Year 4 Multiplication Tables Check 2023

Information for parents

Important information about the multiplication tables check (MTC)

- The MTC determines if Year 4 children can fluently recall their multiplication tables.

- They are deigned 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.

When the check will take place

- There will be a 3 week window from Monday 5th June to Friday 23rd June 2023

  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.

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 on-screen 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.

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)

- Removing on-screen number pad

- An adult to input answers

- Audio version

- Audible time alert

The check questions

- Each child will be randomly assigned a set of questions

- There will only be multiplication questions in the check, not division facts.

- The 6, 7, 8, 9 and 12 times tables are more likely to be asked.

- Reversal of questions (e.g. 8 x 6 and 6 x 8) will not be asked in the same check.

- Children will not see their individual results when they complete the check.

- The Standards and Testing Agency (STA) state that they are classifying the multiplication tables by the first number in the question. For example, 8 x 3 would fall within the 8 times table.

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

- It will help children to calculate more fluently. (Children can then focus on the method needed to complete a reasoning problem rather than being distracted with struggling to work out the times table)

- Consequently, children will feel more positive/ confident within maths.

- Children are expected to know their times tables by the end of Year 4 so that they can work confidently in Years 5/6 and beyond into secondary school.

Ways to support times table knowledge

- Count and look for patterns. 8 x 2 is double 4 x 2

- Understand that multiplication is repeated addition. 2+2+2 = 3 x 2

- Remember that multiplication is commutative. (4 x 8 = 8 x 4)

- Remember that multiplication is the inverse of division (4 x 6 = 24 and 24 ÷ **6 = 4)**

- Recall and utilise number families. (6, 7, 42   6 x 7 = 42   7 x 6 = 42   42 ÷ 7 = 6   42 ÷ 6 = 7)

- Learn tricks such as 5,6,7,8 for remembering 7 x 8 and 8 x 7 = 56

Use different representations to represent multiplication, such as:

- Concrete manipulatives suck as multilink cubes or counters.

- Create pictorial representations such as arrays.

How to prepare your child for the test

- 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.
MTC Test – URBrainy

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

Children can also continue to use Times Table Rockstars to help with this

Homework in Term 4 and Term 5

- ▶ 10 minutes of Garage Games 3 times a week.

- ▶ 2 Soundcheck games a week (more if wanted!)

JAMMING
Take it easy

GIG
Perform once a month

GARAGE
Complete your heatmap

STUDIO
Get a rock status

SOUNDCHECK
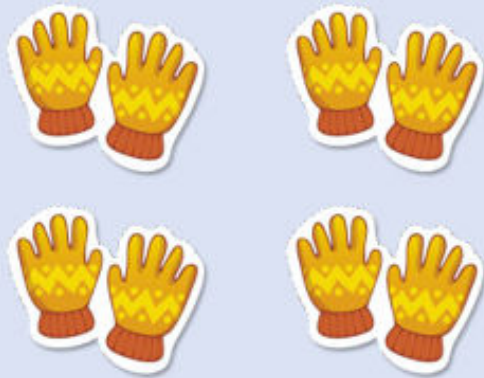Beat the clock

Counting and looking for patterns

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

- Ensure children have a strong understanding of counting in groups first.
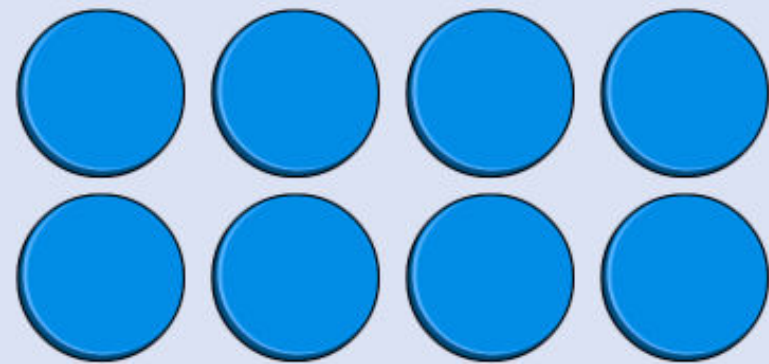- When children are secure with counting, they can then look for patterns.

Repeated addition

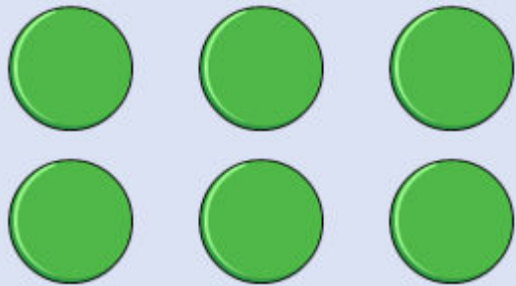Knowing that 2 x 4 is the same as 2 + 2 + 2 + 2
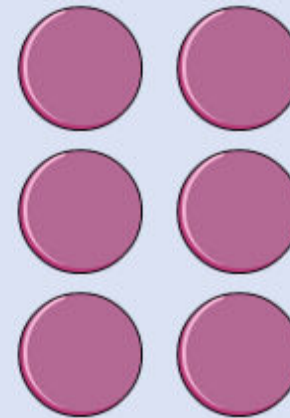
2 + 2 + 2 + 2 = ?

2 x 4 = ?

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.

3 lots of 2 = 6

2 lots of 3 = 6

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.