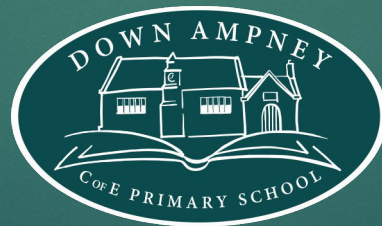


# Year 4 Multiplication Tables Check 2024

Information for parents



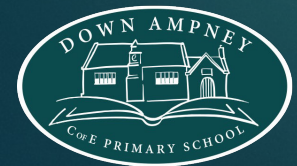
# National and regional MTC results 22/23

- ▶ 29% of eligible pupils scored 25 marks (an increase of 2.9% from previous year)
- ▶ Average attainment score of those who took the check increased 0.4 points for all pupils since 2022
- ▶ In the South West, the average attainment score for pupils was 19.7
- ▶ In South Gloucestershire, the average attainment score for all pupils was 20.5



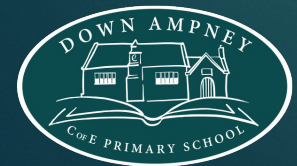
# Important information about the multiplication tables check (MTC)

- 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.



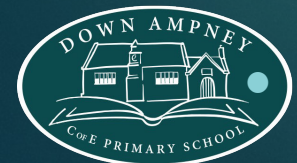
# When the check will take place

- There will be a 2-week window from **Monday 3rd 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.



# 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

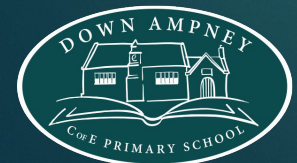
Some children will be eligible for specific arrangements:

- 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



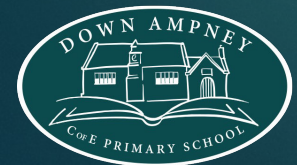
# The check questions

- 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.  $8 \times 6$  and  $6 \times 8$ ) 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,  $8 \times 3$  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.



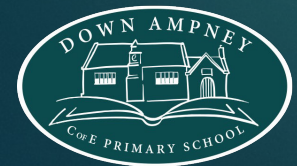


# Ways to support times table knowledge

- Count and look for patterns.  $8 \times 2$  is double  $4 \times 2$
- Understand that multiplication is repeated addition.  $2+2+2 = 3 \times 2$
- Remember that multiplication is commutative. ( $4 \times 8 = 8 \times 4$ )
- Remember that multiplication is the inverse of division ( $4 \times 6 = 24$  and  $24 \div 6 = 4$ )
- 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  $7 \times 8$  and  $8 \times 7 = 56$

Use different representations to represent multiplication, such as:

- Concrete manipulatives such as multilink cubes or counters.



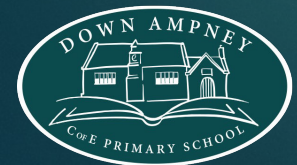
# How to prepare your child for the test

- 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 3 and Term 4



- ▶ 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.

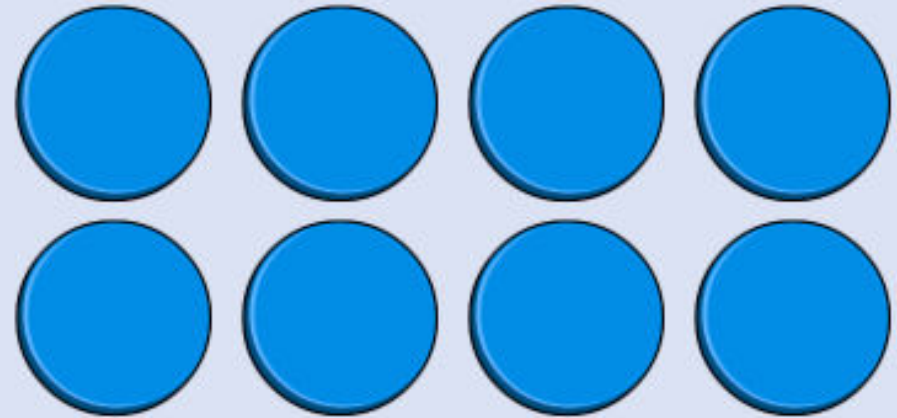


# Repeated addition

Knowing that  $2 \times 4$  is the same as  $2 + 2 + 2 + 2$



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

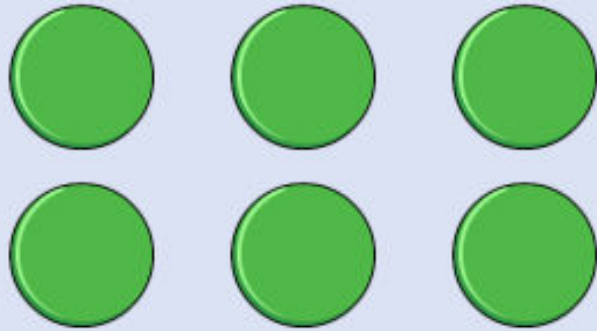


$$2 \times 4 = ?$$

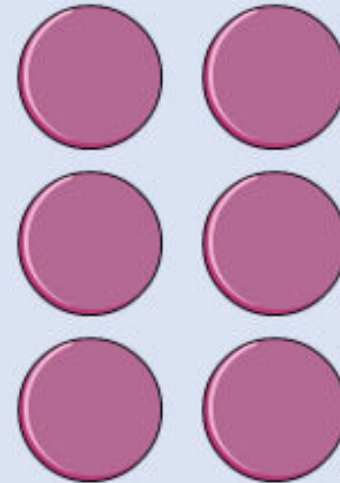
# Multiplication is commutative

$3 \times 2$  is the same as  $2 \times 3$

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

$20 \div 5 = 4$  can be worked out because  $5 \times 4 = 20$

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

