

# 2024 Year 4 Multiplication Tables Check



Multiplication tables check: information video (youtube.com)

## Important information about 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 3<sup>th</sup> 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.

## More information about the questions

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

5.2.1 Table 1 – Multiplication table limits in the MTC

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

## Ways to support times table knowledge

- Count and look for patterns.
- Understand that multiplication is repeated addition.
- Remember that multiplication is commutative.
- Remember that multiplication is the inverse of division.
- Recall and utilise fact families.

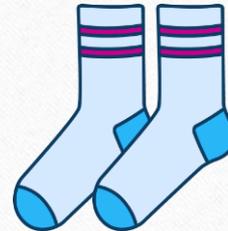
Use different representations to represent multiplication, such as:

- Concrete manipulatives such as multilink cubes or counters.
- Create pictorial representations such as arrays.

## Counting and looking for patterns

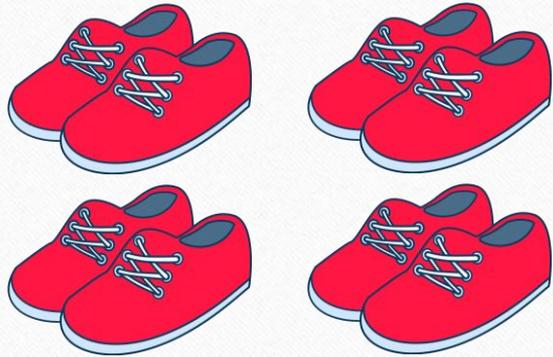
Example: Counting in 2s  
2, 4, 6, 8, 10...

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

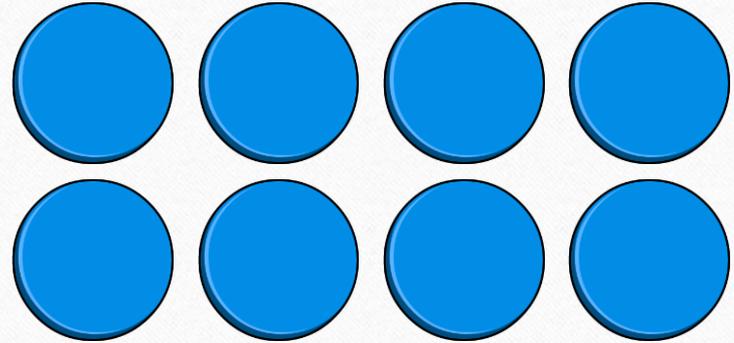


## Repeated addition

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



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

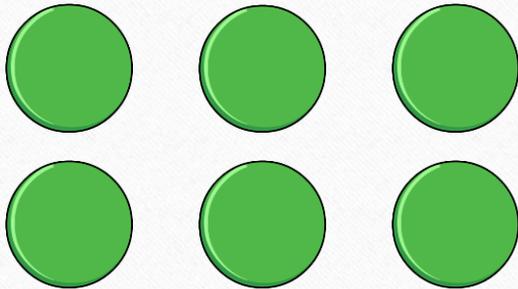


$$2 \times 4 = ?$$

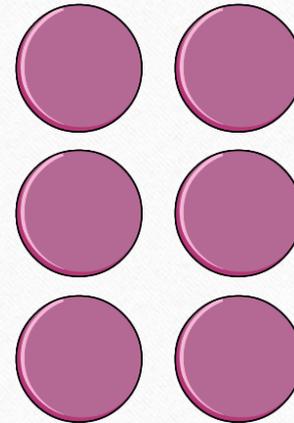
## Multiplication is commutative

**3 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**

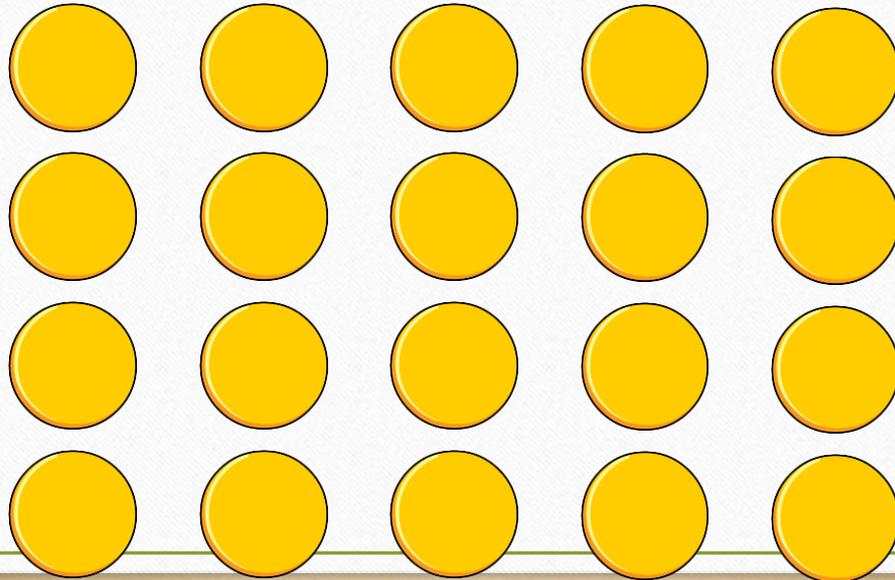


**2 lots of 3 = 6**

## Multiplication is the inverse of division

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

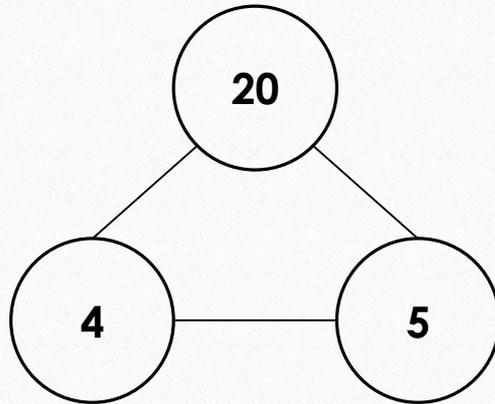
Using pictorial representations (such as arrays) is useful here for children to see the link between multiplication and division.



## Fact families

$$4 \times 5 = 20, 5 \times 4 = 20, 20 \div 5 = 4, 20 \div 4 = 5$$

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.



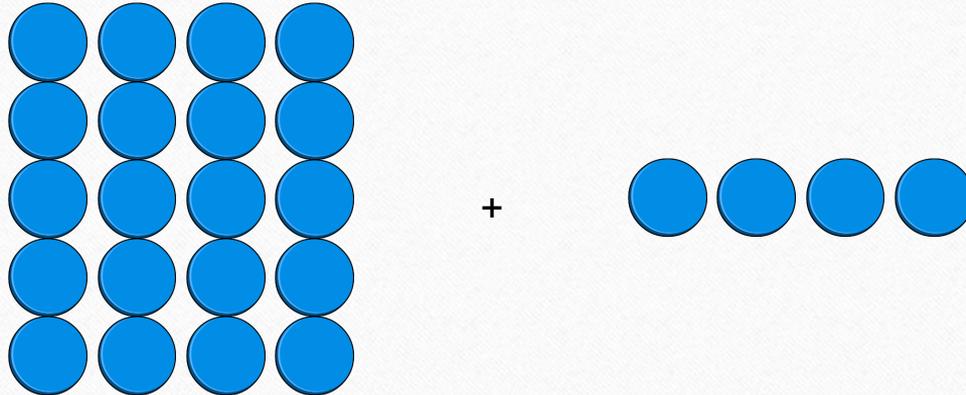
## Using known facts

$$4 \times 6 = ?$$

$$\text{I know } 4 \times 5 = 20$$

$$\text{Therefore, } 20 + 4 = 24$$

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



## How best to prepare your child for the check

- **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**

## Resources:

- **Talking times tables:** [https://talkingtimestables.uk/y4\\_ks2\\_mtc\\_practice\\_tests\\_multiplication\\_tables\\_check.php](https://talkingtimestables.uk/y4_ks2_mtc_practice_tests_multiplication_tables_check.php)
- **Times table sheets and test on:** <http://www.timestables.me.uk/>
- **Music:** <https://www.youtube.com/watch?app=desktop&v=9TSbNpPW1E4>
- **Hit the Button:** [Hit the Button - Quick fire maths practise for 6-11 year olds \(topmarks.co.uk\)](http://topmarks.co.uk)

