

Times Tables Parents' Meeting

December 2021

Welcome to our Multiplication Tables Check

- Our aim is to provide you with information about the Multiplication Tables Check that your child will have in Y4 and also to offer guidance about how you can support your child leading up to the test.
- Miss Green and Miss Webb are available on the live chat option to answer any immediate questions that you may have.
- Following the meeting, your child's teacher and the maths team are happy to answer any questions you may have about the Multiplication Tables Check and about how you can support your child at home via email.
- Please email any questions to your child's teacher, or the maths team (Mrs Stewart, Mrs Astley, Miss Barber or Miss Rawcliffe). Email addresses are available on the school website and at the end of this presentation.
- We will also put together a FAQ was the questions that has arisen for your reference.

New Primary School Times Tables Tests Explained

- Primary-school children are expected to know all their times tables up to 12x12. Under the current National Curriculum, children are supposed to know their times tables by the end of Year 4, but 2022 will be the first actual compulsory Multiplication Tables Check for schools. (The first tests were cancelled due to COVID school closures)
- 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 help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided
- The year 4 programme of study for mathematics also states, ‘Pupils should be taught to recall multiplication and division facts for multiplication tables up to 12×12 ’. The MTC only assesses the instant recall of multiplication facts. Multiplication and division in a wider context will continue to be assessed through the KS2 mathematics assessments.

Who will have to take the test?

- Schools were able to opt into a voluntary test during the development stage and Chapelford village primary opted to be part of the trial
- From the 2021/22 academic year onwards, all state-funded maintained schools and academies (including free schools) in England will be required to administer an online multiplication tables check (MTC) to all eligible year 4 pupils

How will the test be administered?

- Schools will have a 3-week window to administer the MTC. Teachers will have the flexibility to administer the check to individual pupils, small groups or a whole class at the same time
- A practise area will be available to allow pupils to become used to the format of the test for a few weeks prior to the opening date of the test period
- The MTC will be delivered as an online, on-screen digital assessment. Under standard administration, the check will take each pupil less than 5 minutes to complete. It will be automatically scored, and results will be available to schools once the assessment window closes
- There are 25 questions in total. Pupils will have 6 seconds to enter a response to the question. The 6 seconds start as soon as the question appears. Pupils will be able to input their response using the computer keyboard, a mouse (or equivalent) and the on-screen number pad, or a touchscreen device and the on-screen number pad. Once the pupil has input their answer, they can press enter to proceed, or wait until the time expires. Once the question is answered, there will be a 3 second pause before the next question appears.

How will the data be used?

- The data will be used in the following different ways:
- School-level results and individual pupil results will be made available to schools. This will allow them to provide additional support to pupils who require it
- As is the case with the Phonics Check, school-level results will be available to selected users including Ofsted via the Analyse School Performance (ASP) data system 2
- National results will be reported by the Department for Education (DfE) to track standards over time
- national and local authority results will be reported by the DfE to allow schools to benchmark the performance of their pupils
- School level results will not be published in performance tables

Useful Websites

- www.topmarks.co.uk
- Hit the Button
- Coconut Multiples <https://www.topmarks.co.uk/times-tables/coconut-multiples>
- Maths Fishing
- Times Tables Grid
- www.timetables.co.uk
- The maths factor created by Carol Vorderman <https://www.themathsfactor.com/times-tables-check/#/>
- Multiplication tables check <https://www.timestables.co.uk/multiplication-tables-check/>
- Times Tables Shooting
- Times Tables Memory
- Spuq Balloons
- Times Tables Rally <https://www.timestables.co.uk/rally.html> □
- www.youtube.com
- _Mr.DeMaio <https://www.youtube.com/watch?v=9XzfQUXqiYY>

As the test is administered on a computer, we do recommend that opportunities to practise on a device is given.

Games to play at home

- Super Fingers!

This is a game for two players. The game is basically a version of rock, paper, scissors but with numbers. Two players count to 3 and then make a number using their fingers. Both players then have to multiply both numbers together and the quickest wins.

- Multiplication Snap!

You will need a deck of cards for this game.

1. Flip over the cards as though you are playing snap.

2. The first to say the fact based on the cards turned over (2 and 3 say 6) gets the card.

3. The person to get all of the cards wins.

- We have some games for you to try out at home which will be available on the website and we will also be sending some additional resources home

How will school ensure that children are prepared?

- At Chapelford, we have always recognised the importance of times tables for our pupils as we see the benefit of quick multiplication recall in all areas of maths
- We subscribe to Times Tables Rockstars which is an online resource enabling children to practise times in a fun, engaging way
- We dedicate time at least 3 times a week to times tables in school and have clear steps to progress
- Morning times tables club with Mr Capper. (Y3 Mon/Wed & Y4 Tue/ Thur)
- We celebrate success during our celebration assembly weekly
- We celebrate the children's success on our Times Tables display board
- We give children the opportunity to become familiar with the testing system so that they will not worry about the test

How can you help at home?

- We will share some simple times tables games which can be played anywhere
- Just a few minutes a day is proven to have real impact on progress
- Complete the times tables homework sheet which is sent home weekly. Each mini test should be completed in 90 seconds. Children will quickly see themselves improving and getting faster!

What does expected progress look like?

- Expectations for times tables for each year group
- Year 1 Count in multiples of 2, 5 and 10.
- Recall and use all doubles to 10 and corresponding halves.
- Year 2 Recall and use multiplication and division facts for the 2, 5 and 10 times tables including recognising odd and even numbers.
- Year 3 Recall and use multiplication and division facts for the 3, 4 and 8 times tables.
- Year 4 Recall and use multiplication and division facts for tables up to 12×12
- Year 5 Revision of all times tables and division facts up to 12×12
- Year 6 Revision of all times tables and division facts up to 12×12 . For those children who are secure, opportunities to apply multiplication and division in other areas of maths are given, e.g. decimals.

How does Times Tables impact the curriculum?

In Year 3, times tables play a vital role in many areas of the curriculum. The National Curriculum states, that as a statutory requirement, pupils should:

Number – number and place value

Statutory requirements

Pupils should be taught to:

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number

Number – fractions

Statutory requirements

Pupils should be taught to:

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.

Number – multiplication and division

Statutory requirements

Pupils should be taught to:

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Measurement

Statutory requirements

Pupils should be taught to:

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks].

Geometry – properties of shapes

Statutory requirements

Pupils should be taught to:

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statistics

Statutory requirements

Pupils should be taught to:

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

The objectives highlighted in yellow, represent the skills that require a strong knowledge of times tables. That is a lot of the curriculum!

How does Times Tables impact the curriculum?

In the Year 4, times tables play a vital role in many areas of the curriculum. The National Curriculum states, that as a statutory requirement, pupils should:

Number – number and place value

Statutory requirements

Pupils should be taught to

- count in multiples of 6, 7, 9, 25 and 1000

Number – multiplication and division

Statutory requirements

Pupils should be taught to:

- recall multiplication and division facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Number – fractions (including decimals)

Statutory requirements

Pupils should be taught to:

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places.

Statistics

Statutory requirements

Pupils should be taught to:

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Measurement

Statutory requirements

Pupils should be taught to:

- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence

Geometry – position and direction

Statutory requirements

Pupils should be taught to:

- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.

The objectives highlighted in yellow, represent the skills that require a strong knowledge of times tables. That is a lot of the curriculum!

Any questions?

- Your child's teacher and the maths team are happy to answer any questions you may have about the Multiplication Tables Check and about how you can support your child at home.
- Please email any questions to your child's teacher, or the maths team (Mrs Stewart, Mrs Astley, Miss Barber or Miss Rawcliffe). We will get back to you as soon as possible.

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Thank you for joining us.

- We hope that you have found this presentation and useful and informative.
- Thank you.