Year 4 Multiplication Check Parent Workshop

30.01.2025

Miss Newson
Mr Lockwood

Aims of the session

- To understand the purpose of the Year 4 multiplication check
- To understand our approach to the check
- Useful learning strategies
- Times Tables Rockstars
- Data

Multiplication Check

In the Summer term of year 4, children complete a multiplication check.

This is where they are asked to demonstrate their times tables knowledge.

This is a government requirement and so it is important all children readily know their times tables by the end of year four.

We will be teaching the children their times tables and will be providing regular practise opportunities. However, we also recommend they spend some time at home practising, whether this is on times tables rockstars, singing along with a song or chanting it out loud.

Our approach: All children must learn times tables by the end of Year Four as they are so important for all Maths Learning and future assessments in Year Six.

Multiplication Check

- One practise question, before they start (does not count towards marks)
- 25 questions
- All must be answered correctly
- Children have 6 seconds to answer
- This checks children's mental arithmetic
- The 'check' resembles the same format as times table rockstars
- Children will complete this in small groups
- Children will complete their check on a chromebook
- This will be completed across a two week period.
- (2nd June - 13th June)

Multiplication Check

In extreme circumstances they may be reasons why a child does not take the multiplication check.
This decision is made by the headteacher. The decision by the headteacher is final.

The Government says a pupil should not take the multiplication check if:

- they are unable to participate, even when using access arrangements
- they are unable to answer the easiest questions or are working below the national curriculum expectation for year 2 in multiplication tables
- they have just arrived in school during the check period and there is not enough time to establish the pupil's abilities

If your child is absent from school for the whole 'check' period, we have to officially record the reason for the absence.
This is only recorded if the child would have ordinarily been able to take the check.

Schools can also record a pupil as not taking the check if they:

- are absent and therefore the school is unable to administer the check during the check window
- have left the school
- appear on the register in error

Multiplication Check

Access arrangements may be appropriate for pupils with specific needs who require additional arrangements so they can take part in the Multiplication Check.

This includes pupils:

- with an education, health and care plan (EHCP)
- for whom provision is being made in school using the special educational needs and disability (SEND) support system
- whose learning difficulty or disability significantly affects their ability to access the check
- who have behavioural, emotional or social difficulties
- with English as an additional language (EAL) and limited fluency in English

The support given should be based on normal classroom practice.
If access arrangements are granted, pupils should familiarise themselves with access arrangements using the **'try it out' check** to ensure the arrangements meet their needs before taking the official check.

If access arrangements have been enabled for a pupil, the arrangements will automatically be available to the pupil in the 'try it out' check and the official check. **When the pupil signs in, they will see a list of the access arrangements enabled.**

Multiplication Check

If access arrangements are granted these are the things that can be adjusted

Colour contrast

The standard version of the check includes black text on a white background. If colour contrast is enabled for a pupil, at the start of the 'try it out' and official check they will be able to change the text and background colours to one of the following combinations:

- yellow on black, black on blue, black on peach, blue on cream

Font size

At the start of the 'try it out' and official check they will be able to increase or decrease the size of the text and number pad on the screen.

Pause 'next' button between questions

The standard version includes 3 seconds pause between questions.
If this is not long enough, or the pace of the check may disadvantage the pupil, a 'Next' button can be enabled.
Instead of 3 seconds pause, the pupil can select 'Next' when they are ready to start a new question.
There is a 30-minute time limit to complete the check using this access arrangement.
Please note this access arrangement does not extend the time given to answer each question.

Multiplication Check

Remove on-screen number pad
Enabling this feature will remove the on-screen number pad. This may be useful to support pupils who are distracted by it or do not plan to use it. Only the question-and-answer box will show on the screen. The pupil will need a keyboard to enter their responses.

Input assistance
An input assistant is someone who enters answers dictated by the pupil.
The input assistant must enter their name at the start of the official check and then accurately input the answers dictated by the pupil.

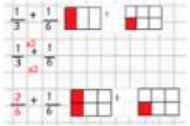
Audio version
If the audio version is enabled, it will read aloud all text displayed on the screen.

Audible time alert
Pupils with a visual impairment may not be able to see the on-screen question timer. If the audible time alert is enabled for a pupil, a beep will sound 2 seconds before the end of each question, then a different beep will sound to signal the end of each question.

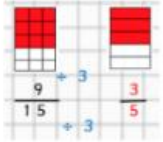
Additional time
Pupils cannot have additional time to complete the multiplication check questions.

Adding, subtracting, multiplying and dividing fractions

$\frac{3}{4} \times \frac{2}{3} = \frac{6}{12}$



Simplifying fractions



Using scale factors

2 people	1 person	5 people
6 eggs	6 ÷ 2 = 3 eggs	3 x 5 = 15 eggs
100g flour	100 ÷ 2 = 50g	50 x 5 = 250g

Finding a fraction or a percentage of a number

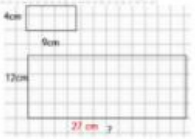
$\frac{3}{4}$ of 48

12 | 12 | 12 | 12

48 ÷ 4 = 12
dividing by 4 finds one quarter.

12 x 3 = 36
multiplying by 3 finds 3 quarters

Calculating volume



Using algebraic rules

1st term:	5 x	1	-	4	=	1
2nd term:	5 x	2	-	4	=	6
3rd term:	5 x	3	-	4	=	11
4th term:	5 x	4	-	4	=	16
5th term:	5 x	5	-	4	=	21

Calculating ratio

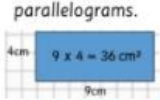
A prize is shared in a ratio of 3 : 4 between Jamie and Dan. If Jamie gets £21, how much will Dan get?

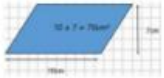
Jamie : Dan
3 : 4
21 : 28
x 7 x 7

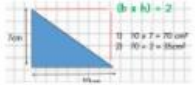
Using known facts

If 3 x 2 = 6, then
3 x 20 = 60
30 x 2 = 60
30 x 20 = 600

Finding the area of rectangles, triangles and parallelograms.

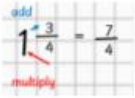






Why are times tables useful?

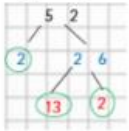
Converting between mixed and improper fractions



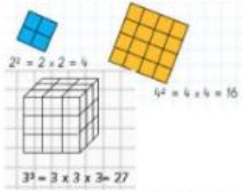
Convert between miles and kilometres

Short and long division

Finding prime factors

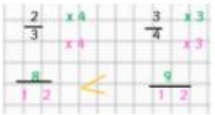


Square and cube numbers

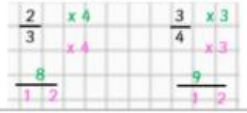


Factors and common factors

Ordering and comparing fractions

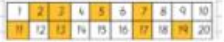


Finding equivalent fractions



Identifying prime and composite numbers

A prime number is a whole number greater than 1 with no divisors except 1 and itself

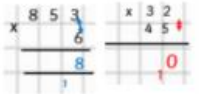


Multiples and common multiples

Multiples of 3: 3, 6, 9, 12, 15, 18, 21, 24

Multiples of 4: 4, 8, 12, 16, 20, 24, 28, 32

Short and long multiplication



@SarahFarrellKS2

Number facts

What are number facts?
Number facts are simple calculations with two numbers. They could be addition, subtraction, multiplication or division. Sometimes these can be called fact families.

Number bonds (like 3 + 7 = 10, or 9 - 4 = 5) or facts learned from times tables (like 4 x 6 = 24 or 27 ÷ 3 = 9) are number facts.

How can number facts help you find new answers?
It is good to learn number facts so you can use them quickly. This can really help when you've got a more difficult problem.

Remembering your number facts will help you do these calculations quickly so there will be less chance of getting lost or mixed up.

How many times tables do I need to learn?

1 times table
1 x 1 = 1
2 x 1 = 2
3 x 1 = 3
4 x 1 = 4
5 x 1 = 5
6 x 1 = 6
7 x 1 = 7
8 x 1 = 8
9 x 1 = 9
10 x 1 = 10
11 x 1 = 11
12 x 1 = 12
12 tables to learn

2 times table
2 x 2 = 4
3 x 2 = 6
4 x 2 = 8
5 x 2 = 10
6 x 2 = 12
7 x 2 = 14
8 x 2 = 16
9 x 2 = 18
10 x 2 = 20
11 x 2 = 22
12 x 2 = 24
11 tables to learn

5 times table
3 x 5 = 15
4 x 5 = 20
5 x 5 = 25
6 x 5 = 30
7 x 5 = 35
8 x 5 = 40
9 x 5 = 45
10 x 5 = 50
11 x 5 = 55
12 x 5 = 60
10 tables to learn

10 times table
3 x 10 = 30
4 x 10 = 40
6 x 10 = 60
7 x 10 = 70
8 x 10 = 80
9 x 10 = 90
10 x 10 = 100
11 x 10 = 110
12 x 10 = 120
9 tables to learn

3 times table
3 x 3 = 9
4 x 3 = 12
6 x 3 = 18
7 x 3 = 21
8 x 3 = 24
9 x 3 = 27
11 x 3 = 33
12 x 3 = 36
8 tables to learn

4 times table
4 x 4 = 16
6 x 4 = 24
7 x 4 = 28
8 x 4 = 32
9 x 4 = 36
11 x 4 = 44
12 x 4 = 48
7 tables to learn

If you already know that 8 x 4 = 32, you also know the answer to 4 x 8.

The 1 and 10 times tables (and many of the 11 times tables) are easy to work out, so that means there are even fewer to learn!

8 times table
6 x 8 = 48
7 x 8 = 56
8 x 8 = 64
9 x 8 = 72
11 x 8 = 88
12 x 8 = 96
6 tables to learn

6 times table
6 x 6 = 36
7 x 6 = 42
9 x 6 = 54
11 x 6 = 66
12 x 6 = 72
5 tables to learn

9 times table
7 x 9 = 63
9 x 9 = 81
11 x 9 = 99
12 x 9 = 108
4 tables to learn

7 times table
7 x 7 = 49
11 x 7 = 77
12 x 7 = 84
3 tables to learn

11 times table
11 x 11 = 121
12 x 11 = 132
2 tables to learn

12 times table
12 x 12 = 144
1 table to learn

Useful Strategies

These are some strategies that we have taught the children, that can also be used at home.

If you know your 3s you can work out your 6s and 9s.

2 x 3 = 6 DOUBLE (6+6) the answer for 2 x 6 = 12

2s doubled = 4s
4s doubled = 8s
5s doubled = 10s
6s doubled 12s

10s halved = 5s
12s halved = 6s

Useful Strategies

These are some strategies that we have taught the children, that can also be used at home.

If a child doesn't know their 9s, they can use their 6s and 9s to help them.

7 x 9 =

3   6

7 x 3 = 21

7 x 6 = 42

21 + 42 = 63
(Add up the tens 20 + 40 = 60, then the ones 60 + 3)

Step 1: Partition the 9 into 3 and 6

Step 2: Multiply each part by the other number

Step 3: Add up the two answers

Useful Strategies

These are some strategies that we have taught the children, that can also be used at home.

Calculating the 7s

$8 \times 7 =$

2 5

$8 \times 2 = 16$

$8 \times 5 = 40$

$16 + 40 = 56$

(add the tens 10 + 40 then add the ones 50 + 6)

Step 1: Partition the 7 into 2 and 5.

Step 2: Multiply each part by the other number

Step 3: Add the two answers together

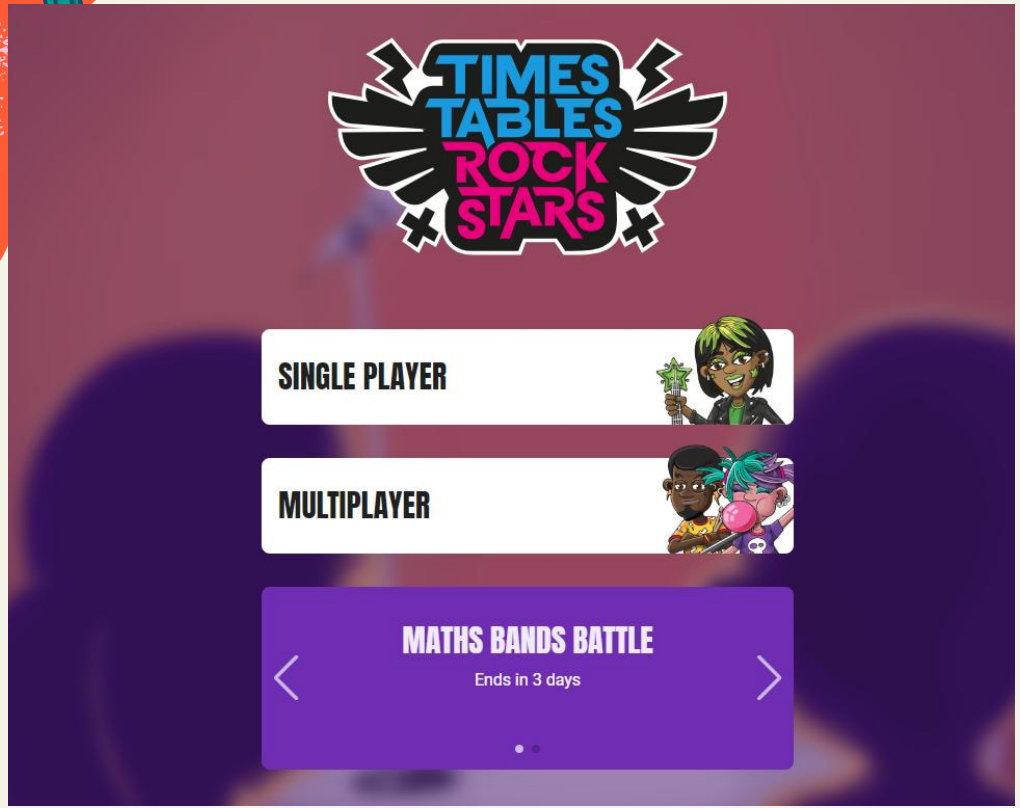
Useful Strategies

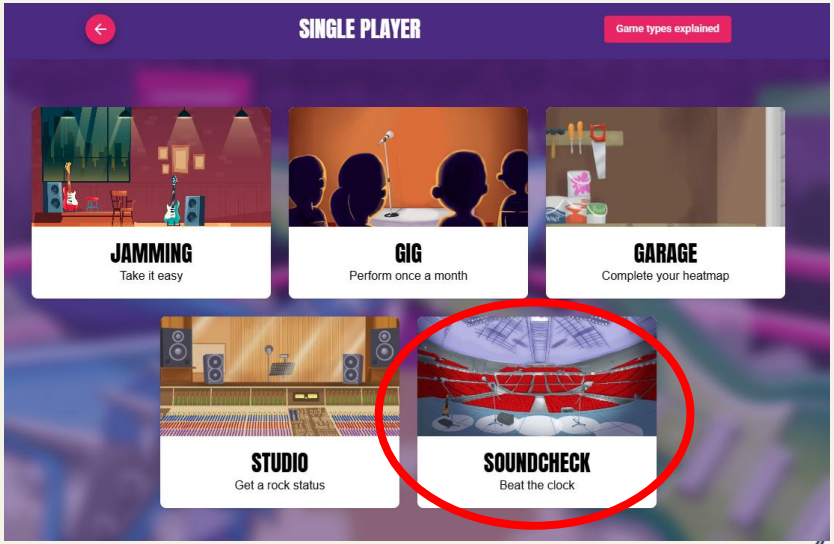
These are some strategies that we have taught the children, that can also be used at home.

Another strategy for the 9 times table

We do not know 9 x 7
but we know 10 x 7 = 70
Subtract or count back 7 (always the times table we are focusing on)
70 - 7 = 63

These strategies all support children's **learning** of times tables but as they approach and carry out their multiplication check we expect the children to be able to **readily recall** their times tables.


TIMES TABLES ROCK STARS
SINGLE PLAYER
MULTIPLAYER
MATHS BANDS BATTLE
Ends in 3 days


SINGLE PLAYER
Game types explained
JAMMING
Take it easy
GIG
Perform once a month
GARAGE
Complete your heatmap
STUDIO
Get a rock status
SOUNDCHECK
Beat the clock

Child 1	1	12	6
Child 2	25	25	16
Child 3	5	10	17
Child 21	18	21	59
Child 22	23	25	59
Child 23	25	25	60
Child 24	25	20	60
Child 25	22	22	62
Child 26	23	25	67
Child 27	23	24	71
Child 34	25	25	87
Child 35	25	25	93
Child 36	25	25	101
Child 37	25	25	104
Child 38	25	25	107
Child 39	25	24	118
Child 40	25	25	125



Thank you!