

Year 4
Multiplication Check
Parents Meeting April 2026

Important Information

When:

Pupils will complete the assessment between Monday 1st June and Friday 12th June.

What is the Multiplication Check?

The MTC determines if Year 4 children can fluently recall their multiplication tables.

They are deigned 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.

How the check is carried out

- The check will be fully digital.
- Answers will be entered 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.

The Check Questions

- Each child will be randomly assigned a set of questions
- There will only be multiplication questions in the check.
- The 6, 7, 8, 9 and 12 times tables are more likely to be asked.
- Children will not see their individual results when they complete the check.

We reflect on our learning

Wood...

We create and improve

Why are timetables important?

Being able to do times tables is important as it makes lots of other areas of maths easier.

Learning times tables, and understanding how they work, can do wonders for building children's knowledge of important mathematical concepts such as:

- Written multiplication and division methods
- Real life multiplication and division problems (cooking, budgets)
- Fractions
- percentages
- Shapes (Area)

Ways to support Timetable Knowledge

- Count and look for patterns.
- Understand that multiplication is repeated addition.
- Remember that multiplication is commutative.
- 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

Example: Counting in 2s

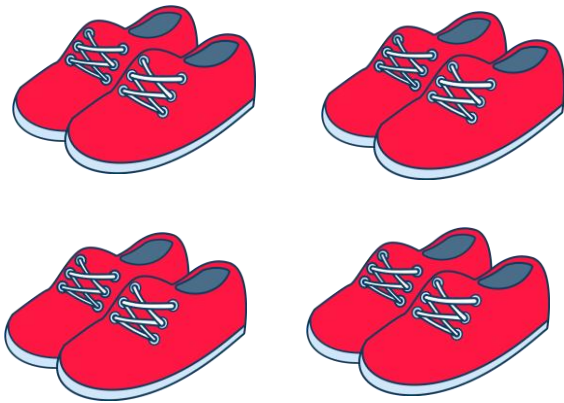
2, 4, 6, 8, 10...

- Ensure children have a strong understanding of counting in groups first.
- When children are secure with counting, they can then look for patterns.

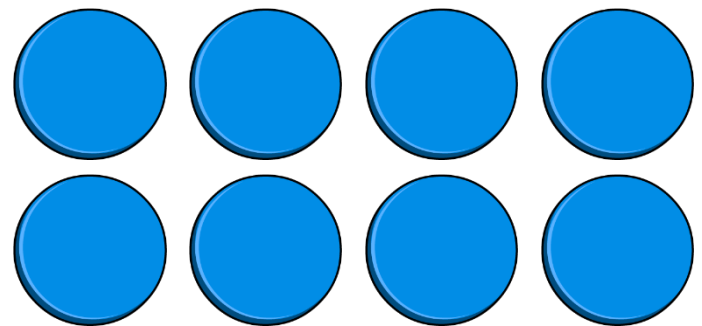


Repeated addition

Knowing that 2×4 is the same as $2 + 2 + 2 + 2$
Also that multiplication is commutative



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



$$2 \times 4 = ?$$

$$4 \times 2 = ?$$

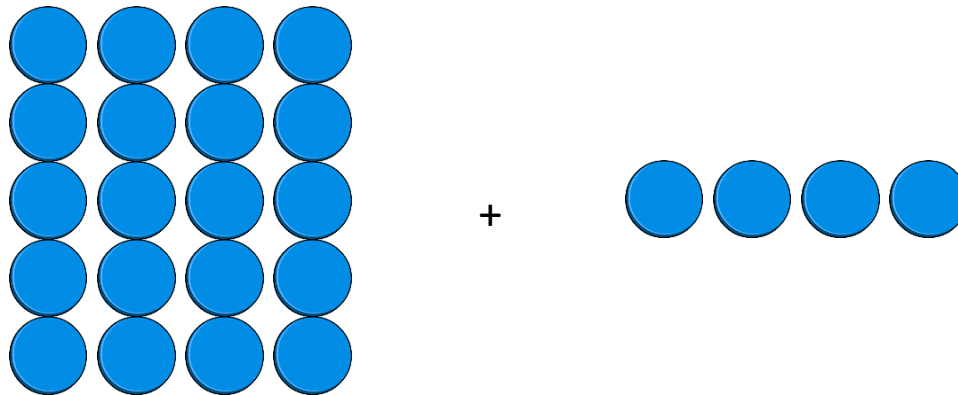
Using known facts

$$4 \times 6 = ?$$

$$\text{I know } 4 \times 5 = 20$$

$$\text{Therefore, } 20 + 4 = 24$$

By using known facts from 'easier' times tables, children should be able to find answers with increasing speed.



How best to prepare your child

- 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).

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