## WELCOME

YEARS 3 \& 4 MULTIPLICATION CHECK MEETING FOR PARENTS

## Why are times table important in Maths?



Rapid recall of times table facts frees up space in children's working memory and helps to avoid overload when solving problems. This means the working memory can be freed up for reasoning and more challenging mathematics.


## Multiplication Tables Check (MTC)

- The multiplication tables check is statutory for pupils in Year 4.
- The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics.
- It will also help schools to identify pupils who have not yet mastered their times tables so that additional support can be provided to these children.


## WHAT IS THE MTC?



## MULTIPLICATION TABLES CHECK (MTC)

- The MTC will be completed in school during June 2024.
- Children will complete an online test of 25 questions.
- Children will have only 6 seconds to answer each question.
- It should take approximately 5 minutes per test.
- It will mainly test the trickier tables such as $4,6,7,8,9,12$ but there will also be questions from the $2,5,10,11$ times tables. The 1 times table is not tested.
- Results will be saved by the system and children's scores will be reported back to schools in July. School will then let parents know.


## HOW DOES SCHOOL SUPPORT LEARNING TIMES TABLES?

- Y3 \& 4 - Weekly whole class times table lesson
- Pattern spotting
- Rolling Numbers / Songs
- Problem solving
- Y3 \& 4 - Three times a week TTRS fluency session
- Teachers set carefully chosen times tables on TTRS Garage mode for homework
- Soundcheck and GIG completed half termly


## WHAT IS TIMES TABLES ROCK STARS?










Self set
\% MODE
Play solo


COINS
10 per correct answer

You've been set:


You won't immediately get all these questions from these tables.
In each game, you will focus on the facts you need the most to help you get high scores and complete your heatmap sooner.

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|  | 10 | 2 | 5 | 3 | 4 | 8 | 6 | 7 | 9 | 11 | 12 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 10 | $10 \times 10$ | $10 \times 2$ | $10 \times 5$ | $10 \times 3$ | $10 \times 4$ | $10 \times 8$ | $10 \times 6$ | $10 \times 7$ | $10 \times 9$ | $10 \times 11$ | $10 \times 12$ |
| 2 | $2 \times 10$ | $2 \times 2$ | $2 \times 5$ | $2 \times 3$ | $2 \times 4$ | $2 \times 8$ | $2 \times 6$ | $2 \times 7$ | $2 \times 9$ | $2 \times 11$ | $2 \times 12$ |
| 5 | $5 \times 10$ | $5 \times 2$ | $5 \times 5$ | $5 \times 3$ | $5 \times 4$ | $5 \times 8$ | $5 \times 6$ | $5 \times 7$ | $5 \times 9$ | $5 \times 11$ | $5 \times 12$ |
| 3 | $3 \times 10$ | $3 \times 2$ | $3 \times 5$ | $3 \times 3$ | $3 \times 4$ | $3 \times 8$ | $3 \times 6$ | $3 \times 7$ | $3 \times 9$ | $3 \times 11$ | $3 \times 12$ |
| 4 | $4 \times 10$ | $4 \times 2$ | $4 \times 5$ | $4 \times 3$ | $4 \times 4$ | $4 \times 8$ | $4 \times 6$ | $4 \times 7$ | $4 \times 9$ | $4 \times 11$ | $4 \times 12$ |
| 8 | $8 \times 10$ | $8 \times 2$ | $8 \times 5$ | $8 \times 3$ | $8 \times 4$ | $8 \times 8$ | $8 \times 6$ | B $\mathrm{F} / 7$ | $8 \times 9$ | $8 \times 11$ | $8 \times 12$ |
| 6 | $6 \times 10$ | $6 \times 2$ | $6 \times 5$ | $6 \times 3$ | $6 \times 4$ | $6 \times 8$ | $6 \times 6$ | $6 \times 7$ | $6 \times 9$ | $6 \times 11$ | $6 \times 12$ |
| 7 | $7 \times 10$ | $7 \times 2$ | $7 \times 5$ | $7 \times 3$ | $7 \times 4$ | $7 \times 8$ | $7 \times 6$ | $7 \times 7$ | $7 \times 9$ | $7 \times 11$ | $7 \times 12$ |
| 9 | $9 \times 10$ | $9 \times 2$ | $9 \times 5$ | $9 \times 3$ | $9 \times 4$ | $9 \times 8$ | $9 \times 6$ | $9 \times 7$ | $9 \times 9$ | $9 \times 11$ | $9 \times 12$ |
| 11 | $11 \times 10$ | $11 \times 2$ | $11 \times 5$ | $11 \times 3$ | $11 \times 4$ | $11 \times 8$ | $11 \times 6$ | $11 \times 7$ | $11 \times 9$ | $11 \times 11$ | $11 \times 12$ |
| 12 | $12 \times 10$ | $12 \times 2$ | $12 \times 5$ | $12 \times 3$ | $12 \times 4$ | $12 \times 8$ | $12 \times 6$ | $12 \times 7$ | $12 \times 9$ | $12 \times 11$ | $12 \times 12$ |


| Ethort | Fivency | Gig | Studio | Soundtheck |
| :--- | :--- | :--- | :--- | :--- |




## SIIGLE PLAYER




## DIVISION QUESTIONS

- Practising multiplication facts in tandem with their inverses supports the recall of both, which is why division questions regularly feature in TTRS games and why learners have so much success with the programme.
- It may seem like this will overwhelm learners, especially if they've not covered division in the curriculum yet, but TTRS data shows that children from Year 2 consistently pick up division more easily than we think, even when it's not been formally taught in class.
- Also, Garage and Arena games quiz players on only 6 division facts in each round, with their multiplication counterparts as back up, each reinforcing the other.
- You can switch to Jamming for a little while - Division questions can be switched off by players themselves in Jamming games, where the questions aren't timed.


## DIVISION QUESTIONS

- "Translate" division to multiplication missing number questions

We recommend explicitly making the link between division questions and missing-number questions.

For example, if they see

$$
45 \div 5=\square
$$

we would teach them to rephrase it in their minds as...

$$
5 \times \square=45
$$

Often, it demystifies division once they interpret it as a multiplication question in disguise.
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Play in the studio
to set your speed
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E Profile
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Settings

Downloads
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## HOW TO SUPPORT YOUR CHILD AT HOME

There are lots of ways you can support your child at home.

- Encourage your child to do their TTRS practice each week, 3-5 minutes a day. The new 1:1 devices really support with this.
- Chant the multiples of the times tables all the way up to 12 times the number
e.g. $0,6,12,18,24,30,36,42,48,54,60,66,72$
- A pack of cards - take out the aces and Kings, count Jack as 11 and Queen as 12, and you can practise the full range of tables by dealing your child two cards and asking them to multiply them. You can also practise by rolling dice.
- Swat the fly - Write the answers (or questions) for the set times table on post it notes and put on a table. With a fly swatter, how quickly can your child swat the correct answer? Even better - get two swatters and go head to head!


## HOW TO SUPPORT AT HOME

- Multiplication wheels

- Hit the button Hit the Button -_Quick fire maths practise for 6-11 year olds (topmarks.co.uk)
- Time Table Bowling Super Maths Bowling -_Multiplication -_Mathsframe
- Times tables games - Times tables games - Timestables.co.uk
- Look for maths in your environment. Count a row of cars on a street. How many would there be on 5 streets? 10 streets?
- Count the number of windows in a building. How many would there be in 6 of these buildings? Cows in a field, etc.

ROLLING NUMBERS

## Rolling number 6

Play (k)


## ANY QUESTIONS?

## Year 3/4 MTC parent meeting

 05.02.2024Please complete this quick survey before leaving this meeting, thank you.

## TOP TIPS

| Move one place <br> value bigger and use <br> zero as a place <br> holder Doubles, even numbers <br> Partition, double and <br> combine for larger <br> factors | The ones value is 5 or 0 <br> Multiply by ten and halve for larger factors | 4x <br> Double and double again. | 0 x <br> Anything multiplied by zero is zero. | $1 \mathrm{x}$ <br> The other factor stays the same. |
| :---: | :---: | :---: | :---: | :---: |
| $3 x$ and $6 x$, <br> All multiples of 3 have a digital root of 3,6 or 9 . <br> Even multiples of 3 are also multiples of 6 . <br> 8 x <br> Double, double and double again to multiply large numbers by 8 . <br> Or Multiply by 10 and subtract 2 groups. | 9 x <br> Repeated addition pattern: Add ten then subtract one <br> Multiply by ten then subtract one group. <br> The digital root is always 9 - learn the finger trick | 11 x <br> Repeated addition: Add a ten and a one. <br> Multiply: <br> Multiply by ten then add one group. | $\begin{aligned} & \frac{12 \times \text { or }}{\text { more }} \\ & \text { Partition } \\ & \text { and } \\ & \text { multiply } \\ & \text { then } \\ & \text { recombine. } \end{aligned}$ | It is helpful to learn some 'tricky' facts by heart using mnemonics. <br> e.g. <br> 8 and 8 are sick on the floor $(8 \times 8=64)$ $7 \times 7=49 \text {, }$ <br> "one short of 50 all the time" $56=7 \times 8$ <br> (consecutive numbers) |

