



TIMES TABLES AT SHERINGTON

Please put a tick next to your child's name on the correct class register while you are waiting for the meeting to start. Thank you.





WHY ARE WE HERE TODAY?

- To learn about the Y4 Multiplication Tables Check (The MTC)
- To find out what my child needs to know and how I can help them at home
- And because....
- Times Tables are the gateway to maths





WHAT IS THE MTC AND WHY DOES MY CHILD HAVE TO DO IT?

- The MTC determines if Year 4 children can fluently recall their multiplication tables.
- It is 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 1st June 2026 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 IS THE CHECK 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. 8×6 and 6×8) 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

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

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





WAYS TO SUPPORT YOUR CHILD WITH LEARNING THEIR TIMES TABLES

- 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

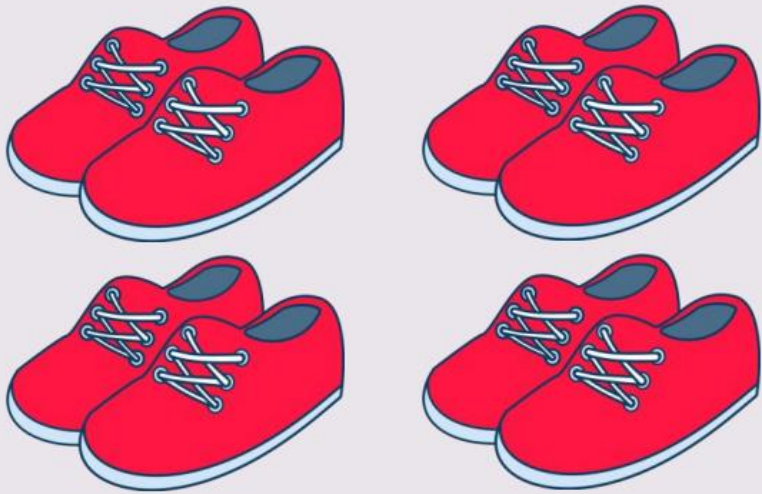
- Counting forwards and backwards...starting at 0!
- We use a counting stick!





REPEATED ADDITION

- Knowing that 2×4 is the same as $2 + 2 + 2 + 2$
- And that 4×2 is the same as $4 + 4$



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



2×4 array



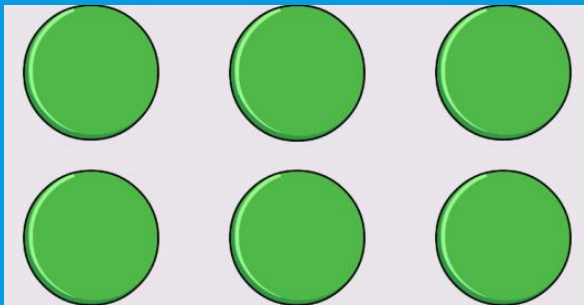
4×2 array



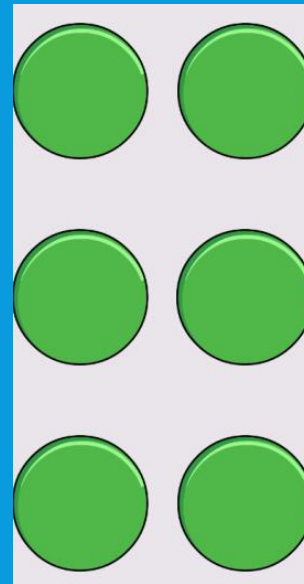


MULTIPLICATION IS COMMUTATIVE

- 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.



3 lots of 2 = 6



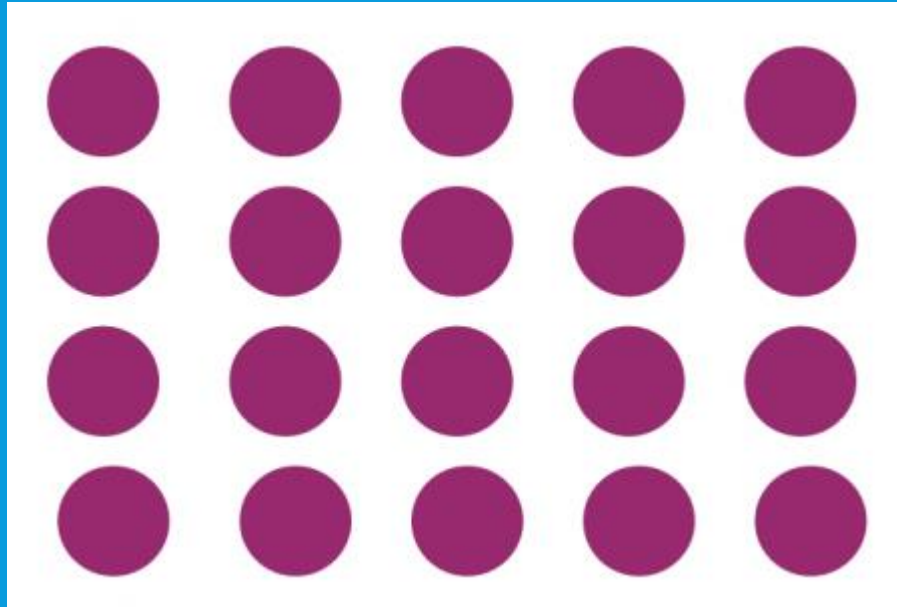
2 lots of 3 = 6





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.

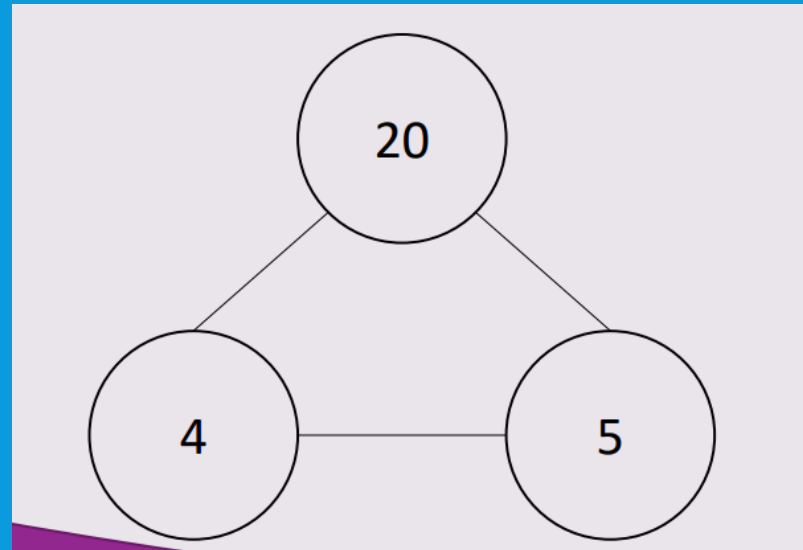




FACT FAMILIES

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

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.





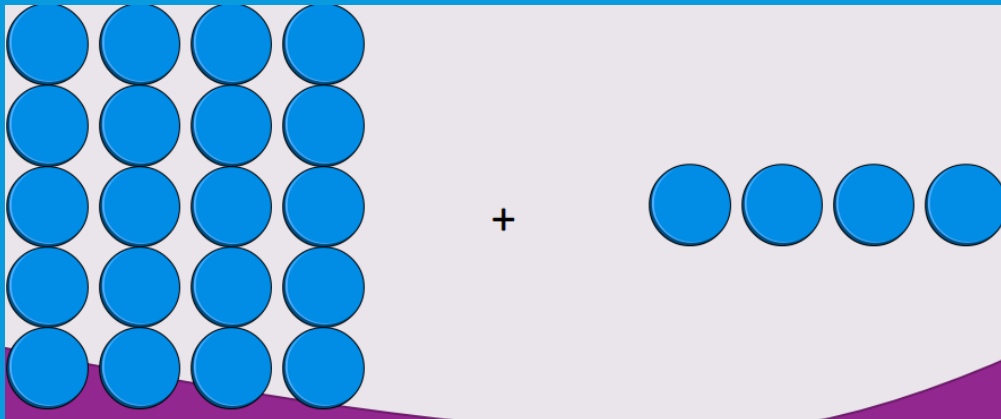
USING KNOWN FACTS

$$4 \times 6 = ?$$

I know $4 \times 5 = 20$

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.





HIT THE BUTTON

[Hit the Button - Quick fire maths practise for 6-11 year olds](https://www.topmarks.co.uk/games/HitTheButton)
[topmarks.co.uk](https://www.topmarks.co.uk)





MATHS FRAME

[Multiplication Tables Check - Mathsframe](#)





TTRS

