



Year 4 Multiplication Tables Check

Miss Heidar and Mr Short



What is the MTC?

- ▶ By the **end of Year 4**, the national curriculum states that **children** should know their **times tables up to 12** and recall calculations with **fluency**
- ▶ The **MTC** is for all **Year 4 pupils** unless there is a specific additional need where the child can not take the check
- ▶ The **check enables** us, as a **school**, to **identify** children that need additional support with **their times tables**
- ▶ You will find out your child's score when the reports are given

What happens during the check?



- ▶ The children will be completing the check during the week commencing 2nd June
- ▶ It will be completed on a PC. Will take no longer than 5 minutes
- ▶ There are 25 questions
- ▶ Pupils will have 6 seconds to answer each question
- ▶ They will complete the test in focused groups



Multiplication tables check questions

There will be 25 questions.

[Start now >](#)

$$10 \times 10 =$$

1	2	3
4	5	6
7	8	9
	0	Enter

How you can help your child?



Practice at home

We will of course continue to teach the full curriculum, and would love your continued support to help practice times tables with your children.

Some easy ways to do this include:

- ▶ Asking questions such as “What’s 7 x 8?”
- ▶ Reciting times table
- ▶ Singing times table songs
- ▶ Using purple mash and times table rock stars
- ▶ Encourage your child to talk to you, their teacher, or another adult they trust, if they express persisting anxieties about the check. Remember that a small amount of anxiety is normal and not harmful.

How the school teaches times tables so pupils learn instant recall

Teaching times tables facts first:

- Counting and looking for patterns
- Repeated addition
- Multiplication is commutative
- Multiplication is the inverse of division
- Number families

Use of different representations

- Concrete manipulatives such as counters or multilink cubes
- Pictorial representations such as arrays

Counting and looking for patterns





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 2×4 is the same as $2 + 2 + 2 + 2$

Sam	Chen
	
Krishna	Alex
	

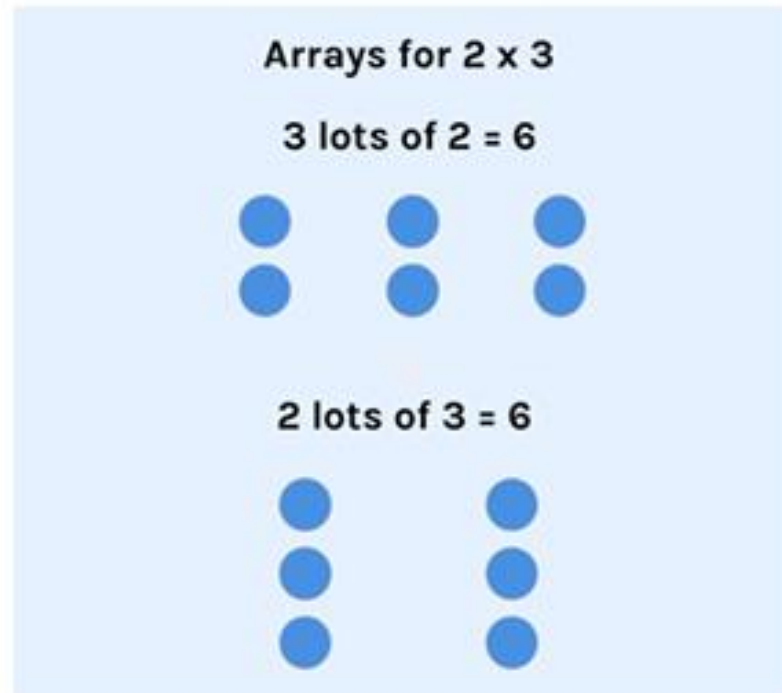
$2 + 2 + 2 + 2 = ?$



Multiplication is commutative

3×2 is the same as 2×3 .

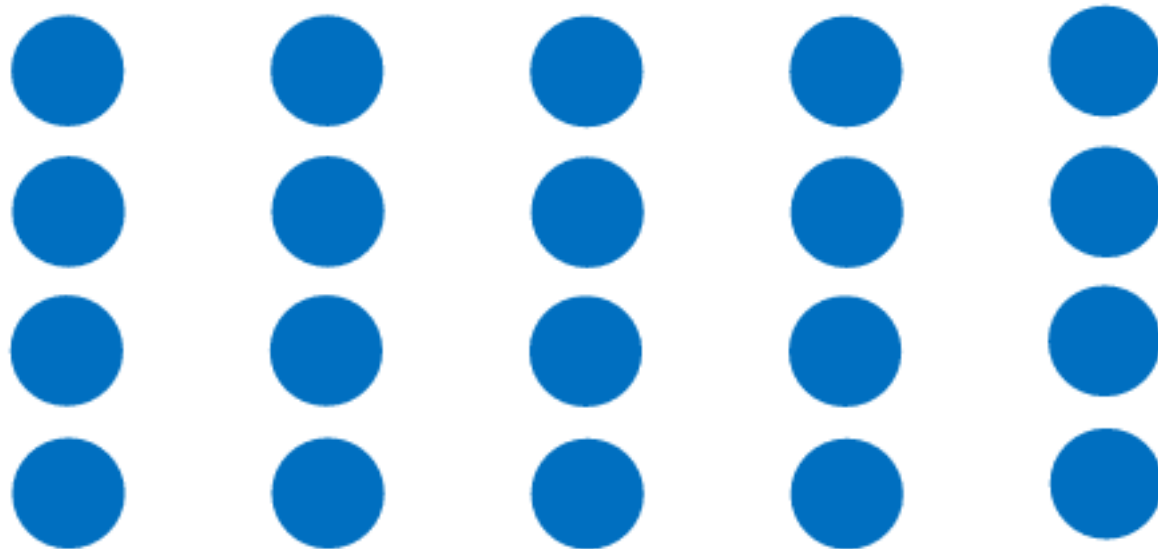
Children need to understand that multiplication can be completed in any order to produce the same answer. Sometimes this link needs to be made explicit.



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.



Using known facts

$$7 \times 12 = ?$$

I know $7 \times 11 = 77$

Therefore, $77 + 7 = 84$

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

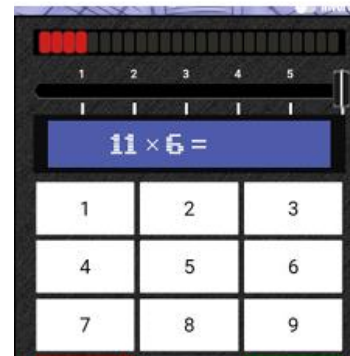
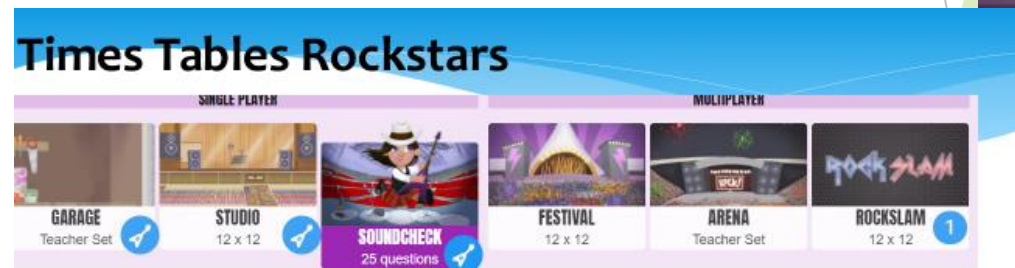
Times table rock stars and purple mash

Times table rock stars has features that has number of games and activities that will help your child learn and understand times table

Purple mash has a check that has 25 questions and allows children to continuously practice how the MTC works.

purple
mash

2 simple





Any questions?

