Six threes are eighteen
Children – Six threes are eighteen

$$6 \times 5 = \underline{30}$$

$$6 \times 6 = \underline{36}$$

$$18 \div 3 = \underline{6}$$

$$4 \times 6 = \underline{24}$$

$$6 \times 2 = \underline{12}$$

Multiplication Check website

[Multiplication Tables Check – Mathsframe](#)