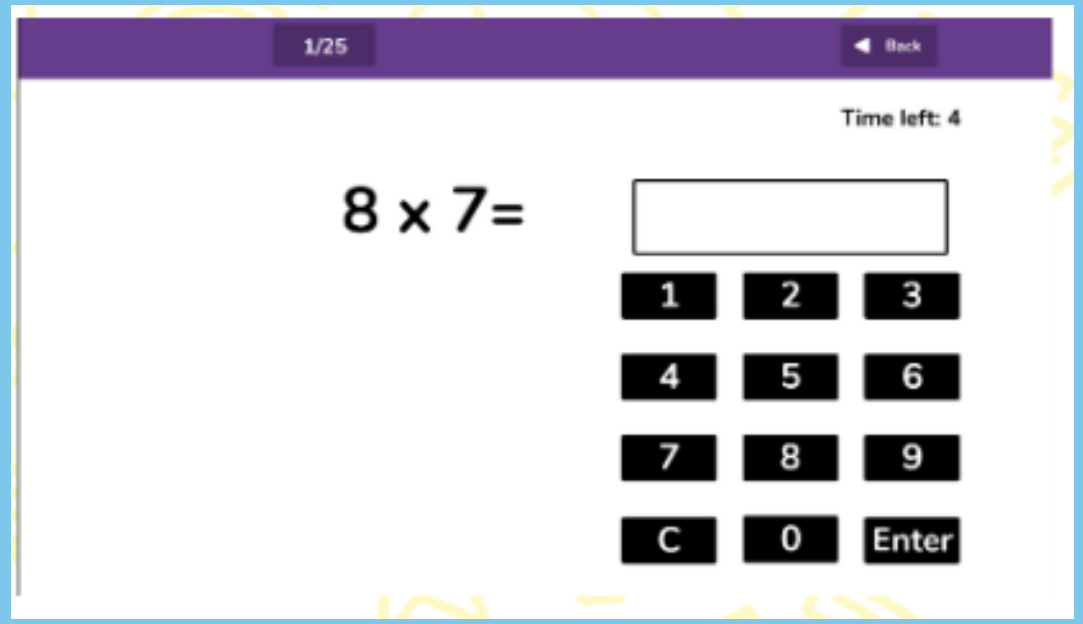
Multiplication Table Check

Monday 2nd June to Friday 13th June 2025.

What is the multiplication check?

The Year 4 Times Tables Check is an annual, online compulsory check taken by pupils in Year 4. Within this, there are 25 multiplication questions, with 6 seconds to answer each question. The check should only take around 5 minutes for a child to complete and will be completed on an iPad.



What is the purpose?

The purpose of this check is to see if Year 4s across England have a good level of times tables knowledge. Each child's results will be known to the school and the government will have a national picture. However, there will be no publication of a school's times table check results. Following the National Curriculum, children are expected to know 121 multiplication facts (up to the 12 x tables) by the end of Year 4.

	10	2	5	3	4	8	6	7	9	11	12
10	10 × 10	10 × 2	10 × 5	10 × 3	10 × 4	10 × 8	10 × 6	10 × 7	10 × 9	10 × 11	10 × 12
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12	12 × 10	12 × 2	12 × 5	12 × 3	12 × 4	12 × 8	12 × 6	12 × 7	12 × 9	12 × 11	12 × 12

Why does it matter?

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

Within maths, particularly as the children move into Upper KS2, much of the Maths curriculum stems around multiplication knowledge. Fractions/ percentages of amount – multiplication and division. Area – multiplication. Ration/ Algebra – multiplication is needed. If the children are not confident with their multiplication facts, the cognitive workload (the amount of work your brain has to do) increases and the children have to work much harder than those who are fluent in their table facts.

$\frac{2}{7}$ of 35

Those with a strong multiplication knowledge will be able to focus on the steps needed to answer this question (35 divide by 7 = 5, 5 x 2 = 10).
If a child does not know their tables fluently, they will need to count in sevens until they get to 35, or in some instances draw 35 lines and group them. The focus is then on the table fact and not on the skill being explored.

$$4a \times 6 = 72$$

Again, being quick with multiplicand and division would allow you to answer this mentally. 72/ 6 = 12. 4 x ? Is 12. a much be 3.

If you do not have the multiplication knowledge behind this, it will take much more work to find the answer.

How is this supported in school?

Ma1/2.1b count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s

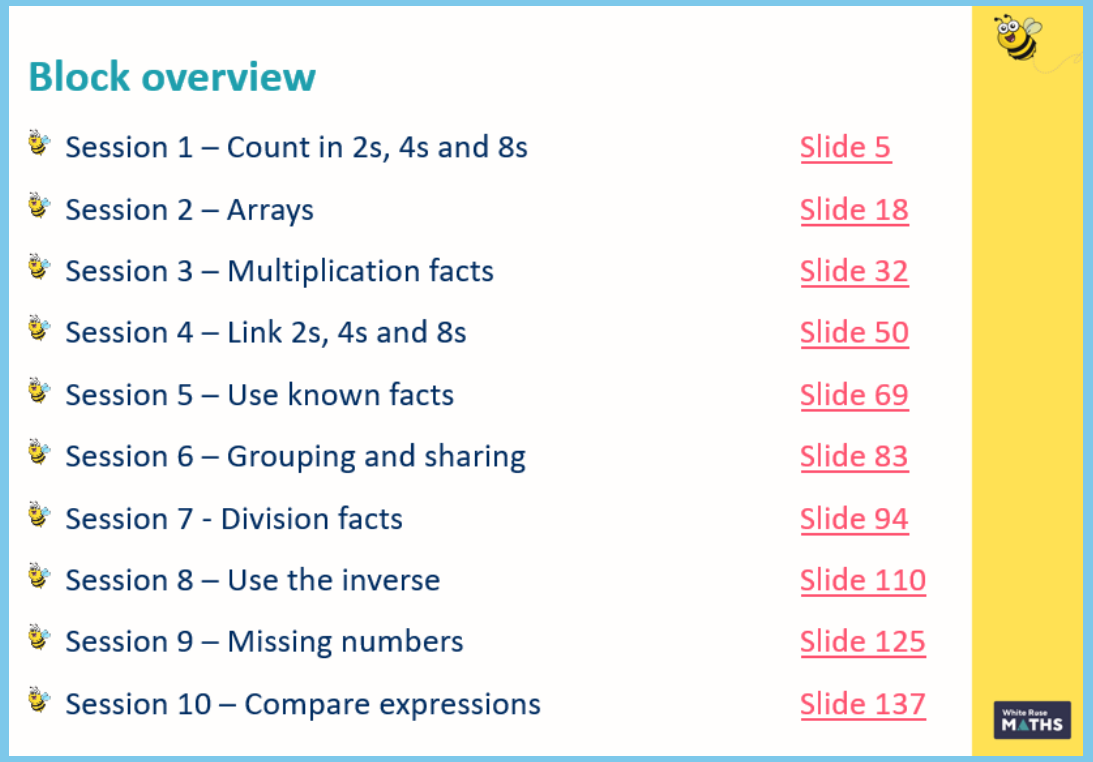
Ma2/2.3a recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

Ma3/2.3a recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Ma4/2.3a recall multiplication and division facts for multiplication tables up to 12 × 12

Multiplication skills are taught from Year 1, where children count in multiples of 2s, 5s and 10s. In Year 2 the idea of multiplication and division is formally introduced for 2s, 5s and 10s. In Year 3, children are then introduced to the 3-, 4- and 8-times table then reviewing these in Year 4 and practicing the 6, 7-, 9-, 11- and 12-times tables.

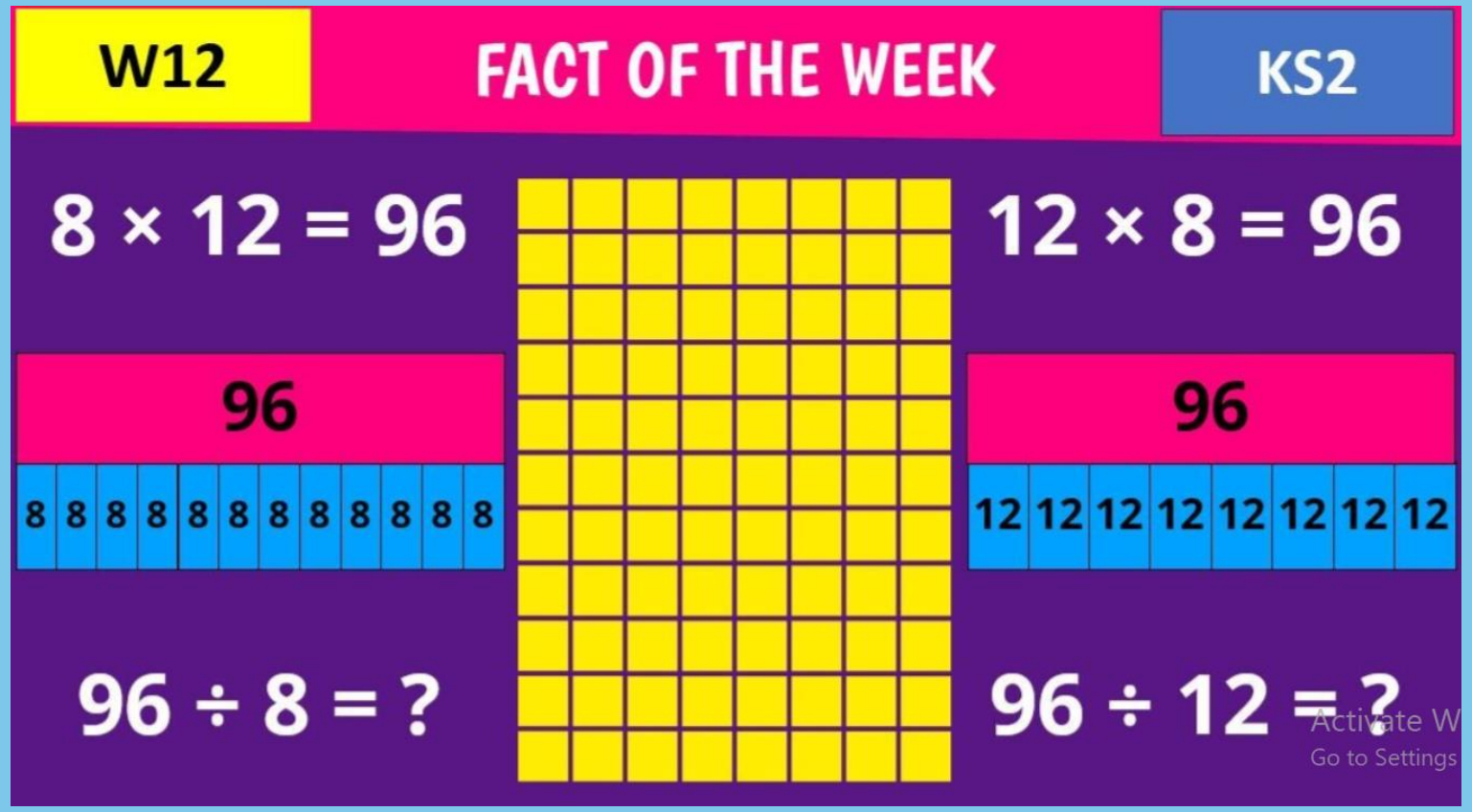
How is this supported in school?



Block overview

Fluency Bee to start lessons each day allows for quick, daily practice even when working through other areas of the curriculum.

How is this supported in school?



A fact of the week is shared with this children in school each week, with a focus on the ‘tricker’ tables. Teachers share this in lessons, and they are shared on screens around the school.

How is this supported in school?

TTRS Club (KS2)			
	12:15 – 12:35	**12:35 – 12:55**	**12:55 – 1:15**
Monday			
Tuesday	Biles Pankhurst	Frank Yousafzai	
Wednesday	KS1		
Thursday	Rashford Hawking	Gandhi Curie	
Friday			

Weekly TTRS club on a lunch time, to allow children to practice alongside their peers.

How is this supported in school?

Task	Time Remaining	To	Average Games Per Player	Average Speed (s/q)	Average Accuracy (%)	Completion
7 Soundcheck	3 days	13 Mar 25, 12:15	1	3.99	100	0 / 25
13 Garage	3 days	13 Mar 25, 12:15	8	1.29	98	0 / 25

Weekly homework is set for the children to help them practice their skills.

GARAGE	1, 2, or 3 minute games	× and ÷ questions chosen just for you	10 coins per correct answer	✓
SOUNDCHECK	25 questions, 6 seconds each	× questions only up to 12×12	5 coins per correct answer	✓

How is this supported in school?

GARAGE	1, 2, or 3 minute games	× and ÷ questions chosen just for you	10 coins per correct answer	✓

Garage targets question that children are less fluent in (slower in answering) and questions target current knowledge.
The two examples here shows a child who is confident in all table facts, but key facts have been identified due to them being answered slower (lighter green).
On the right, there is a child who has not mastered all of the tables, but garage focuses on the ones they CAN answer, to build up speed.

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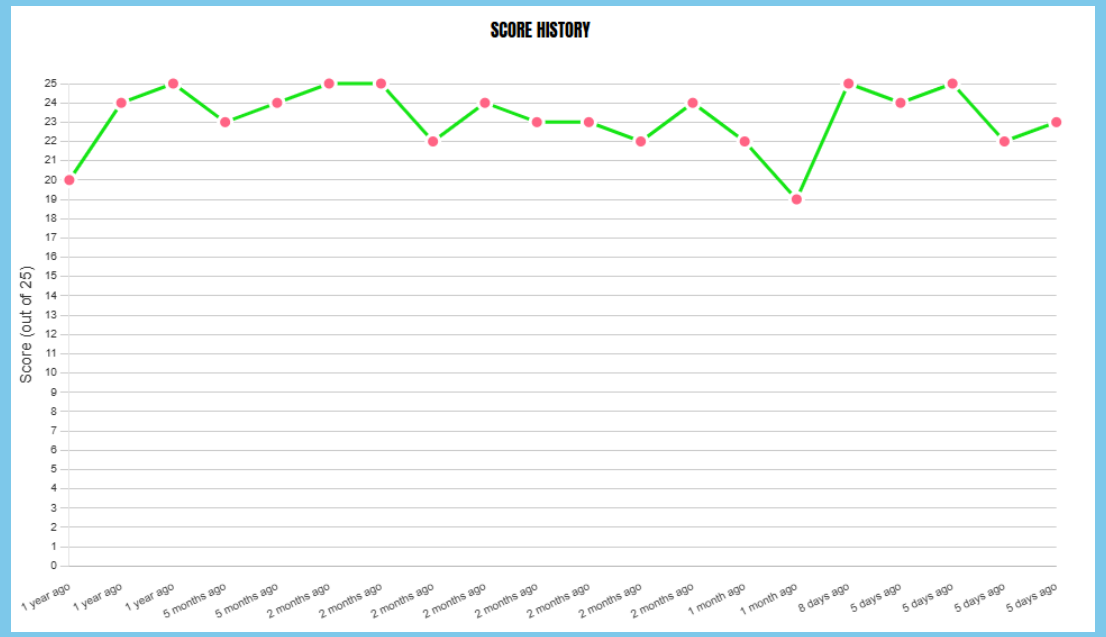
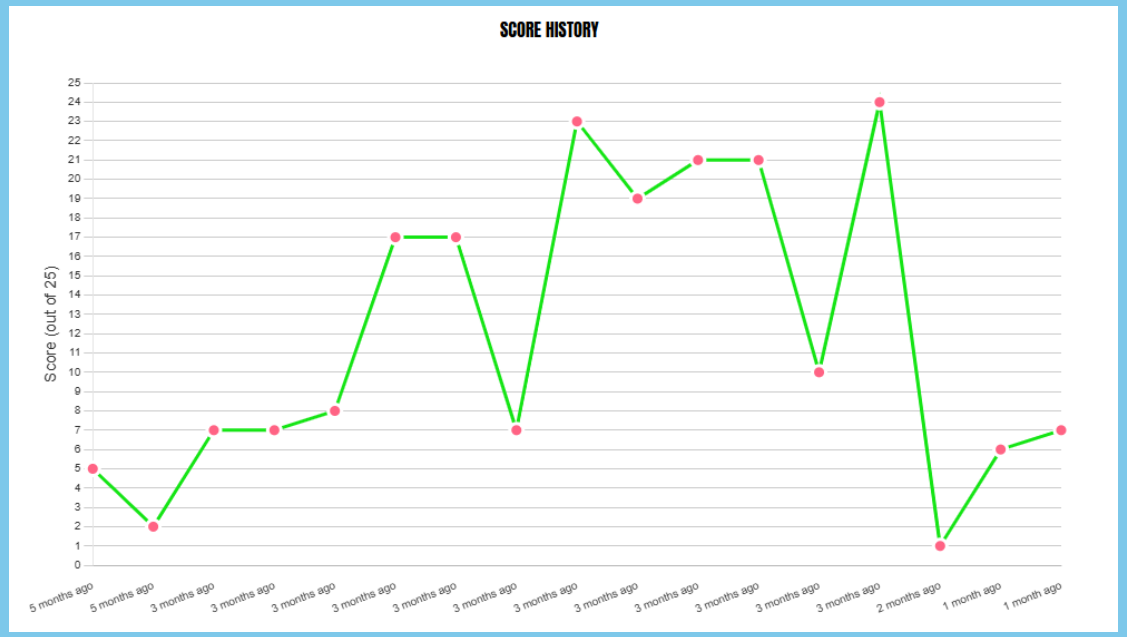
How is this supported in school?

SOUNDCHECK	25 questions, 6 seconds each	× questions only up to 12×12	5 coins per correct answer	✓

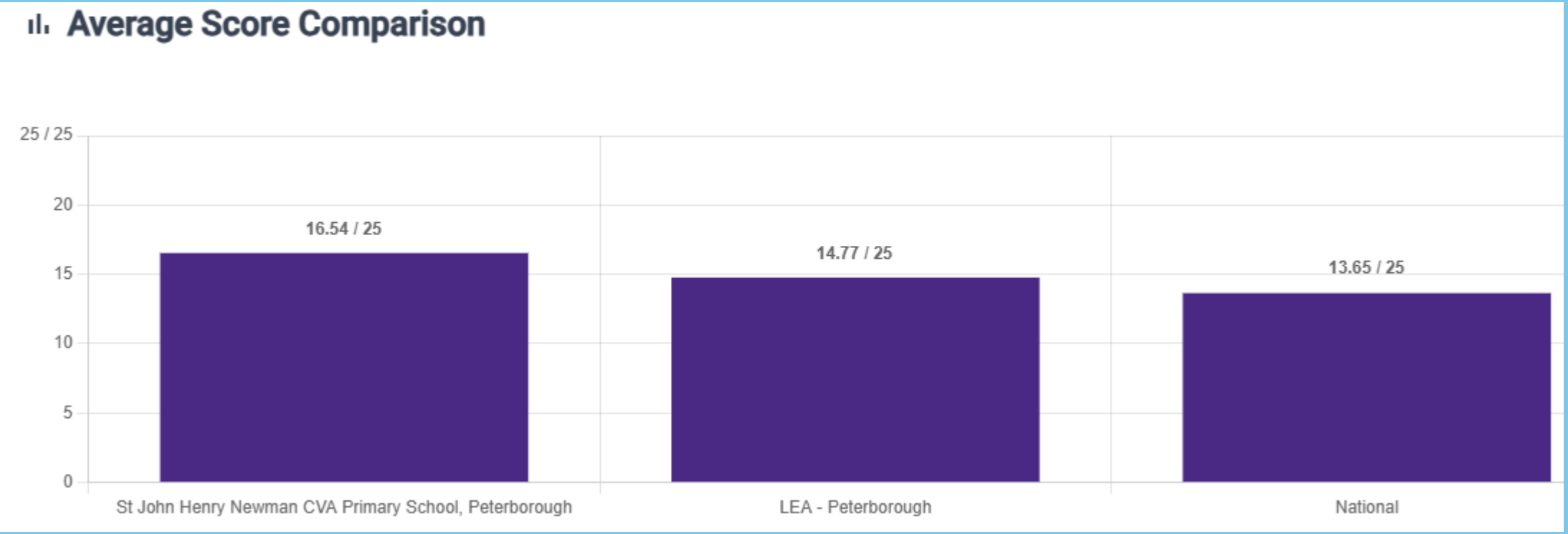
Soundcheck is a replica of the MTC where there are 25 questions and 6 seconds per question.
These include all the table facts up to 12 x 12, as would be seen in the MTC.
Year 4 have more of these to complete each week than other year groups to help prepare them for June.





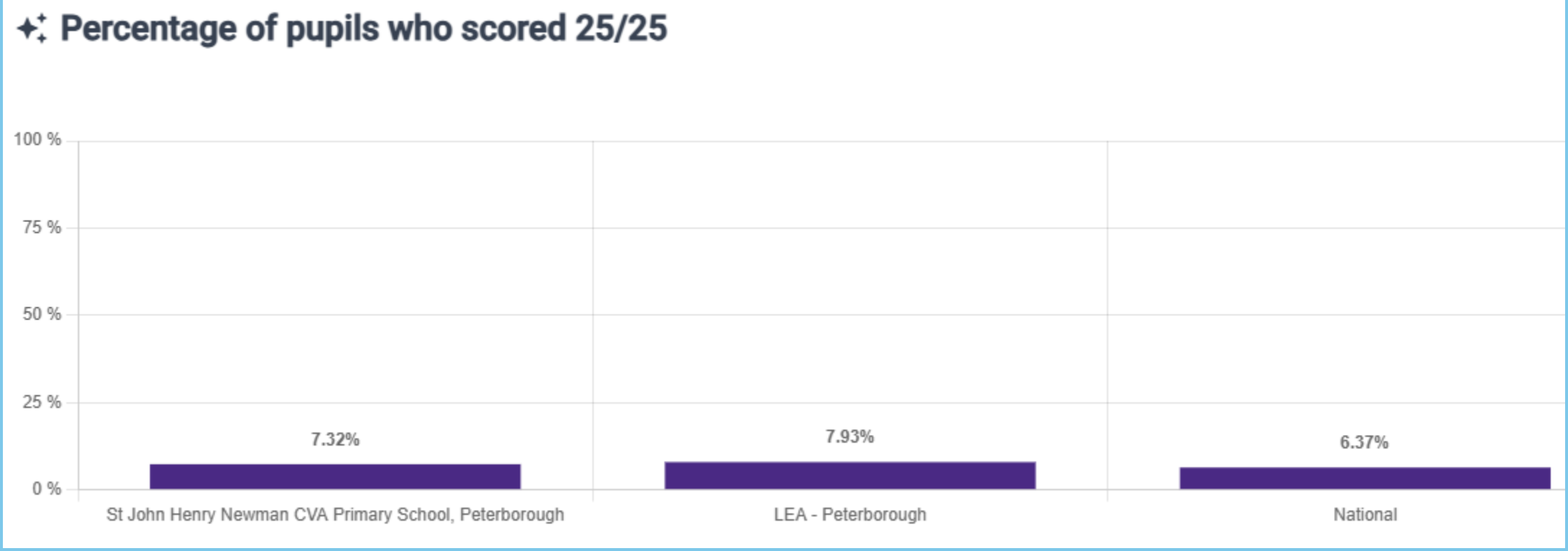
How we're doing.

Using the TTRS unofficial comparisons, St John Henry Newman are scoring on average higher than the local area and nationally in the spring term.



How we’re doing.

Using the TTRS unofficial comparisons, less children from St John Henry Newman are getting 25/25, but this is still higher than national.



What can you do at home?

Here are some ideas:

- Times tables chanting: “6, 12, 18, 24…”;
- Times tables chanting in reverse order: “108, 99, 90, 81…”;
- Using times tables songs, like Schoolhouse Rock’s ‘3 is A Magic Number’;
- Using apps – our favourites are Times Tables Rock Stars or Hit the Button
- Asking your child multiplication calculations out of order, like: “What is 4 x 7? What is 9 x 5? What is 6 x 11?” to develop fluency and mental maths;
- Using a multiplication square and skip counting to build confidence;
- Using pasta pieces or pebbles to solidify the concept of multiplication, e.g. four groups of three pasta shells to show 3 x 4 = 12;