Year 4 Multiplication Tables Check Information for Parents and Carers

What is the purpose of the multiplication check?

To determine whether year 4 pupils can fluently recall their multiplication tables.

To help schools to identify pupils who require additional support.

There is no ‘pass’ rate or threshold.

The DfE will create a report on overall results across all schools in England to measure improvements

When will the multiplication check be carried out?

There will be 3-week window in June for the administration of the check.

There is no set day to administer the check.

Children are not expected to take the check at the same time.

All eligible* year 4 pupils England will be required to take the check.

How the multiplication check is carried out.

- The check will be fully digital and take place on screen.
- Children will be able to use laptops, desktops and tablets.
- Answers will be entered using a keyboard or by pressing digits using a mouse or touchscreen using an on-screen number pad
- Under standard administration* 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.
- There will be 25 questions with a 3 second pause in-between questions.

The questions

Each pupil will be randomly assigned a set of questions.

There will be repeated questions across different checks each year, but no more

than 30% of questions will be repeated in any two checks.

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.

During the check

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.

How we teach Multiplication at School

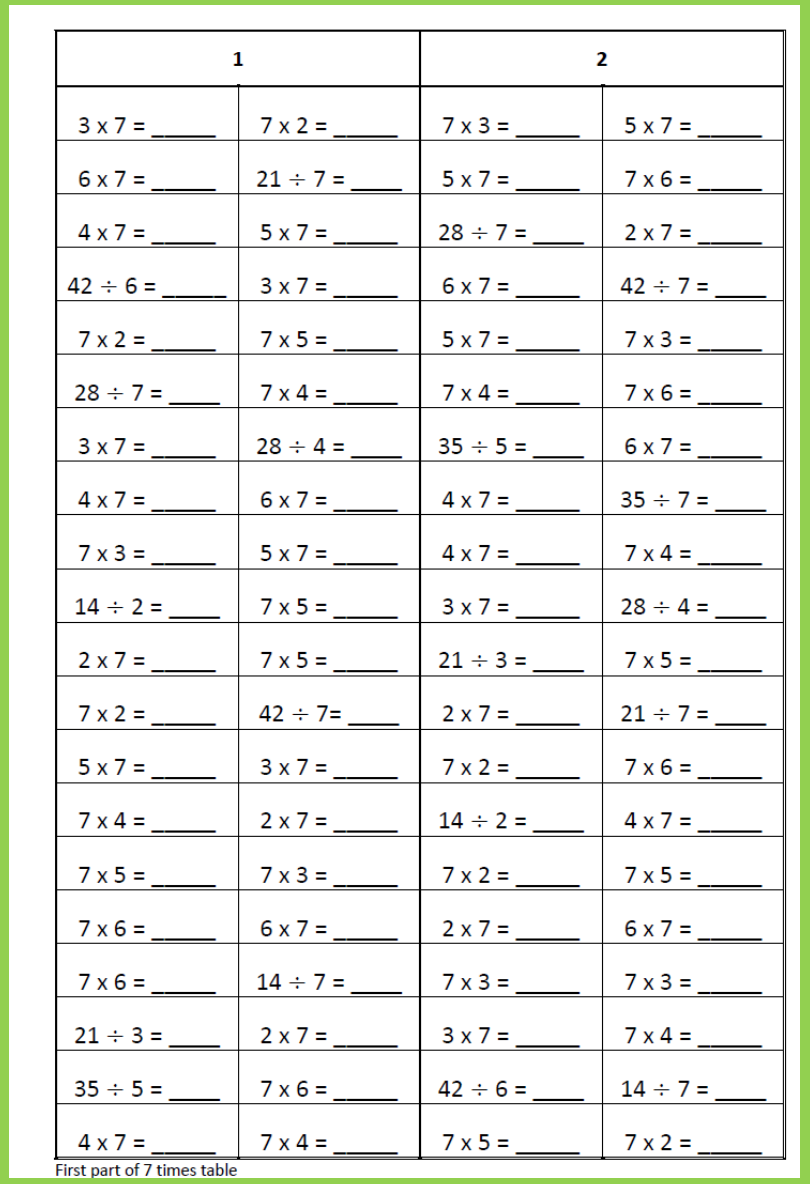
Teaching times tables facts first:	Counting and looking for patterns	Repeated addition	Multiplication is commutative	Multiplication is the inverse of division
Number families	Use of different representations	Concrete manipulatives such as counters or multilink cubes	Pictorial representations such as arrays	Online resources

Times Tables Rock Stars	BBC Super movers

When do we teach Multiplication Tables?

- Year 2 – 2,5 and 10 x tables
- Year 3- 3,4 and 8 x tables
- Year 4 – All times tables up to 12.

Times Table Booklets



1		2	
3 x 7 = _____	7 x 2 = _____	7 x 3 = _____	5 x 7 = _____
6 x 7 = _____	21 ÷ 7 = ____	5 x 7 = _____	7 x 6 = _____
4 x 7 = _____	5 x 7 = _____	28 ÷ 7 = ____	2 x 7 = _____
42 ÷ 6 = _____	3 x 7 = _____	6 x 7 = _____	42 ÷ 7 = ____
7 x 2 = _____	7 x 5 = _____	5 x 7 = _____	7 x 3 = _____
28 ÷ 7 = ____	7 x 4 = _____	7 x 4 = _____	7 x 6 = _____
3 x 7 = _____	28 ÷ 4 = ____	35 ÷ 5 = ____	6 x 7 = _____
4 x 7 = _____	6 x 7 = _____	4 x 7 = _____	35 ÷ 7 = ____
7 x 3 = _____	5 x 7 = _____	4 x 7 = _____	7 x 4 = _____
14 ÷ 2 = ____	7 x 5 = _____	3 x 7 = _____	28 ÷ 4 = ____
2 x 7 = _____	7 x 5 = _____	21 ÷ 3 = ____	7 x 5 = _____
7 x 2 = _____	42 ÷ 7= ____	2 x 7 = _____	21 ÷ 7 = ____
5 x 7 = _____	3 x 7 = _____	7 x 2 = _____	7 x 6 = _____
7 x 4 = _____	2 x 7 = _____	14 ÷ 2 = ____	4 x 7 = _____
7 x 5 = _____	7 x 3 = _____	7 x 2 = _____	7 x 5 = _____
7 x 6 = _____	6 x 7 = _____	2 x 7 = _____	6 x 7 = _____
7 x 6 = _____	14 ÷ 7 = ____	7 x 3 = _____	7 x 3 = _____
21 ÷ 3 = ____	2 x 7 = _____	3 x 7 = _____	7 x 4 = _____
35 ÷ 5 = ____	7 x 6 = _____	42 ÷ 6 = ____	14 ÷ 7 = ____
4 x 7 = _____	7 x 4 = _____	7 x 5 = _____	7 x 2 = _____

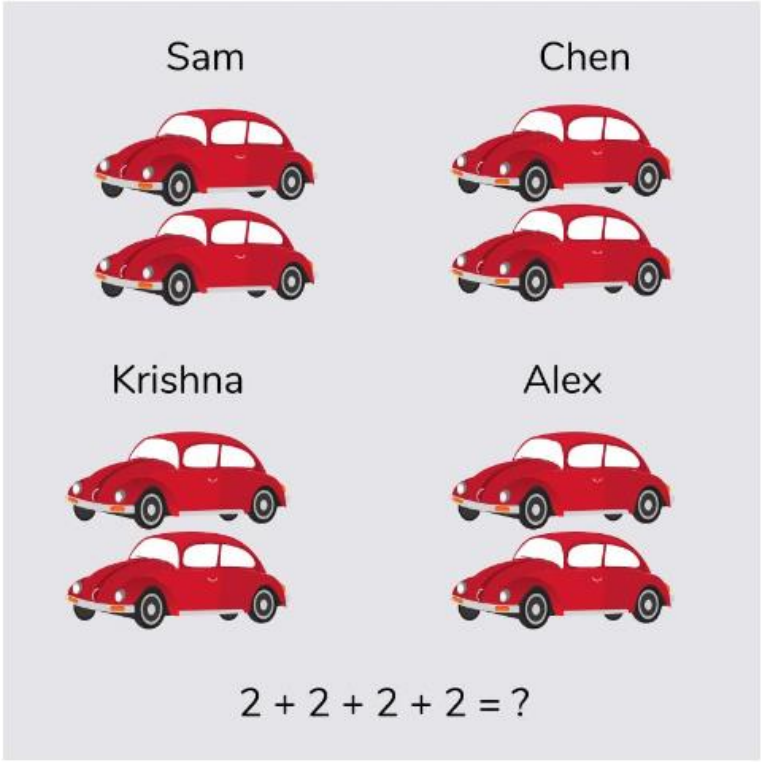
First part of 7 times table

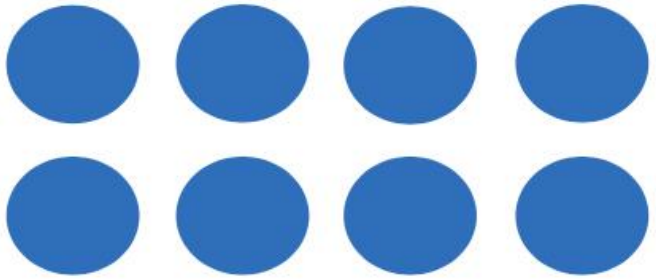
Counting and looking for patterns

- 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

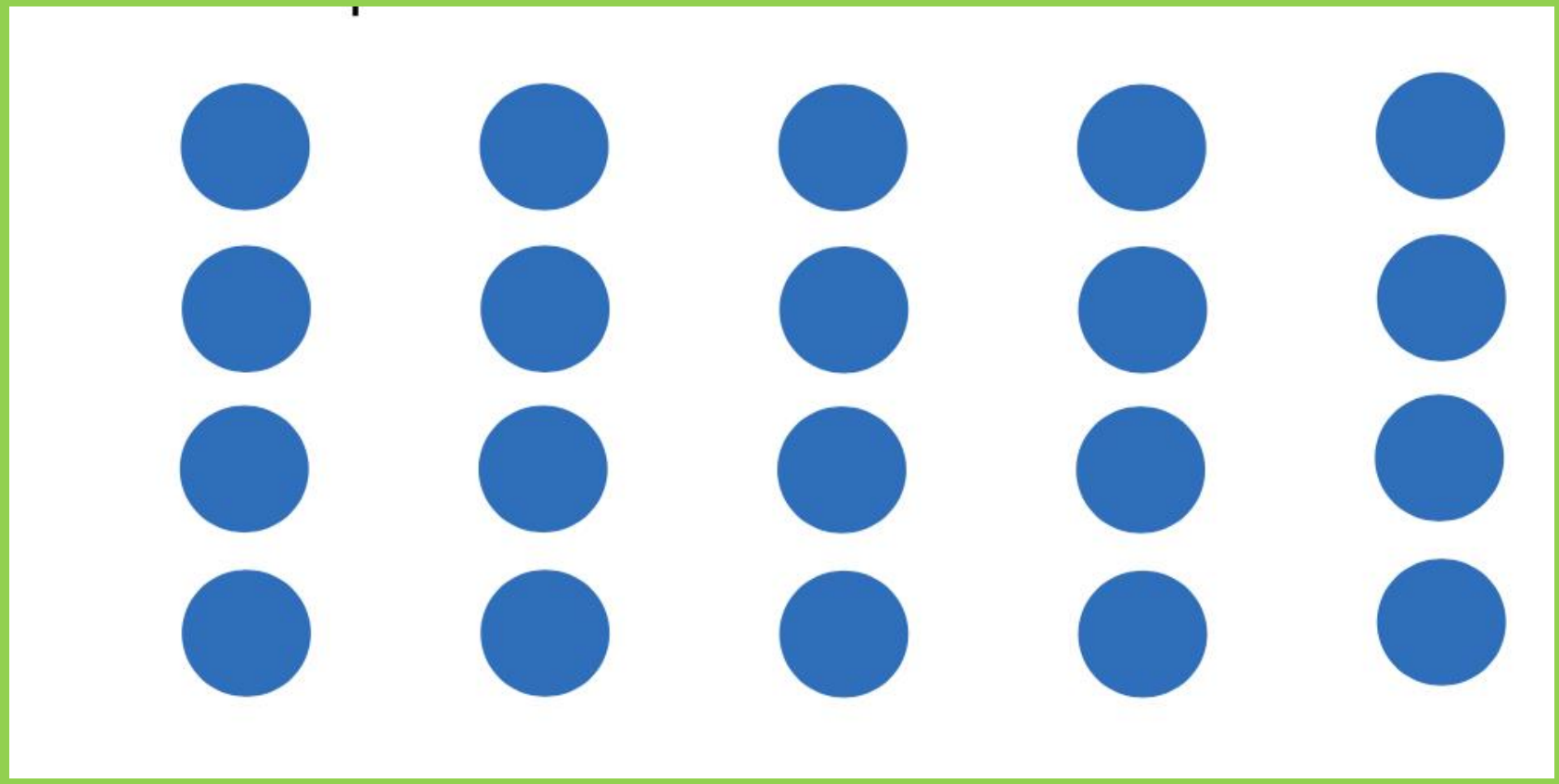
Repeated addition

Knowing that 2 x 4 is the same as 2+ 2 + 2 + 2

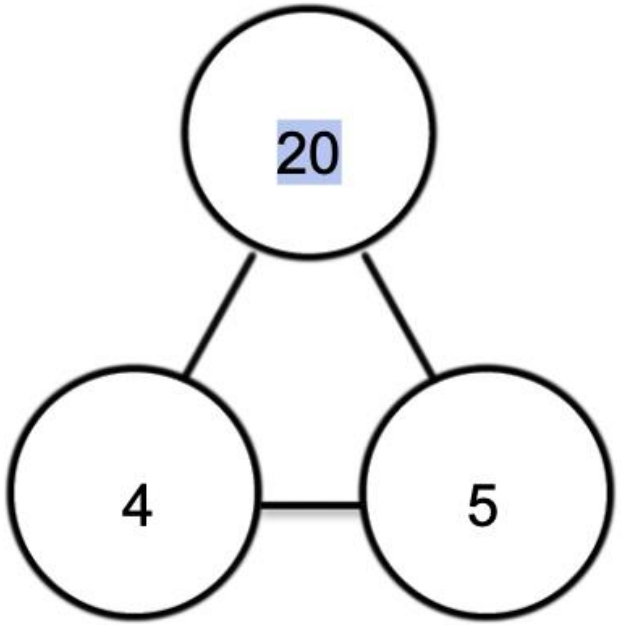




Using pictorial representations (such as arrays) is useful for children to see the link between multiplication and division.



Number families



- 4 x 5 = 20, 5 x 4 = 20, 20 ÷ 5 = 4, 20 ÷ 4 = 5
- Due to their commutative understanding, children should also be able to see whole number families.

Using known facts

- I know that 10 x 6 is 60 so 9 x 6 must be 54
- Swap it round – 2 x 8 is the same as 8 x 2

How can parents help

- Listen to times tbales songs
- Play online games.
- Make reminders for particular times table is children keep forgetting it.
- 9 times table trick using fingers