

Year 4

Multiplication

Tables Check

[Click here for a leaflet with more information.](#)

- **By end of Y4, children are expected to be able to instantly recall multiplication facts up to 12×12 , as well as the related division facts.**

Y2	Y3	Y4
2, 5, 10	3, 4, 8	6, 7, 9, 11, 12

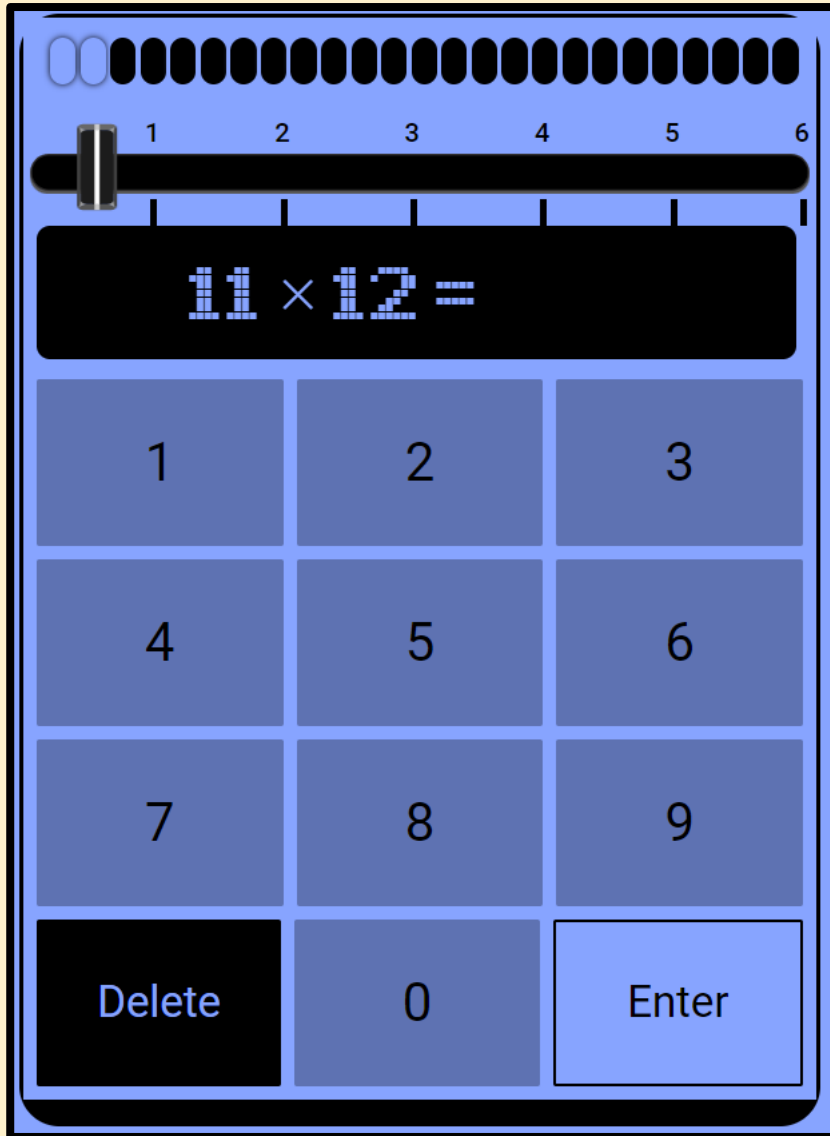
- **By end of Y4, children are expected to be able to instantly recall multiplication facts up to 12 x 12, as well as the related division facts.**

Y2	Y3	Y4
2, 5, 10	3, 4, 8	6, 7, 9, 11, 12

Back in 2019, the Government announced a new ‘test’ for year 4 children called the ‘Multiplication Tables Check’.

This is similar to the Y1 Phonics Screening Check.

SOUNDCHECK IN TTRS



This check will be online and on-screen (laptops, desktops and tablets). At Sitwell, it will be using desktops (**number pad?**)

This is a simulation of exactly what the check will look like.

Children can practice in the **SOUNDCHECK to their heart's content!**

SOUNDCHECK SCORE HISTORY



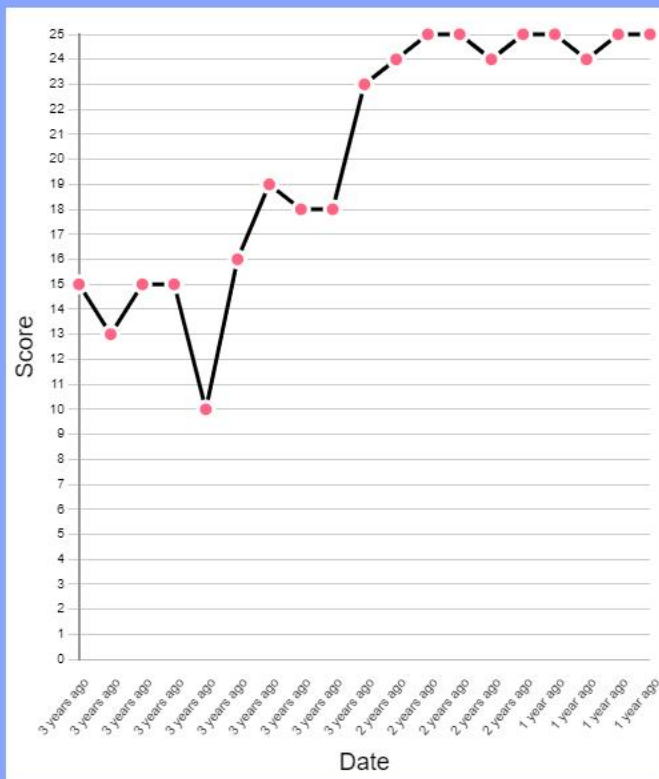
BELLA LOPEZ
ROCK HERO



SOUNDCHECK



SCORE HISTORY



Soundcheck #19: 1 year ago

Question No.	Question	Answer	
#1:	11 x 12	132	✓
#2:	11 x 6	66	✓
#3:	7 x 6	42	✓
#4:	6 x 3	18	✓
#5:	8 x 6	48	✓
#6:	6 x 11	66	✓
#7:	4 x 6	24	✓
#8:	9 x 12	108	✓
#9:	2 x 7	14	✓
#10:	11 x 7	77	✓
#11:	10 x 11	110	✓
#12:	6 x 4	24	✓
#13:	2 x 12	24	✓
#14:	11 x 11	121	✓
#15:	4 x 8	32	✓
#16:	12 x 6	72	✓
#17:	8 x 7	56	✓
#18:	12 x 4	48	✓
#19:	11 x 9	99	✓
#20:	5 x 8	40	✓
#21:	6 x 6	36	✓
#22:	5 x 6	30	✓
#23:	6 x 8	48	✓
#24:	6 x 5	30	✓
#25:	3 x 3	9	✓

PLAY!

- **It will take place during a two-week window commencing Monday 3rd June.**
- **We will try and complete this in the 1st week.**
- **No expectation for children to complete the check on the same day.**

- **The check is online and on-screen – laptops, desktops and tablets. At Sitwell, it will be using desktops (number pad?)**
- **It will take less than 5 minutes per child**
- **Comprises of 25 questions**
- **Children will get 6 seconds to answer each question, with a 3 second pause between each question. – instant recall therefore important (i.e. recalling 6×7 without having to count in multiples)**
- **Whatever is in the box at the end of the time will be counted (don't have to press enter)**

- **There is **no** pass mark**
- **Therefore, unlike Y1 Phonics Check, children will not be expected to re-sit**
- **Children won't be shown an on-screen total score at the end.**
- **Parents will then be informed when results are available.**

- Only presents children with **multiplication facts**
- Not an even spread of tables: **6, 7, 8, 9 & 12 times tables** are more likely to appear
- The 11 facts more likely to be asked:

$$6 \times 6 \quad 6 \times 7 \quad 6 \times 8 \quad 6 \times 9 \quad 6 \times 12$$

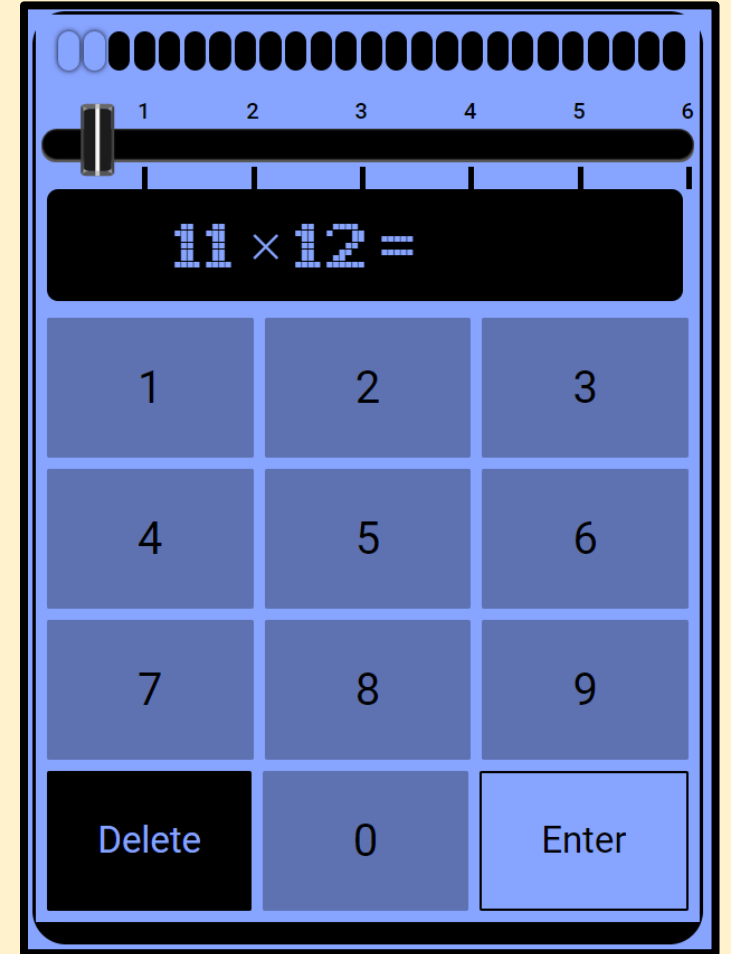
$$7 \times 8 \quad 7 \times 9 \quad 7 \times 12$$

$$8 \times 9 \quad 8 \times 12$$

$$12 \times 12$$

‘SOUNDCHECK’ ON TTRS

- There are several **access arrangements** available which can be used to support children with specific needs.
- We will ensure that these access arrangements are appropriate for individual children.
- Children can practise before taking the check.
- They will have an opportunity to access **an official practice area** to become familiar with the online platform.



Using



**To support with
times tables**

Y4 - assessment A

Name: _____

2s	50 secs	Count in multiples:	Not yet <input type="checkbox"/>	Partially <input type="checkbox"/>	Yes <input type="checkbox"/>	Mixed: $\frac{\quad}{12}$
2						
$3 \times 2 = \underline{\quad}$	$2 \times 10 = \underline{\quad}$	$11 \times 2 = \underline{\quad}$	$9 \times 2 = \underline{\quad}$			
$5 \times 2 = \underline{\quad}$	$1 \times 2 = \underline{\quad}$	$2 \times 6 = \underline{\quad}$	$12 \times 2 = \underline{\quad}$			
$2 \times 2 = \underline{\quad}$	$2 \times 4 = \underline{\quad}$	$8 \times 2 = \underline{\quad}$	$2 \times 7 = \underline{\quad}$			

10s	50 secs	Count in multiples:	Not yet <input type="checkbox"/>	Partially <input type="checkbox"/>	Yes <input type="checkbox"/>	Mixed: $\frac{\quad}{12}$
10						
$5 \times 10 = \underline{\quad}$	$6 \times 10 = \underline{\quad}$	$8 \times 10 = \underline{\quad}$	$9 \times 10 = \underline{\quad}$			
$2 \times 10 = \underline{\quad}$	$10 \times 1 = \underline{\quad}$	$4 \times 10 = \underline{\quad}$	$12 \times 10 = \underline{\quad}$			
$10 \times 3 = \underline{\quad}$	$10 \times 10 = \underline{\quad}$	$10 \times 7 = \underline{\quad}$	$10 \times 11 = \underline{\quad}$			

5s	50 secs	Count in multiples:	Not yet <input type="checkbox"/>	Partially <input type="checkbox"/>	Yes <input type="checkbox"/>	Mixed: $\frac{\quad}{12}$
5						
$2 \times 5 = \underline{\quad}$	$5 \times 1 = \underline{\quad}$	$6 \times 5 = \underline{\quad}$	$12 \times 5 = \underline{\quad}$			
$5 \times 5 = \underline{\quad}$	$10 \times 5 = \underline{\quad}$	$11 \times 5 = \underline{\quad}$	$5 \times 7 = \underline{\quad}$			
$3 \times 5 = \underline{\quad}$	$5 \times 4 = \underline{\quad}$	$5 \times 8 = \underline{\quad}$	$9 \times 5 = \underline{\quad}$			

Date: _____

Take me home!

3s	60 secs	Count in multiples:	Not yet <input type="checkbox"/>	Partially <input type="checkbox"/>	Yes <input type="checkbox"/>	Mixed: $\frac{\quad}{12}$
3						
$5 \times 3 = \underline{\quad}$	$3 \times 10 = \underline{\quad}$	$11 \times 3 = \underline{\quad}$	$3 \times 9 = \underline{\quad}$			
$2 \times 3 = \underline{\quad}$	$4 \times 3 = \underline{\quad}$	$3 \times 6 = \underline{\quad}$	$12 \times 3 = \underline{\quad}$			
$3 \times 3 = \underline{\quad}$	$1 \times 3 = \underline{\quad}$	$8 \times 3 = \underline{\quad}$	$7 \times 3 = \underline{\quad}$			

4s	60 secs	Count in multiples:	Not yet <input type="checkbox"/>	Partially <input type="checkbox"/>	Yes <input type="checkbox"/>	Mixed: $\frac{\quad}{12}$
4						
$2 \times 4 = \underline{\quad}$	$1 \times 4 = \underline{\quad}$	$4 \times 8 = \underline{\quad}$	$7 \times 4 = \underline{\quad}$			
$4 \times 3 = \underline{\quad}$	$4 \times 4 = \underline{\quad}$	$6 \times 4 = \underline{\quad}$	$4 \times 9 = \underline{\quad}$			
$5 \times 4 = \underline{\quad}$	$10 \times 4 = \underline{\quad}$	$11 \times 4 = \underline{\quad}$	$12 \times 4 = \underline{\quad}$			

8s	60 secs	Count in multiples:	Not yet <input type="checkbox"/>	Partially <input type="checkbox"/>	Yes <input type="checkbox"/>	Mixed: $\frac{\quad}{12}$
8						
$2 \times 8 = \underline{\quad}$	$10 \times 8 = \underline{\quad}$	$6 \times 8 = \underline{\quad}$	$9 \times 8 = \underline{\quad}$			
$5 \times 8 = \underline{\quad}$	$8 \times 1 = \underline{\quad}$	$8 \times 11 = \underline{\quad}$	$8 \times 7 = \underline{\quad}$			
$8 \times 3 = \underline{\quad}$	$4 \times 8 = \underline{\quad}$	$8 \times 8 = \underline{\quad}$	$12 \times 8 = \underline{\quad}$			

Children will complete this in school every half-term.

This will then go home so that you and your child know exactly what they need help with.



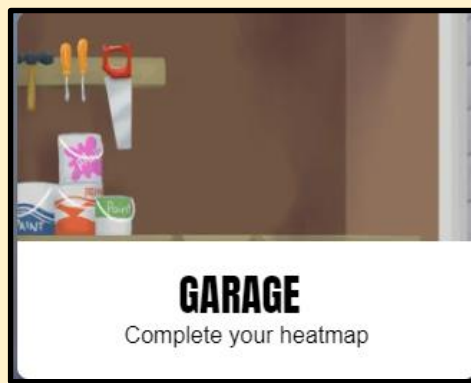
JAMMING

Take it easy



GIG

Perform once a month



GARAGE

Complete your heatmap



SOUNDCHECK

Beat the clock



STUDIO

Get a rock status

Children choose the tables

No timer

Ideal practice for right now

A 5 min **monthly** assessment of 100 questions.

Ends after 5 mins or 100 questions, whichever comes first.

Informs the garage heat map.

Children complete their **heatmap**.

Gives them only 6 facts at a time.

These are the facts they need the most help on.

Ideal practice for right now

A carbon-copy of the official **Multiplication Tables Check** your child will sit in June.

25 questions

6 secs per question

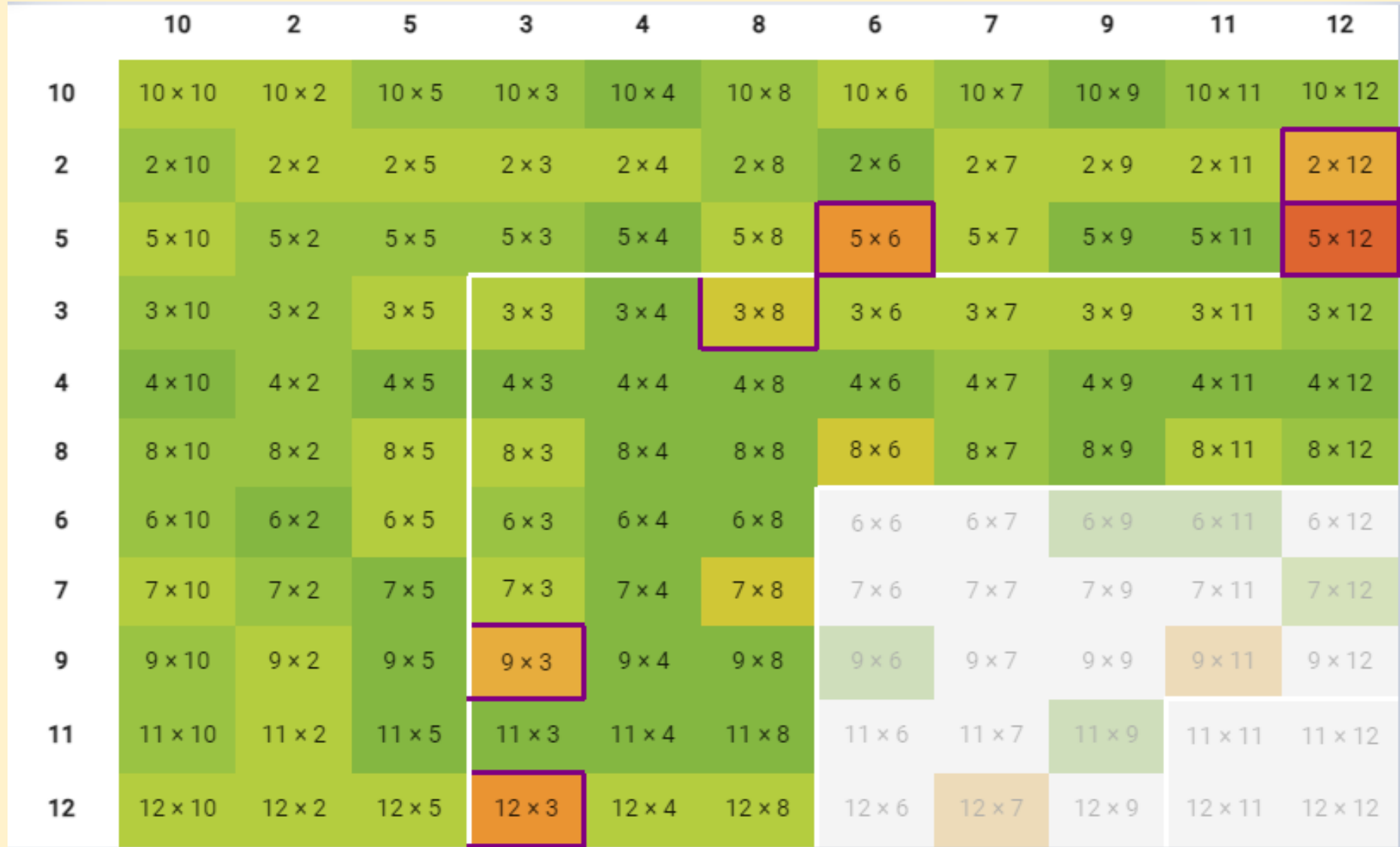
Ideal practice for later in the year

Any fact up to 12 x 12

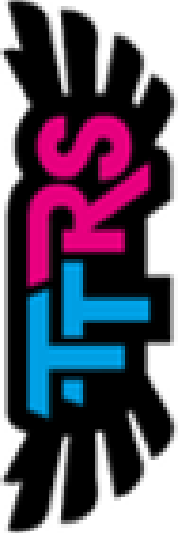
Ideal for children once they become **more fluent** and **confident**.

	10	2	5	3	4	8	6	7	9	11	12
10	10x10	10x2	10x5	10x3	10x4	10x8	10x6	10x7	10x9	10x11	10x12
2	2x10	2x2	2x5	2x3	2x4	2x8	2x6	2x7	2x9	2x11	2x12
5	5x10	5x2	5x5	5x3	5x4	5x8	5x6	5x7	5x9	5x11	5x12
3	3x10	3x2	3x5	3x3	3x4	3x8	3x6	3x7	3x9	3x11	3x12
4	4x10	4x2	4x5	4x3	4x4	4x8	4x6	4x7	4x9	4x11	4x12
8	8x10	8x2	8x5	8x3	8x4	8x8	8x6	8x7	8x9	8x11	8x12
6	6x10	6x2	6x5	6x3	6x4	6x8	6x6	6x7	6x9	6x11	6x12
7	7x10	7x2	7x5	7x3	7x4	7x8	7x6	7x7	7x9	7x11	7x12
9	9x10	9x2	9x5	9x3	9x4	9x8	9x6	9x7	9x9	9x11	9x12
11	11x10	11x2	11x5	11x3	11x4	11x8	11x6	11x7	11x9	11x11	11x12
12	12x10	12x2	12x5	12x3	12x4	12x8	12x6	12x7	12x9	12x11	12x12

GARAGE HEAT MAP



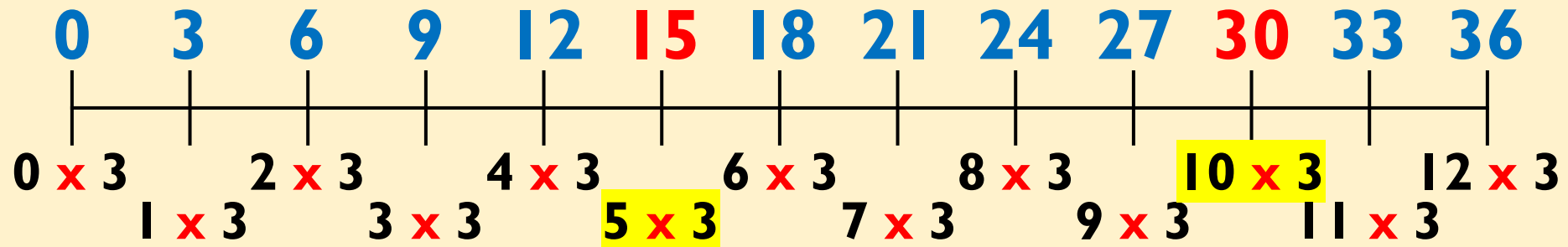
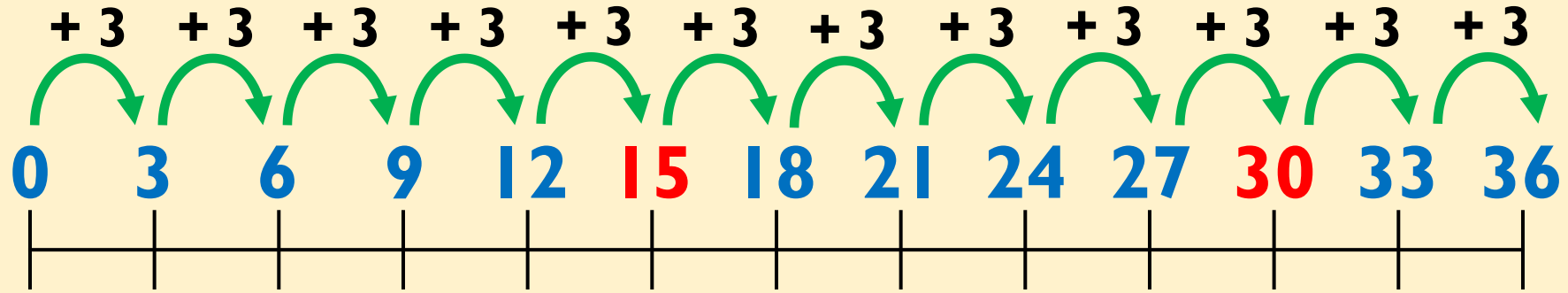
Every child will very soon be given a times tables bookmark which they can use when playing TTRS.

 <p>By the end of Y2 By the end of Y3 By the end of Y4</p>	2 times table	3 times table	4 times table	5 times table	6 times table
	1 x 2 = 2	1 x 3 = 3	1 x 4 = 4	1 x 5 = 5	1 x 6 = 6
	2 x 2 = 4	2 x 3 = 6	2 x 4 = 8	2 x 5 = 10	2 x 6 = 12
	3 x 2 = 6	3 x 3 = 9	3 x 4 = 12	3 x 5 = 15	3 x 6 = 18
	4 x 2 = 8	4 x 3 = 12	4 x 4 = 16	4 x 5 = 20	4 x 6 = 24
	5 x 2 = 10	5 x 3 = 15	5 x 4 = 20	5 x 5 = 25	5 x 6 = 30
	6 x 2 = 12	6 x 3 = 18	6 x 4 = 24	6 x 5 = 30	6 x 6 = 36
	7 x 2 = 14	7 x 3 = 21	7 x 4 = 28	7 x 5 = 35	7 x 6 = 42
	8 x 2 = 16	8 x 3 = 24	8 x 4 = 32	8 x 5 = 40	8 x 6 = 48
	9 x 2 = 18	9 x 3 = 27	9 x 4 = 36	9 x 5 = 45	9 x 6 = 54
	10 x 2 = 20	10 x 3 = 30	10 x 4 = 40	10 x 5 = 50	10 x 6 = 60
	11 x 2 = 22	11 x 3 = 33	11 x 4 = 44	11 x 5 = 55	11 x 6 = 66
	12 x 2 = 24	12 x 3 = 36	12 x 4 = 48	12 x 5 = 60	12 x 6 = 72

Supporting your child with learning times tables

**Parent & child workshop:
Thursday 9th November
14:00-14:45**

1. COUNTING IN MULTIPLES



2. REPEATED ADDITION

How many pencils **altogether**?



$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

How many dots in **total**?



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

3. IF... THEN...

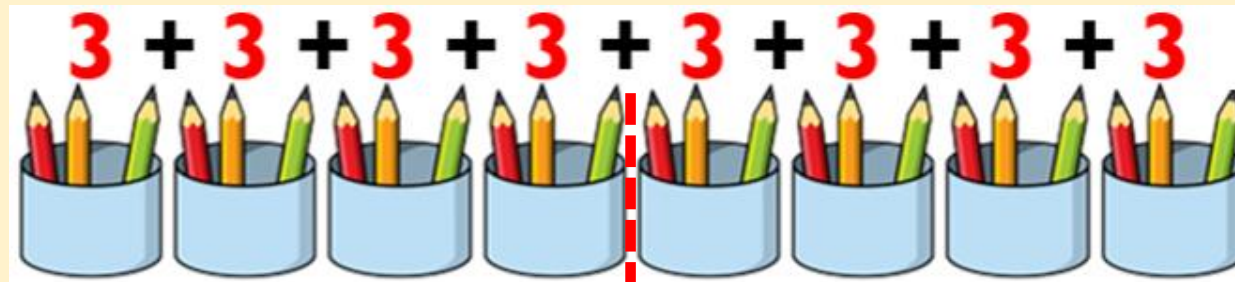
$$\underline{4} \times \underline{3} = \underline{12}$$



$$\underline{5} \times \underline{3} = \underline{\quad}$$



$$\underline{8} \times \underline{3} = \underline{\quad}$$



If... then...

$$12 \times 4 = 48$$

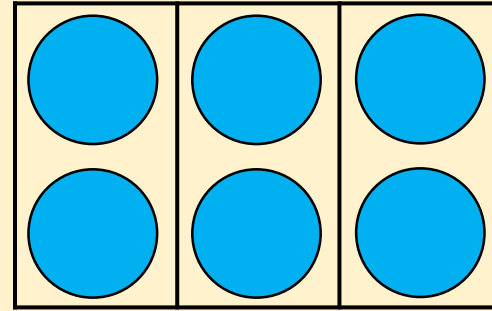
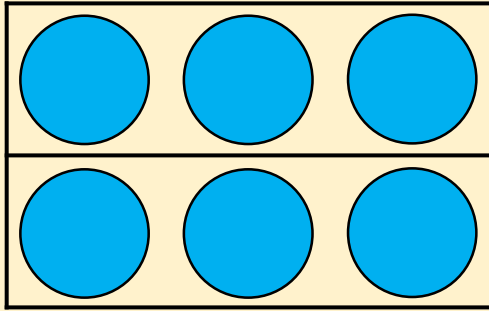
$$13 \times 4 = \underline{\quad}$$

$$26 \times 4 = \underline{\quad}$$

$$260 \times 4 = \underline{\quad}$$

4. MULTIPLICATION IS COMMUTATIVE

What's the same? What's different?




$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

5. MULTIPLICATION IS THE INVERSE OF DIVISION



$\underline{2} \times \underline{\quad} = \underline{\quad}$

$\underline{\quad} \div \underline{\quad} = \underline{\quad}$

12		
4	4	4

$\underline{4} \times \underline{\quad} = \underline{\quad}$

$\underline{\quad} \div \underline{\quad} = \underline{\quad}$

If... then...

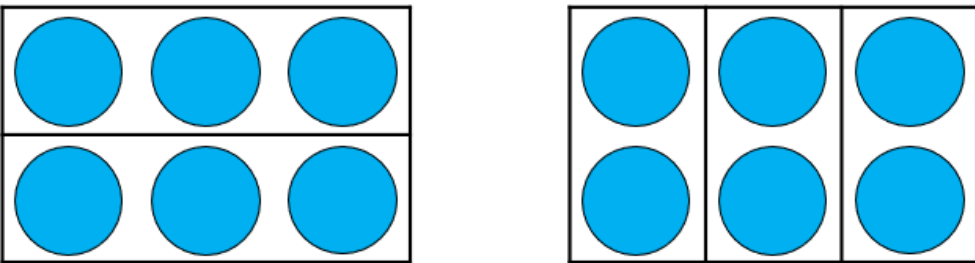
$$7 \times 4 = 28$$

$$28 \div 4 = \underline{\quad}$$

$$280 \div 4 = \underline{\quad}$$

$$2,800 \div 4 = \underline{\quad}$$

6. FACT FAMILIES



_____ **x** _____ = _____

_____ **x** _____ = _____

_____ **÷** _____ = _____

_____ **÷** _____ = _____

20	4	5		
_____	x	_____	=	_____
_____	x	_____	=	_____
_____	÷	_____	=	_____
_____	÷	_____	=	_____