



# Parents' Information Evening

## Year 4

### Multiplication Times Table Check

---



Burghfield  
St. Mary's  
Primary  
School



# What is the purpose of the multiplication times table check?

---



- ❑ To establish whether year 4 pupils can fluently recall their multiplication tables.
- ❑ To help schools to identify pupils who requires additional support.
- ❑ The DfE will create a report on overall results across all schools in England to measure improvements.

# When will the multiplication times table check be carried out?

---



- ❑ All eligible Year 4 pupils in England will take the check within a 3 week window between Monday 5 June and Friday 23rd June.
- ❑ It is up to individual schools to decide how the check is administered.
- ❑ At Burghfield St. Mary's we will administer the test during the week of 5<sup>th</sup> June.

## How will the multiplication times table check be carried out and what will it look like?

---



- ❑ The check will be **fully digital** and take place on screen.
- ❑ Answers will be entered using a keyboard where the numbers are in a row along the top.
- ❑ Usually, the multiplication check will take less than 5 minutes per pupil.
- ❑ Children will get 6 seconds from the time the question appears to input their answer.
- ❑ 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.

## How will the multiplication times table check be carried out and what will it look like?

---

- ❑ There will be **25 questions** with a 3 second pause in-between questions.
- ❑ It will be important that the children work accurately yet efficiently.
- ❑ Children will be with familiar adults from year four - it is not administered by visitors.

# What will it look like?

---

- ❑ Each pupil will be **randomly assigned** a set of questions.
- ❑ Children will **only face multiplication statements** in the check (not related division facts.)
- ❑ Pupils will not see their individual results when they complete the check, however this will be reported to parents at a later date.

# 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  $8 \times 6 = 6 \times 8$ .

# What will it contain?

- ❑ 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.
  
- ❑ The following 11 multiplication questions are more likely to be asked:
  - $6 \times 6$ ,  $6 \times 7$ ,  $6 \times 8$ ,  $6 \times 9$ ,  $6 \times 12$
  - $7 \times 8$ ,  $7 \times 9$ ,  $7 \times 12$
  - $8 \times 9$ ,  $8 \times 12$
  - $12 \times 12$



# What happens before the check?

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

- **Multiplication is commutative**

Eg.  $3 \times 2$  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.

Arrays for  $2 \times 3$

3 lots of 2 = 6



2 lots of 3 = 6



# What happens before the check?

---

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

❑ **Using known facts**

$$7 \times 12 = ?$$

$$\text{I know } 7 \times 11 = 77$$

$$\text{Therefore, } 77 + 7 = 84$$

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

# How can I support my child?

Firstly, a positive attitude goes a long way – so as much encouragement and support as possible (but we don't need to tell you that!)

## Some tips:

- 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
- Talk directly to your child's class teacher if you have any worries (try not to worry your child);
- Encourage your child to talk to you, their teacher, or another adult they trust, if they express persisting anxieties about the check.



# 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.

## 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  $12 \times 12$ . 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



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

# What happens before the check?

---

On the day of the check...

- ❑ Children can practise before taking the check.
- ❑ There will be a 'try it out' area the children can use to become familiar with the timings and layout of the check.



# Any questions...?



If you have any specific questions regarding your own child, please speak to a member of staff at the end of this meeting or at another convenient time. Thankyou.

