

Year 4 Multiplication Times Table Check MTC



x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100



x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



X

lots of
Groups of
times
multiply
commutative
product



$$\begin{aligned} 6 \times 6 &= 36 & 6 \times 3 &= 18 \\ 5 \times 2 &= 10 \\ 5 \times 4 &= 20 \end{aligned}$$



Learning Times Tables at Springdale



- ▶ Y4 Multiplication Check (MTC)
- ▶ Daily Practice Activities
- ▶ TT Rockstars
- ▶ Numbergym
- ▶ Mastering Number
- ▶ Have a go on TT Rockstars

MTC: What is it?



- The purpose of the MTC is to determine whether year 4 pupils can fluently recall **their multiplication tables, up to 12x12 which is essential for future success in mathematics. It will help us to identify pupils who have not yet mastered their times tables, so that additional support can be provided.**
- All eligible Year 4 pupils who are registered at maintained schools, special schools or academies (including free schools) in England will be required to take the check.
- The test is fully digital and takes place on screen. It will be available to use on laptops and tablets – though most children prefer the instant nature of a touch screen tablet.



What, When, How...



- ▶ It will take place at some point across a two-week window from 3rd June 2023. Children will face 25 questions (up to 12x12). Each child will be randomly assigned a set of questions.
- ▶ They will get 6 seconds to answer each question – this is 6 seconds to read, recall and enter their response.
- ▶ Children will enter their answer using a keyboard or touchscreen on an on-screen number pad.
- ▶ There will be a 3 second pause in-between each question, before the next question appears on screen. It is therefore important that children have been used to answering (at least) 25 questions in quick succession before they face the test.
- ▶ It should take less than 5 minutes per pupil.
- ▶ **There will be no division questions.**



Which tables...?

- ▶ The 6, 7, 8, 9 and 12 times tables are more likely to be asked than the 2, 3, 4, 5, 10 or 11 multiplication tables. The Standard Testing Agency (STA) state that there is a focus on these as these are the 'most difficult' multiplication tables.
- ▶ There will always be questions from the 3, 4, 5, 6, 7, 8, 9, 11 and 12 multiplication tables in each test.
- ▶ There will be no questions from the 1 times table (i.e 1×8 or 8×1)
- ▶ There will only be a maximum of 7 questions from the 2, 5 and 10 times tables.
- ▶ Reversal of questions using the commutative law will not feature in the same check. This means that, for example, 8×3 and 3×8 won't be asked to the same pupil.



Results

- ▶ The child (or teacher) will not be shown the total score on screen. We have to wait until all tests are completed then the scores will be sent into school.
- ▶ **There Is No ‘Pass’ Rate Or Threshold**
- ▶ The guidance is clear that there is no expected pass rate or threshold. This means that, unlike the KS1 Phonics Screening check, children will not be expected to re-sit the check if they do not meet a set threshold in this KS2 Times Tables Test. BUT if children are to achieve expected progress in Year 6 maths SATs it is very important that they have rapid and accurate recall of all times tables and the related division fact.
- ▶ The DfE usually report on the performance of pupils in the check nationally and in each local authority. Schools are also likely to be able to see the percentage of children in their cohort who achieved each score compared to the percentage of children nationally.
- ▶ We will use the results to inform our Maths planning and identify weaknesses in times tables knowledge to practise in school.



EXTRA SUPPORT

We will be given access in April to a 'Try it Out' MTC so the children can get used to the format and we can assess individual needs. As it is a timed test then no extra time can be given BUT we can:

- ▶ Change colours
- ▶ Increase Font sizes
- ▶ Invert the Keyboard
- ▶ Include a question reader

For those children who's needs state that this would improve their access.

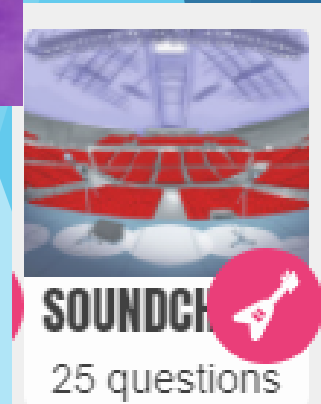


What is school doing to prepare your child?

Due to the speed of the test, it is vital that we are ensuring children are able to rapidly recall multiplication facts, and can do so 'out of sequence' (i.e. answer 6×7 without having to count in 6's from 0).

So at school (alongside Maths lessons to teach focussed times table skills) we are:

- ▶ Practising daily at the start of each maths lesson: chanting, singing, dancing, Bingo, looking for patterns, missing numbers, using mnemonics etc
- ▶ Doing lots of practise on tablets and computers! We are teaching strategies for remembering tables and patterns...
- ▶ Using TT Rockstars to practise our rapid recall which is set as weekly homework
- ▶ Practising the format of the test (practising using devices to type answers in quickly...)- Using SoundCheck on TT Rocksars as this mimics the test format- though is more difficult as it includes division facts.
- ▶ Using Numbergym- Table Trainer to improve skills and knowledge.
- ▶ Focusing on specific times tables each week and conducting weekly times table tests.
- ▶ Developing 'use what you know' skills so $5 \times 7 = 35$ so $6 \times 7 = 5 \times 7 + 7 = 42$

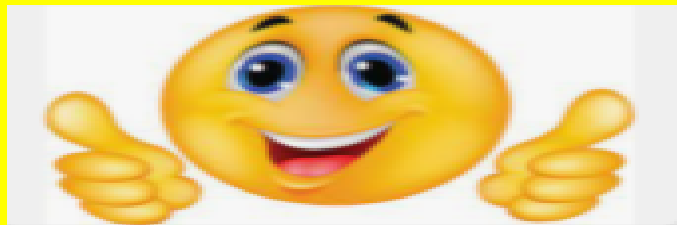




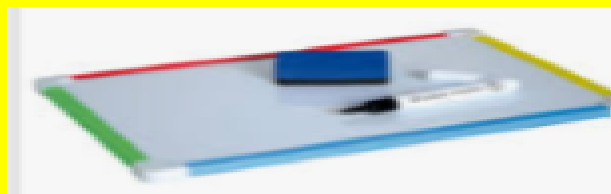
Daily Practise

	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Learning our 6 times tables!



SAY it, SEE it, Train your brains to KNOW it!



e.g.

6	0
66	
24	18

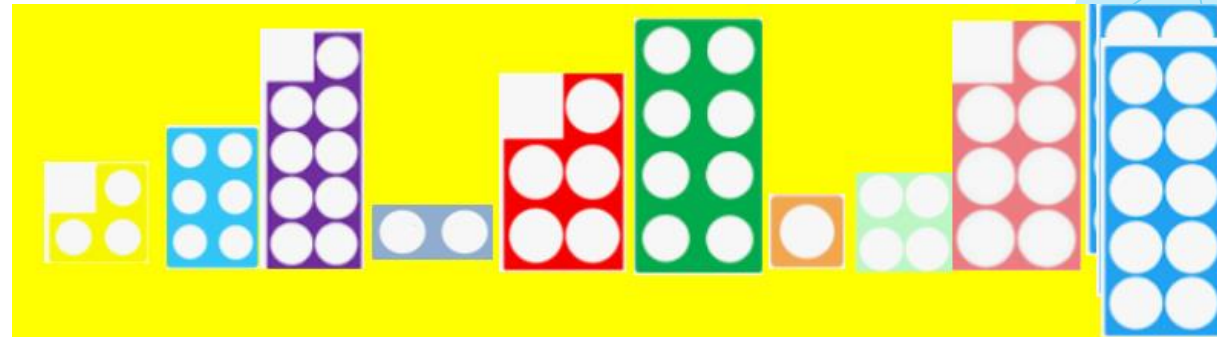
1	x	6	=	6
2	x	6	=	12
3	x	6	=	18
4	x	6	=	24
5	x	6	=	30
6	x	6	=	36
7	x	6	=	42
8	x	6	=	48
9	x	6	=	54
10	x	6	=	60
11	x	6	=	66
12	x	6	=	72

BINGO! Write down 5 multiples of 6 on your whiteboard. Your teacher will give you the two factors, if you have the product then cross it off. You can do Liney, liney (vertice to vertice) or Housey, Housey- all 5!

Times Tables Auction



- Choose a times table
- Offer bids by count in consecutive multiples
- Sold to last correct bid!



<https://www.bbc.co.uk/teach/supermovers/ks2-maths-the-6-times-table-with-fred-the-red/zrq3xyc>



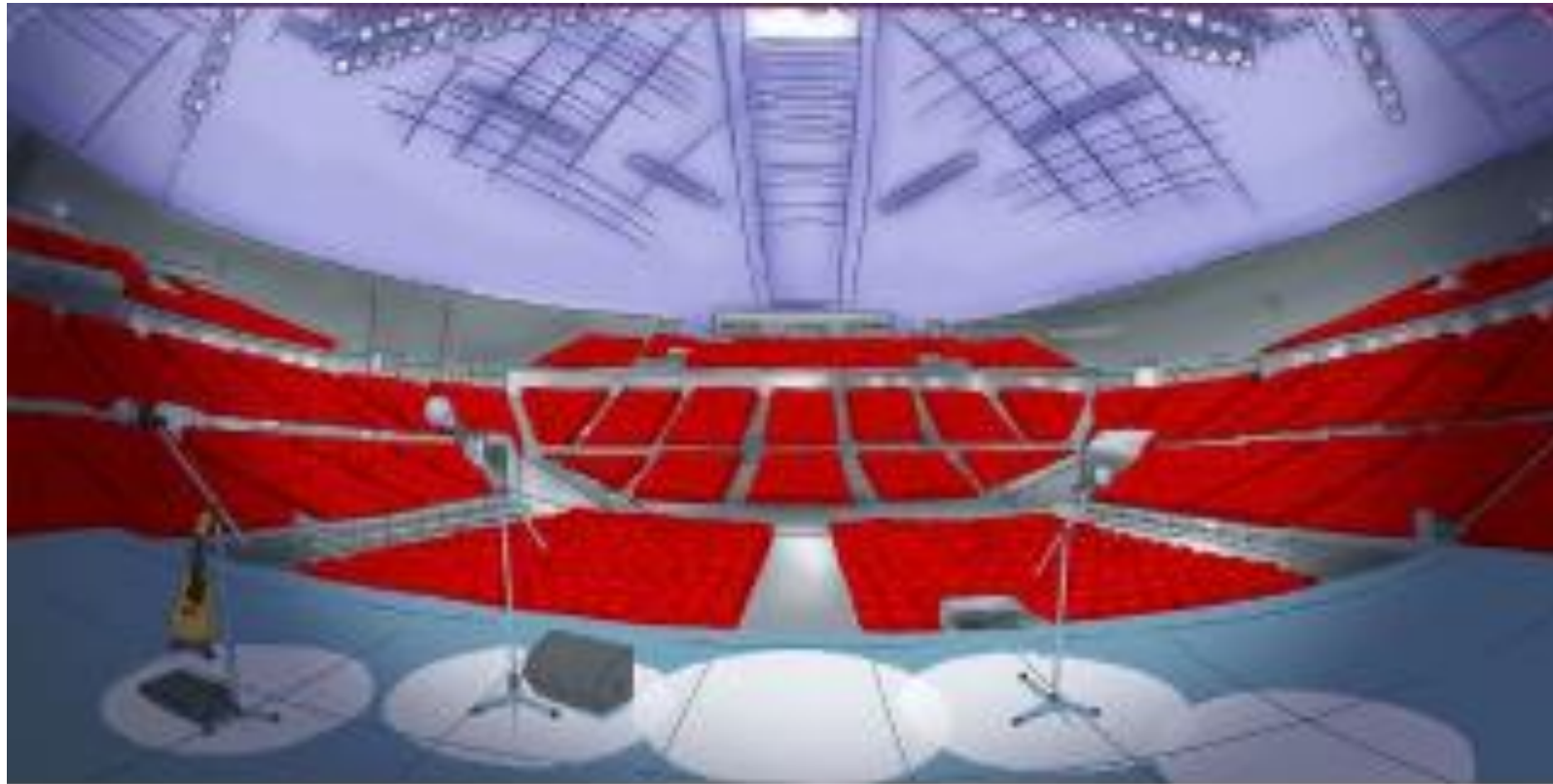


TT Rock Stars





WHAT IS TIMES TABLES ROCK STARS?
PARENTS AND CARERS
GUIDE

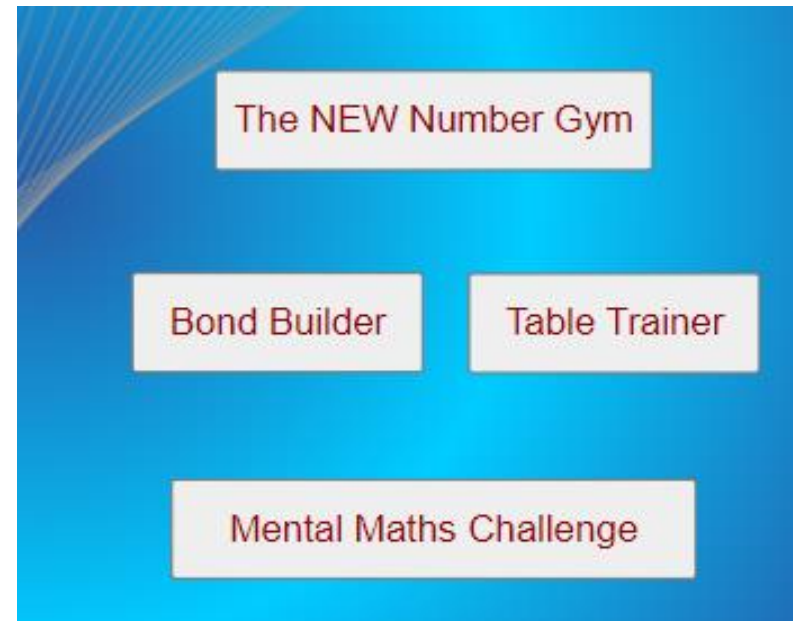


SOUNDCHECK

Beat the clock



Numbergym



NumberGym Maths

Licensed to: Springdale Primary School, WV4 4NJ

The NEW Number Gym

Bond Builder

Table Trainer

Mental Maths Challenge

© 2004-2022 NumberGym Software

version 4.1

Table Trainer

Select a challenge

×10

×5

×2

P1

Mixed Products
10,5,2

F1

Mixed Factors
10,5,2

×9

×4

×3

P2

Mixed Products
9,4,3

F2

Mixed Factors
9,4,3

×6

×8

×7

P3

Mixed Products
6,8,7

F3

Mixed Factors
6,8,7

×11

×12

P4

Mixed Products
11,12

F4

Mixed Factors
11,12

D1

Divisions
2,3,4,5,10

D2

Divisions
6,7,8,9

R1

Remainders
2,3,4,5,10

R2

Remainders
6,7,8,9

Table Trainer ×7

Target Times

Quick Thinking: 1:30

Lightning Fast: 1:00

Timer

0:00

Cards Left

18

Best Time

0:00

Answers ordered

Answers mixed

Division facts

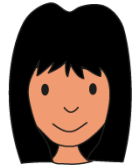
63, 70, 7, 14, 21, 28, 35, 42, 49, 56, 7





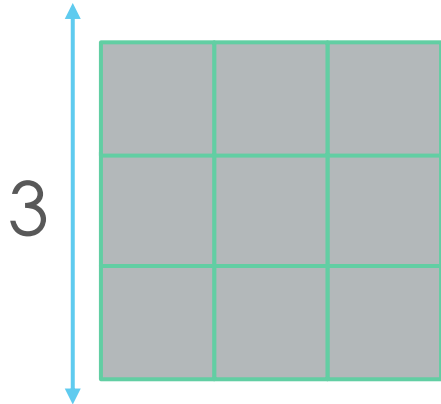
Mastering Number

Look at this square shape. Who do you agree with?

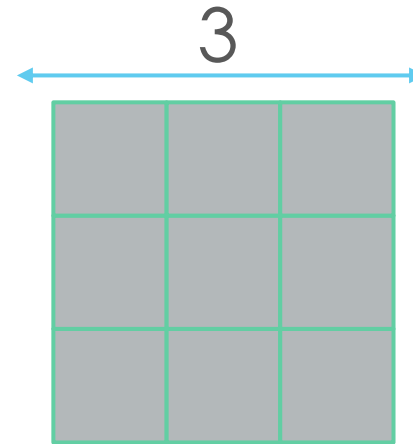


Mo

I can see 3 threes like this.



I can see 3 threes like this.

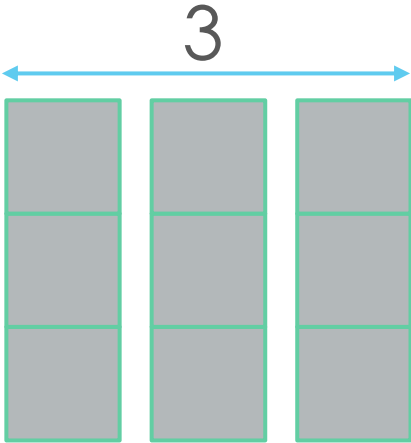
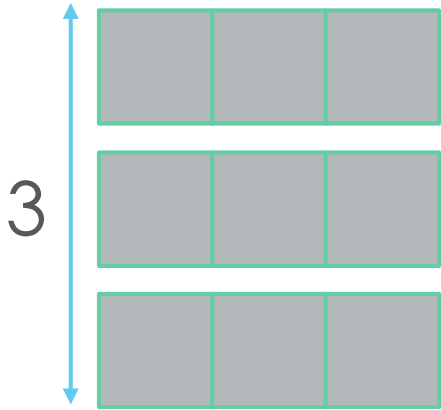


Fin

There are _____.
There is _____, _____ times.



Write an expression to match the stem sentence. What do you notice about the factors?



$$3 \times 3$$

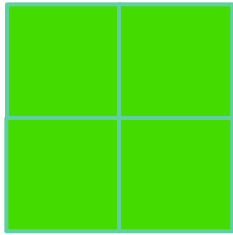
There are _____.
There is _____, _____ times.



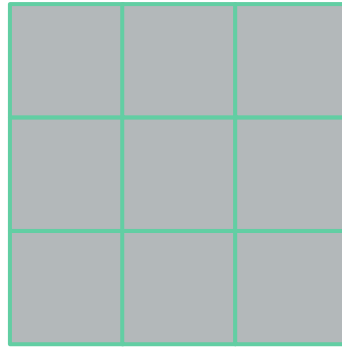
If Fin writes an expression to match each square shape, will the factors in each expression be the same?



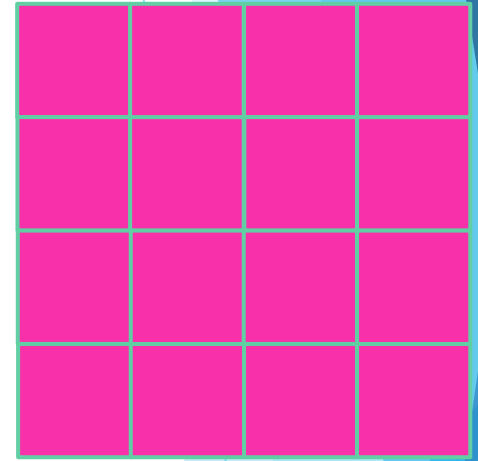
$$1 \times 1$$



$$2 \times 2$$



$$3 \times 3$$



$$4 \times 4$$

There is _____. There is _____, _____ time.
There are _____. There is _____, _____ times.

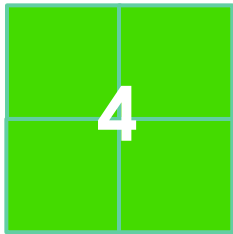


Fin correctly writes the product for each square. What do you notice about the PRODUCTS?

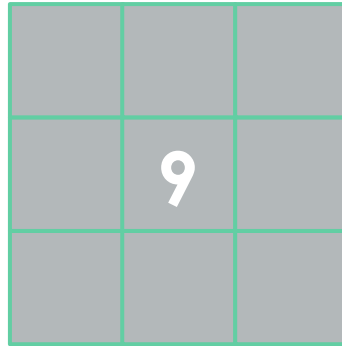
The product is equal to the number of smaller blocks in each square.



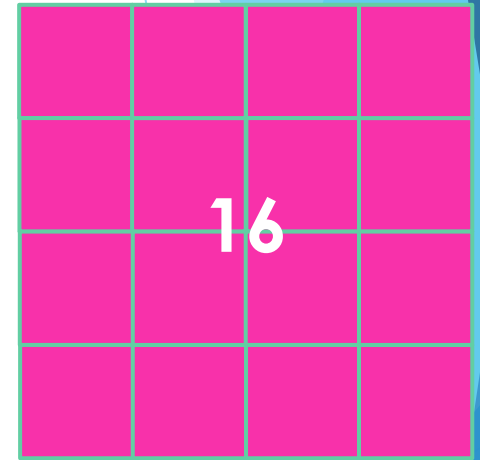
$$1 \times 1 = 1$$



$$2 \times 2 = 4$$



$$3 \times 3 = 9$$



$$4 \times 4 = 16$$



Complete the sentence

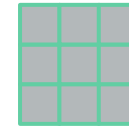
$$1 \times 1 = 1$$



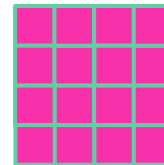
$$2 \times 2 = 4$$



$$3 \times 3 = 9$$

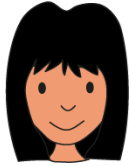


$$4 \times 4 = 16$$



When two factors that are the same are multiplied together, the product is a **square number**.

Mo and Cal are thinking about why 16 is a square number.
Who is correct?



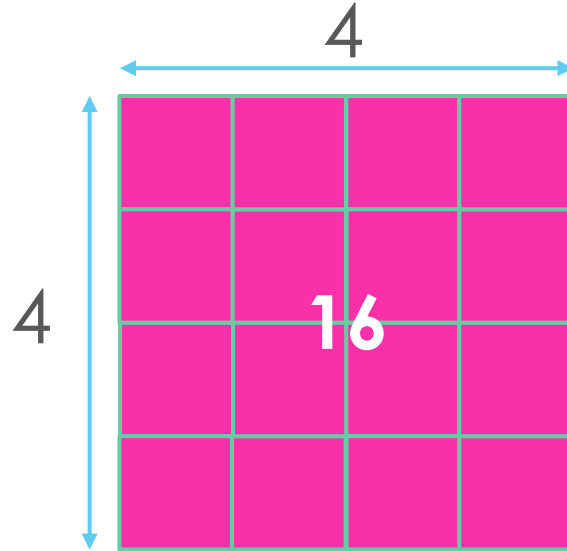
Mo

There is 4, four times.

16 is the product when 4 and 4 are multiplied together.



Cal



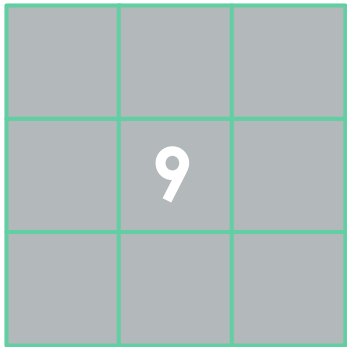
$$4 \times 4 = 16$$

When two factors that are the same are multiplied together, the product is a **square number**.

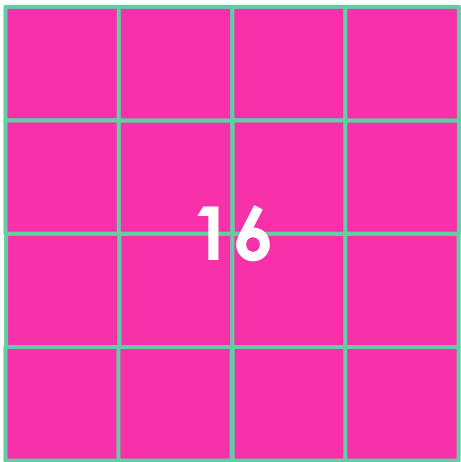


Mo uses blocks to make the NEXT square number in the sequence. Can you predict what it will look like?

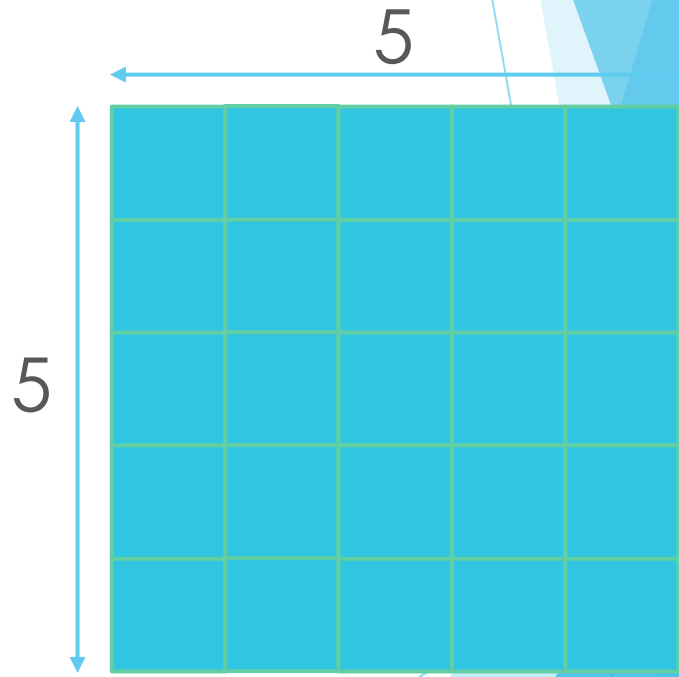
There are 5 fives.



3×3



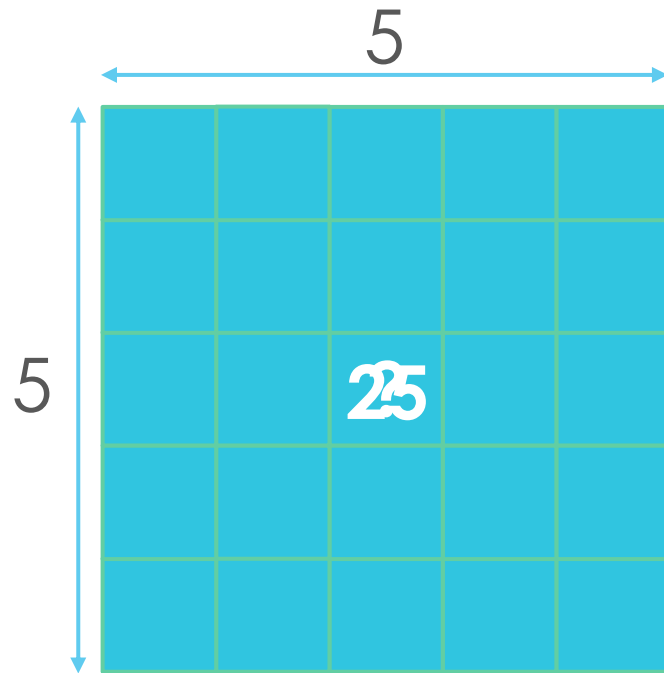
4×4



5×5



Draw unitised counters and write an equation to show the product



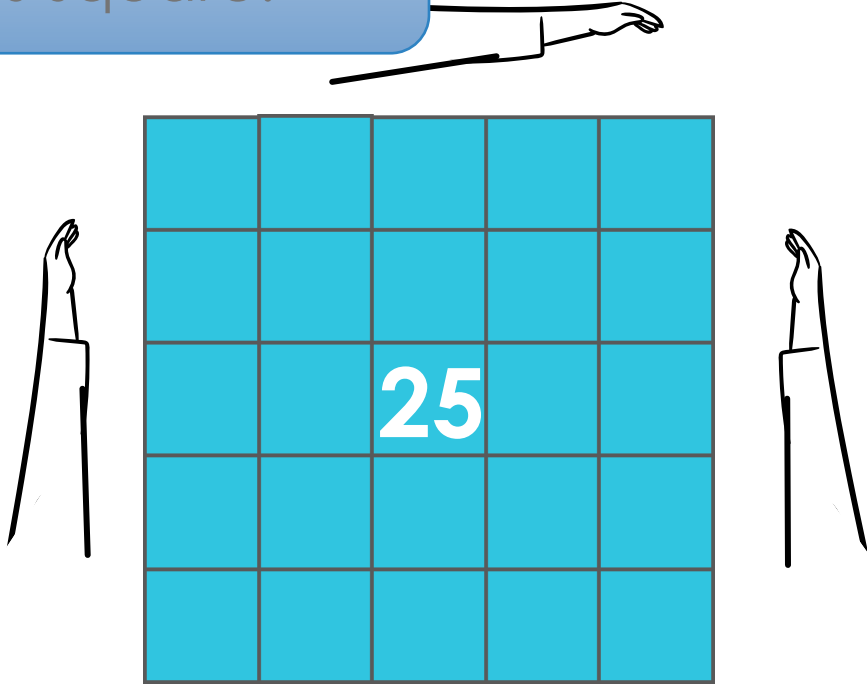
$$5 \times 5 = 25$$

Cal and Fin use a gesture when the factors are the same

Put your hands on your hips for a product when it is square!



Cal



$$5 \times 5$$

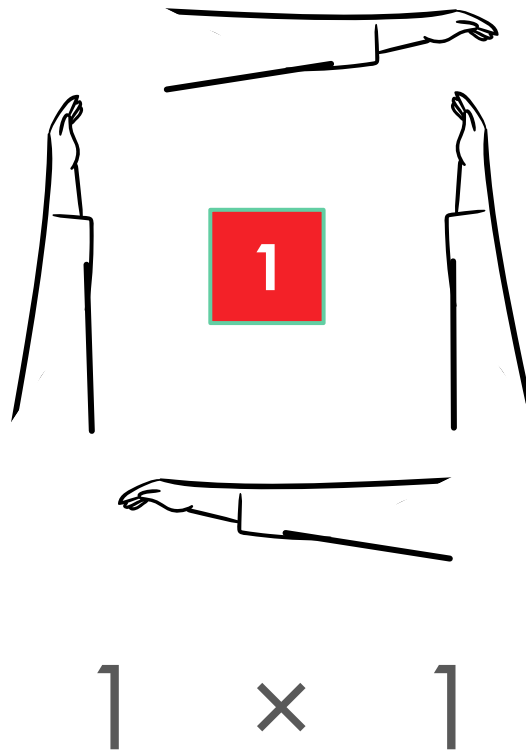
5, 5, 25

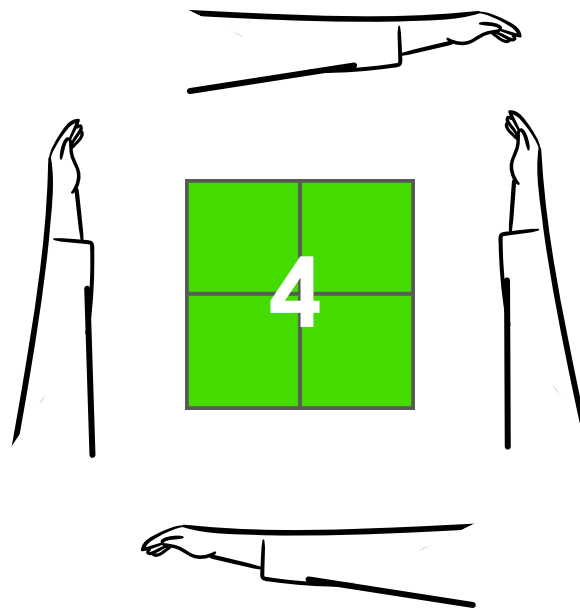


Fin



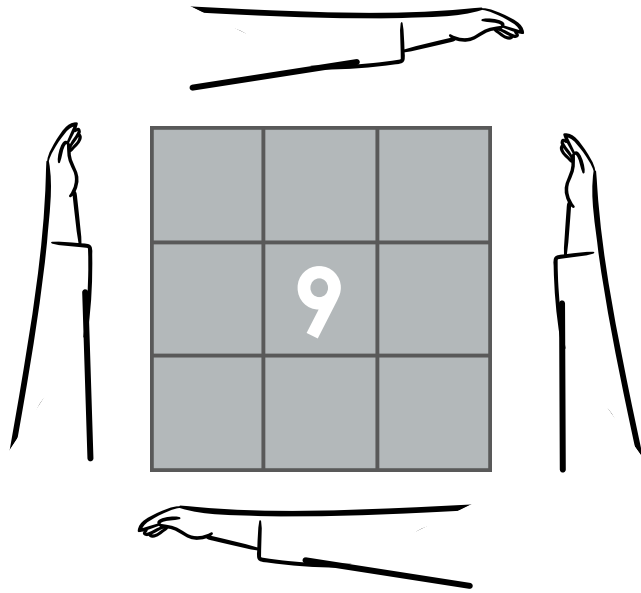
Practise saying the factors and the product. Use the square fact gesture.



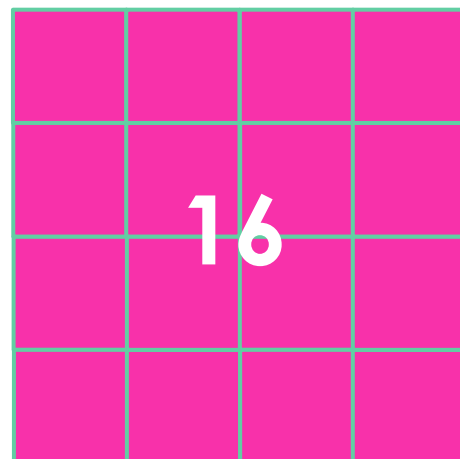


$$2 \times 2$$



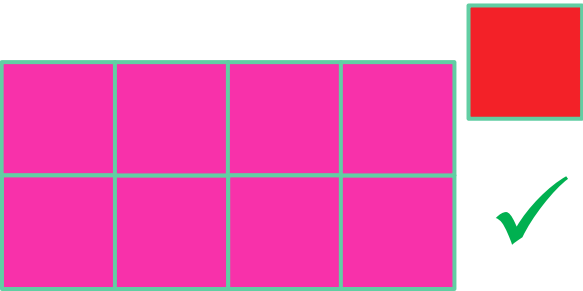


$$3 \times 3$$

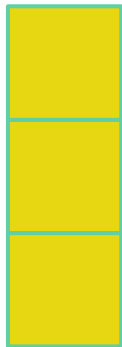


$$4 \times 4$$

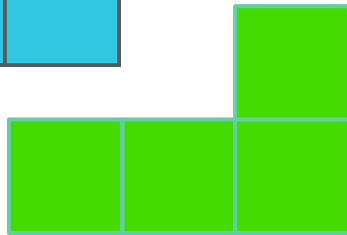
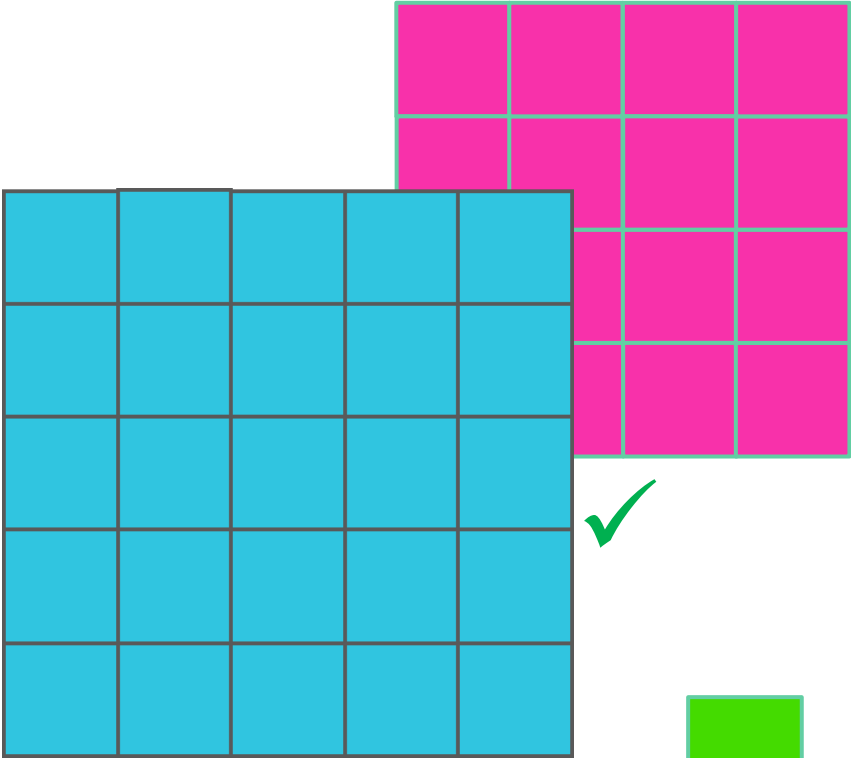
Fin makes some shapes with blocks. Which arrangements make square shapes?



x



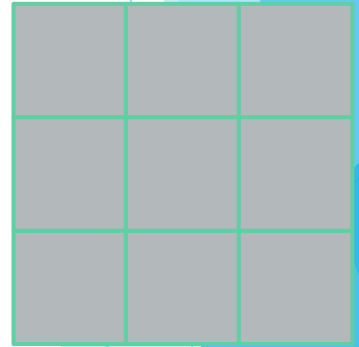
x

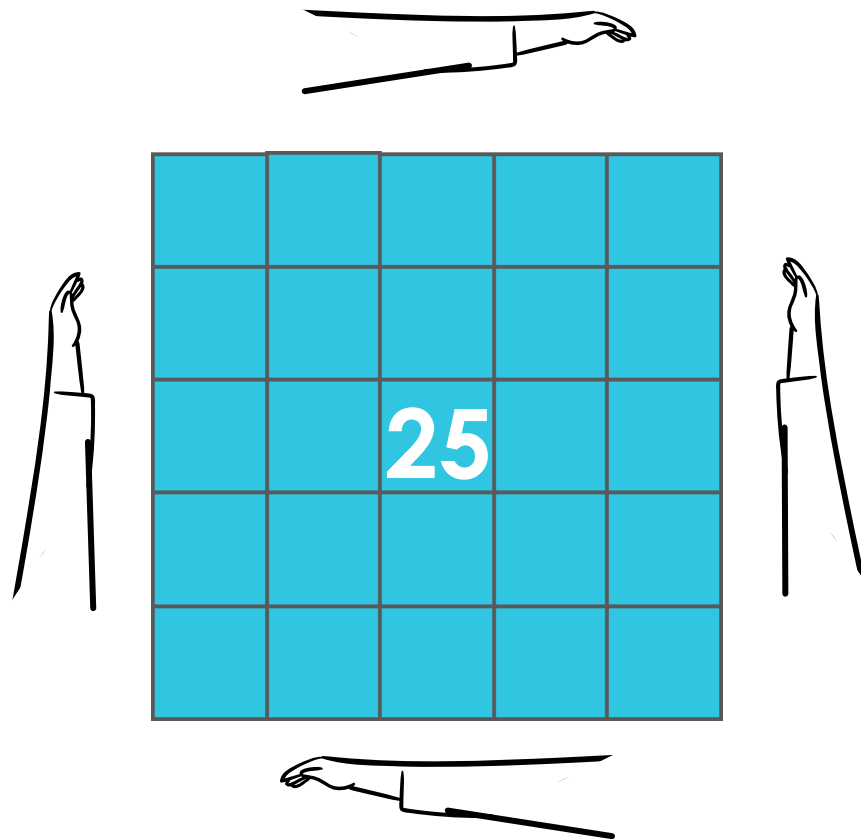


x



x

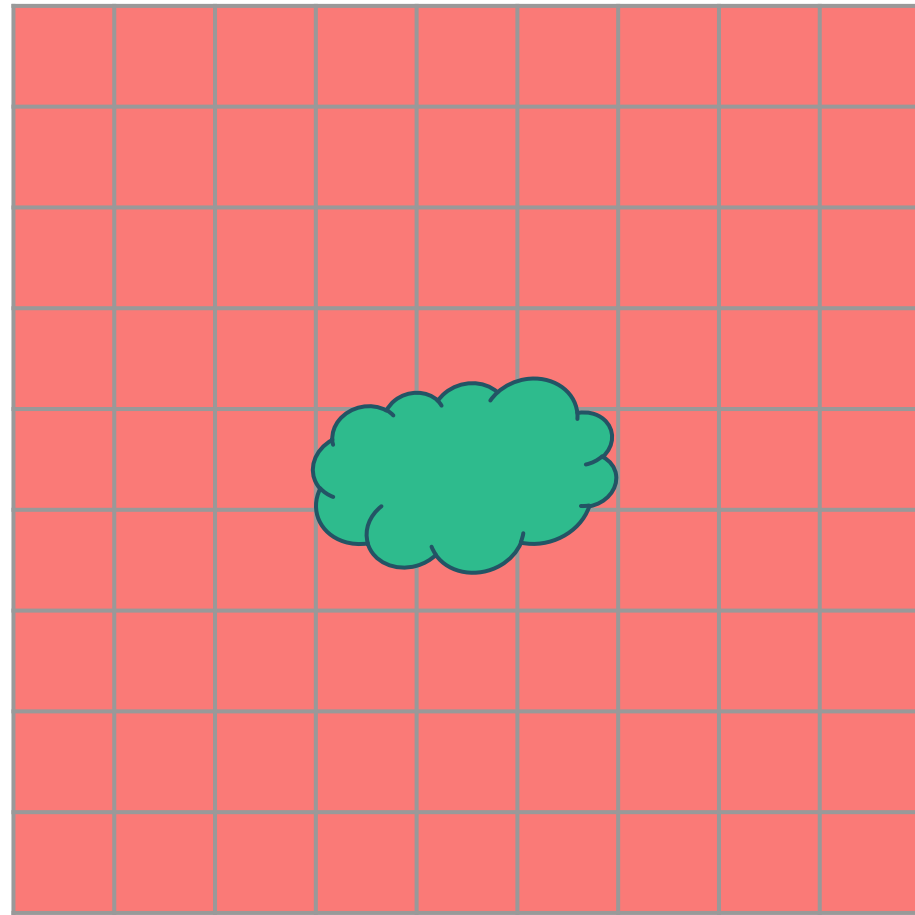




$$5 \times 5$$



Do you already know the product for 10×10 ?



$$10 \times 10 = \text{cloud}$$

Sort the numbers

~~120~~



Is a square number	Is NOT a square number

How can you help at home?

[Learning Times Tables | Springdale Primary](#)

▶ Practise Lots!

▶ Online using the links below:

▶ Numbergym- Table Trainer <https://www.numbergym.co.uk/> Click on online access, Username: springdale
Password: numbergym Pupil Login: first 3 letters of first and surname. e.g. Sally Grayson would be: salgra

▶ Chanting together

▶ Super Movers- Dance and sing them <https://www.bbc.co.uk/teach/supermovers/times-table-c>

▶ Quick Fire Questions- Times Table Me <http://timestables.me.uk/>

▶ Looking for Patterns e.g. $9s = 9, 18, 27, 36, 45, 54, 63, 72, 81, 90, 99, 108$

▶ Purple Mash

▶ Daily 10 Topmarks: [Daily 10 - Mental Maths Challenge - Topmarks](#)

▶ Times Tables Tips booklet

https://www.springdaleprimary.co.uk/_files/ugd/b3d3e8_cbbb0511ca73463e8006546bd816ec01.pdf



Any questions?



Further information can be found on the DfE website:

<https://www.gov.uk/government/publications/multiplication-tables-check-information-for-parents>

But if you have any other questions then please contact Mrs Grayson or Mrs Worrall via the year 4 email: year4@springdaleprimary.co.uk.





Have a go on TT Rockstars!

Login using the number on your chair- this is your
username and password. You have been set some
homework!



Thankyou!

Please fill in a feedback form
before you leave.

30.11.23 Year 4 MTC Parent/Carer Feedback Form.



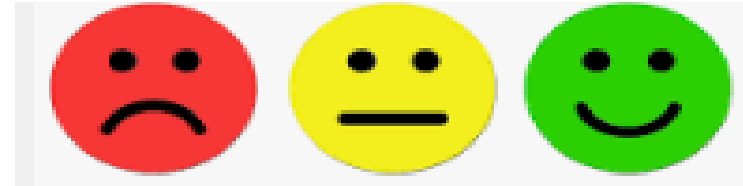
NAME of Child OPTIONAL_____

Following today's meeting circle the face that best describes your response:

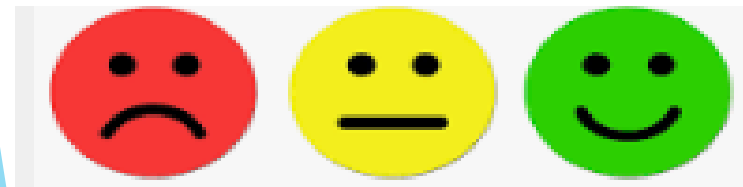
Do you feel you understand more about how the MTC in year 4



Do you feel more equipped to support your child's learning at home?



Has the meeting helped you feel more involved in school?



Is there any more help you feel we can offer to help support learning times table or Maths at home?