



Standards
& Testing
Agency

TIMES TABLES WORKSHOP

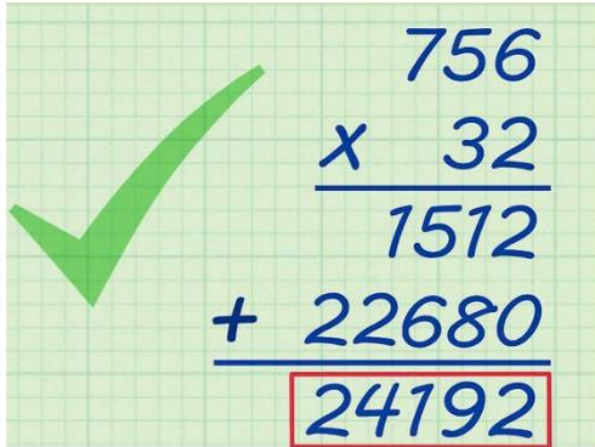
For Year 4 Parents

National Expectations

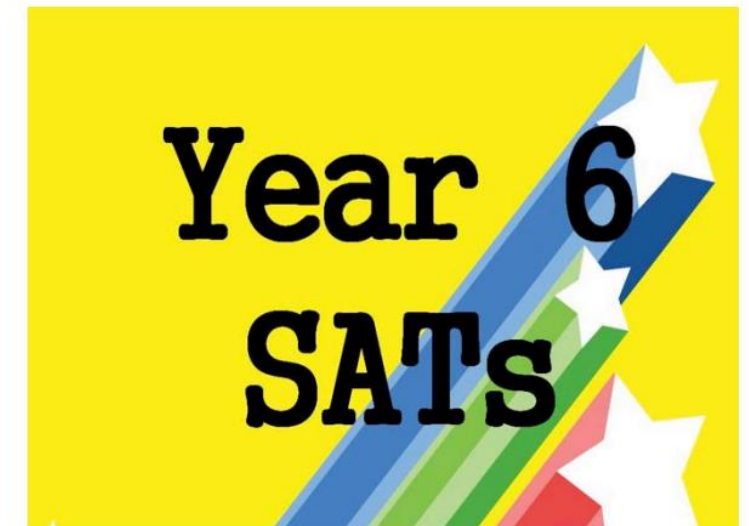
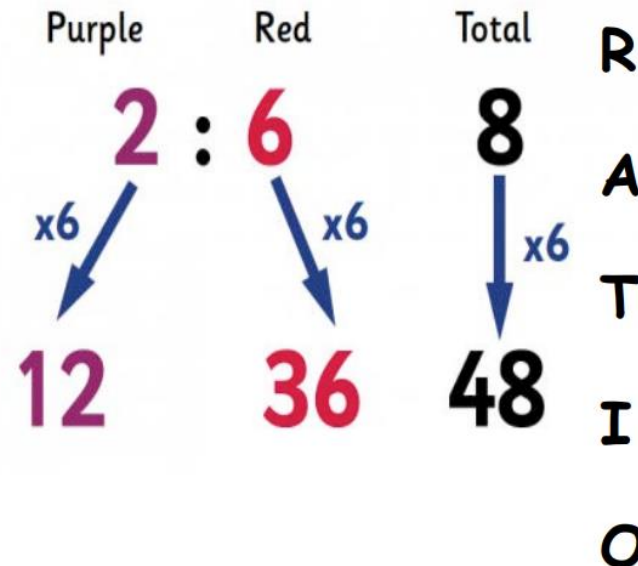
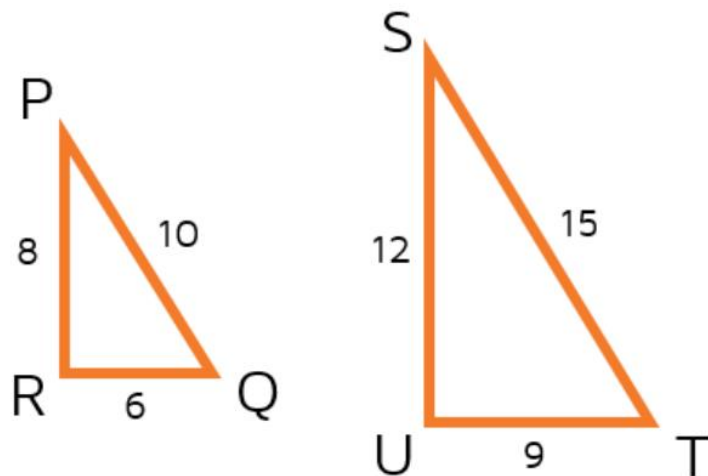
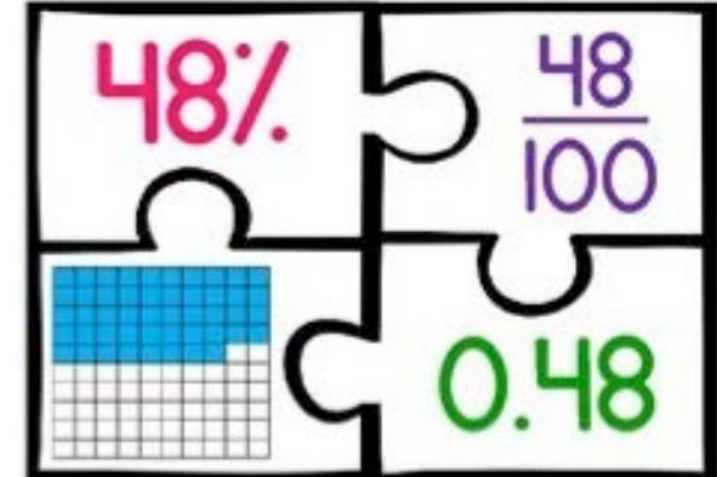
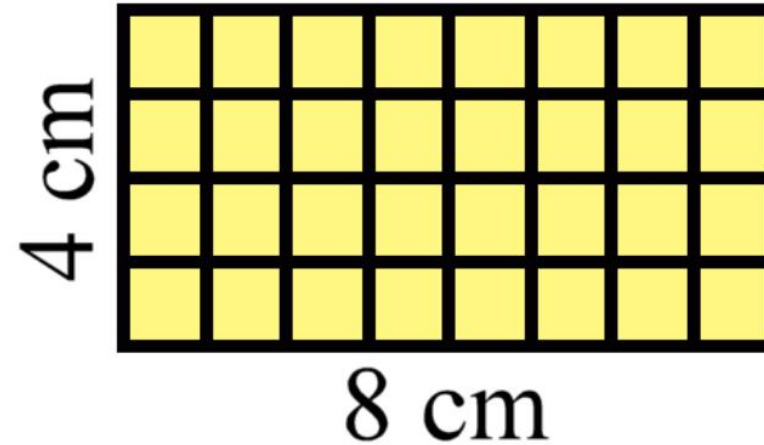


Year Group	Expectation
Year 1	Count in multiples of 2, 5 and 10 . Recall and use all doubles to 10 and corresponding halves.
Year 2	Recall and use multiplication and division facts for the 2, 5 and 10 times tables including recognising odd and even numbers .
Year 3	Recall and use multiplication and division facts for the 3, 4 and 8 times tables.
Year 4	Recall and use multiplication and division facts for tables up to 12 x 12

Why is Multiplication important?



$$\begin{array}{r} 756 \\ \times 32 \\ \hline 1512 \\ + 22680 \\ \hline \boxed{24192} \end{array}$$



Multiplication Table Check (MTC)



- The Multiplication Tables Check (MTC) will be administered to children in Year 4, from 5th June 2023.
- The purpose of the MTC is to determine whether Year 4 pupils can recall their multiplication tables up to 12x12 fluently as outlined in the National Curriculum.
- Children will be tested using an iPad, where they will have to answer multiplication questions against the clock. The test will last no longer than 5 minutes; children will have 6 seconds to answer each question in a series of 25.

Department for Education

The DfE state that the motivation behind the MTC is purely to allow teachers a chance to identify children who need some more help with their times tables to stop them from falling further behind their peers as they move up to Year 5 and then Year 6.

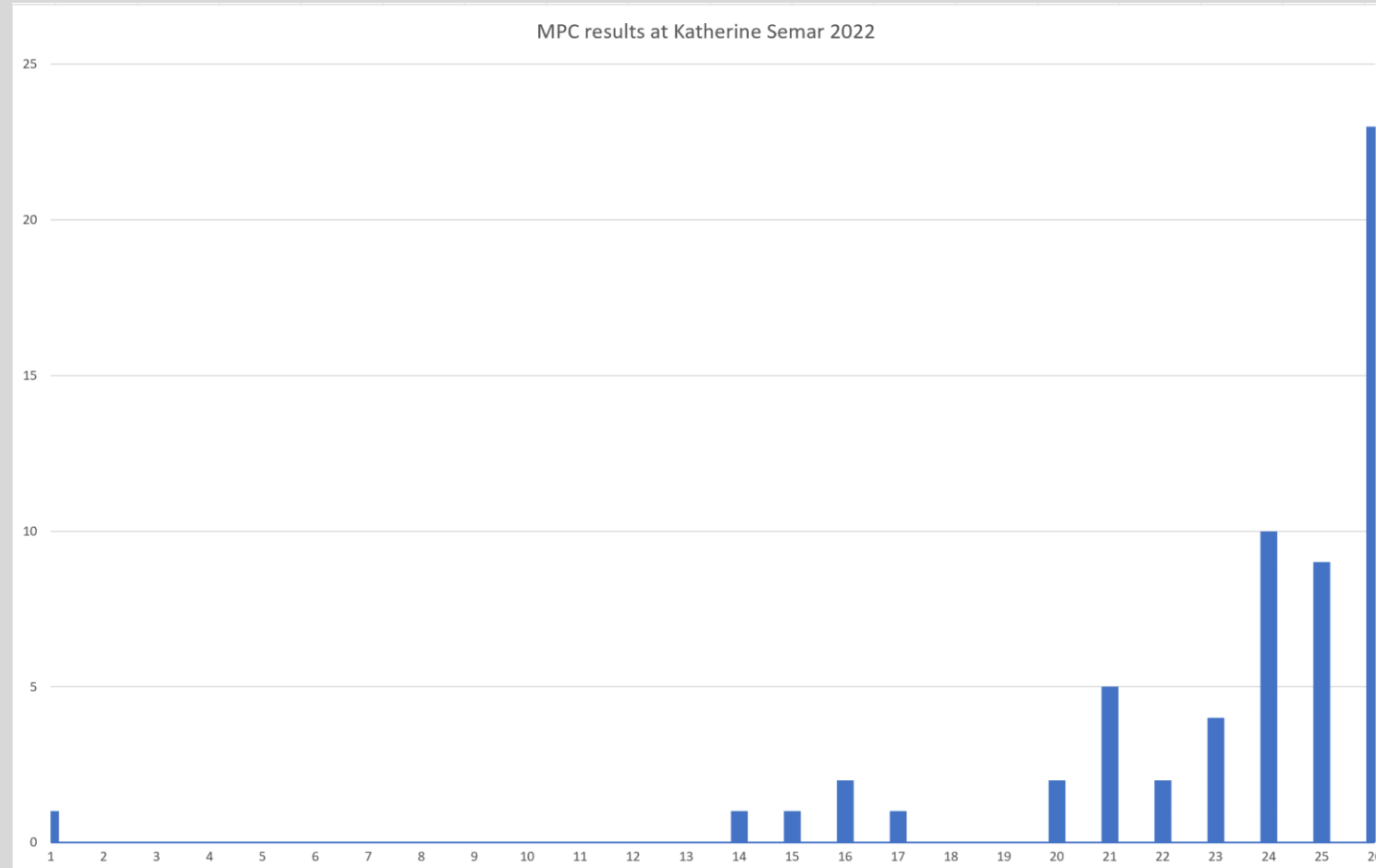


**Department
for Education**

How did we do last year?

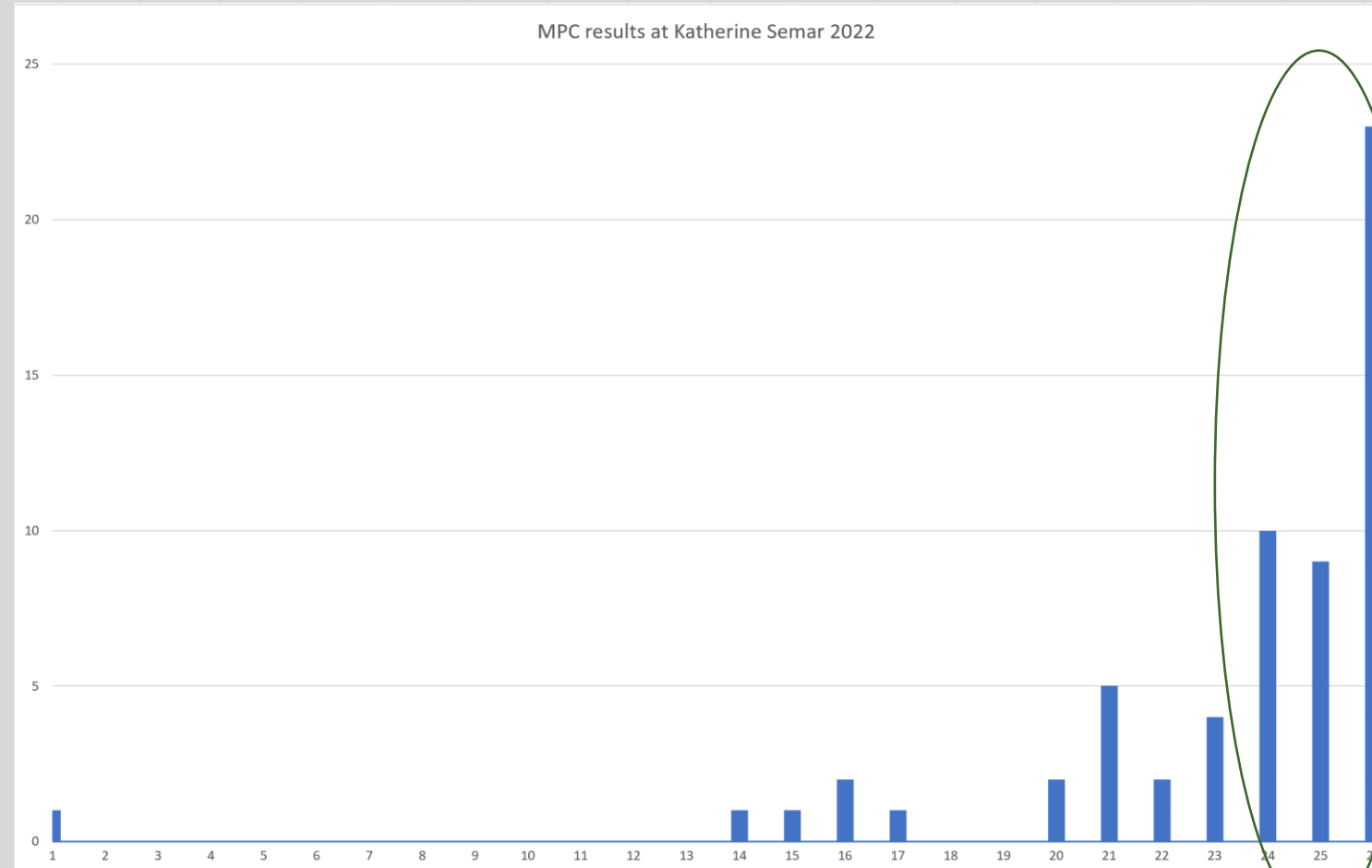


Number of
children
achieving each
score.



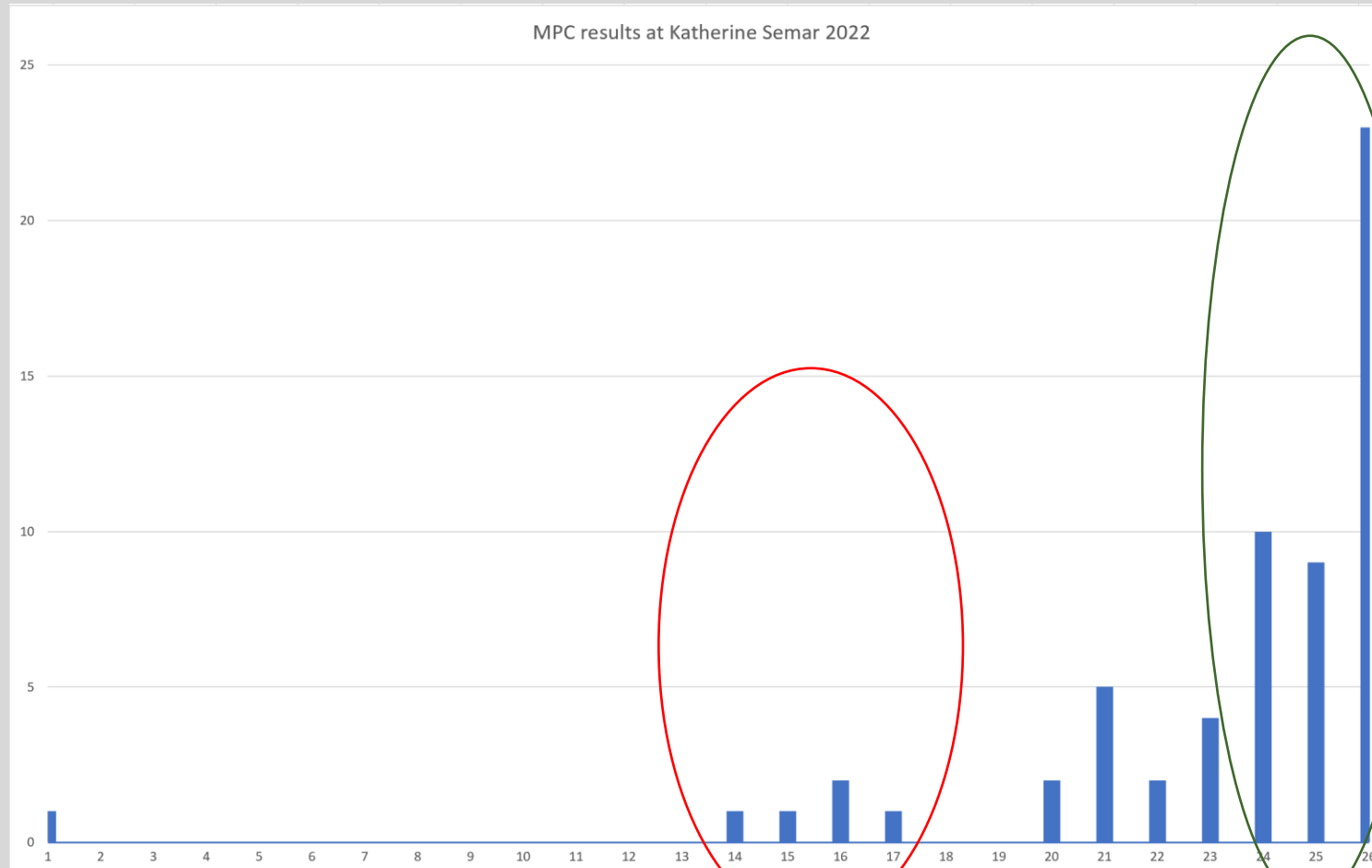
- The Katherine Semar average score for 2022 was 22.7

How did we do last year?



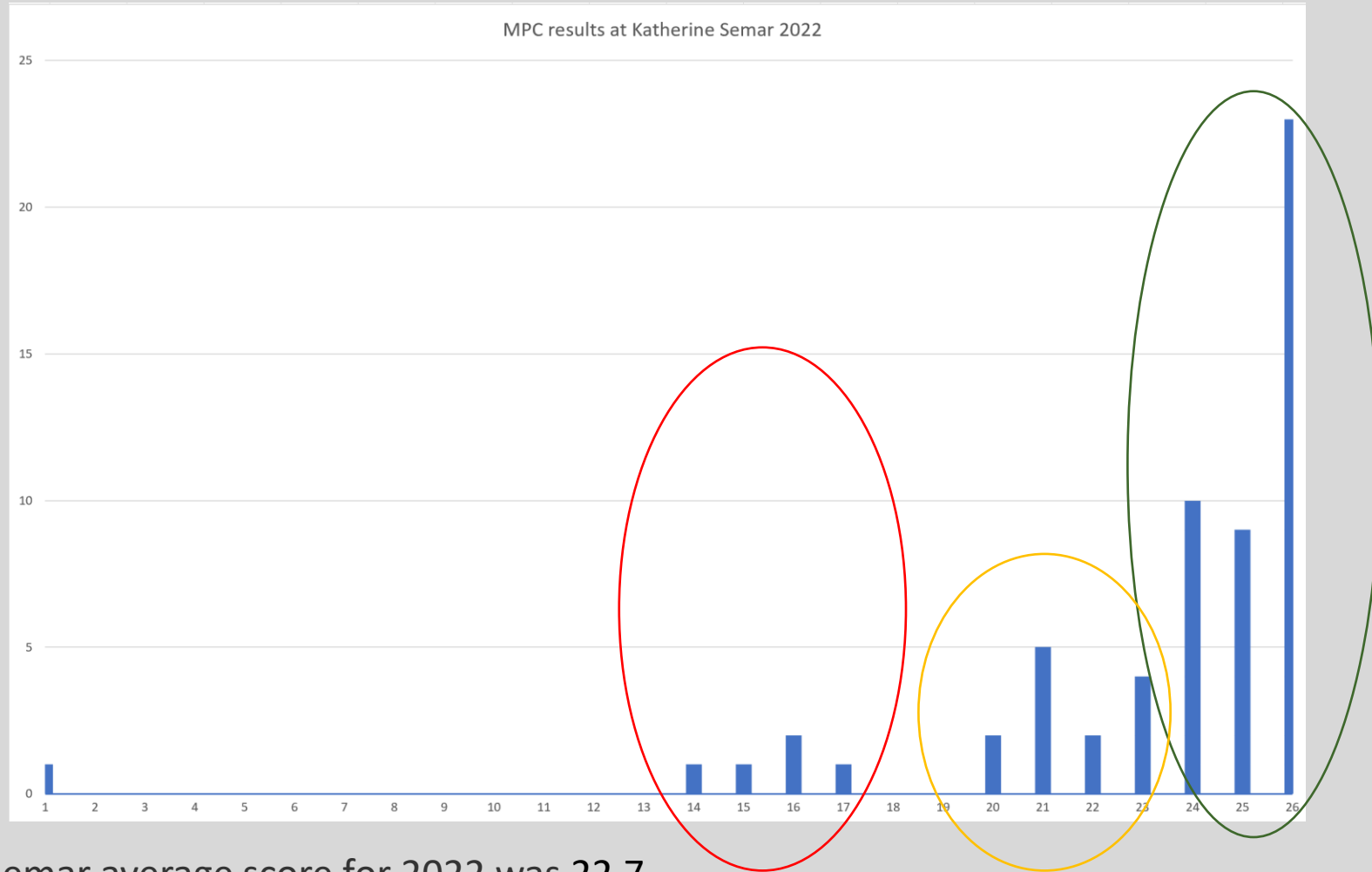
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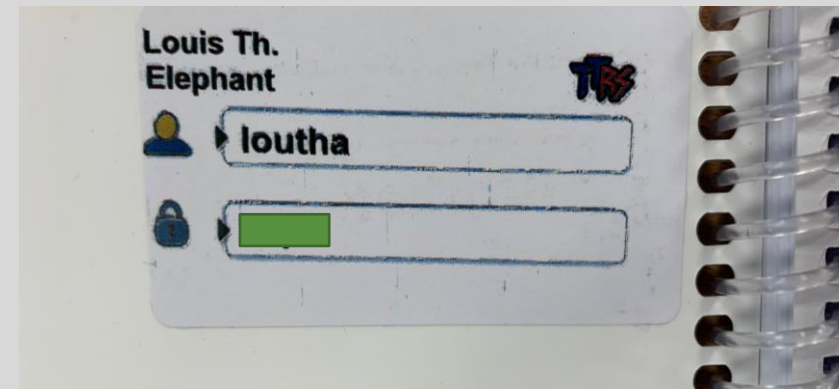
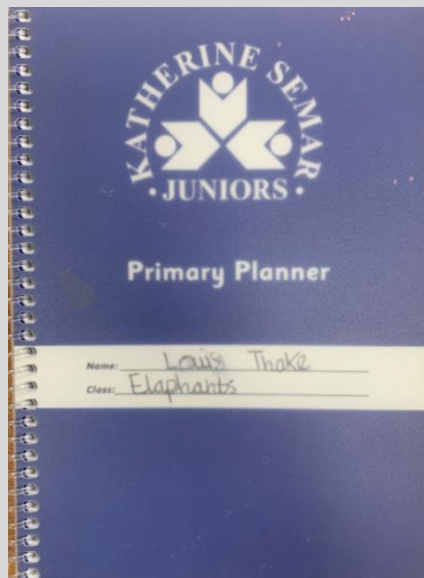


Any Questions?

How should we practise our times tables at home?



TIMES TABLES ROCK STARS



<https://www.youtube.com/watch?v=4G-pFJJNhI4>



Katherine Semar's Times Table Award system

- Year 2 (Red - 2, 5 and 10 tables)
- Year 3 (Orange – 3, 4 and 8 tables)
- Year 4 (Purple, silver and Gold)

Red – 2, 5, 10s		
$1 \times 2 = \underline{\quad}$	$1 \times 10 = \underline{\quad}$	$1 \times 5 = \underline{\quad}$
$2 \times 2 = \underline{\quad}$	$2 \times 10 = \underline{\quad}$	$2 \times 5 = \underline{\quad}$
$3 \times 2 = \underline{\quad}$	$3 \times 10 = \underline{\quad}$	$3 \times 5 = \underline{\quad}$
$4 \times 2 = \underline{\quad}$	$4 \times 10 = \underline{\quad}$	$4 \times 5 = \underline{\quad}$
$5 \times 2 = \underline{\quad}$	$5 \times 10 = \underline{\quad}$	$5 \times 5 = \underline{\quad}$
$6 \times 2 = \underline{\quad}$	$6 \times 10 = \underline{\quad}$	$6 \times 5 = \underline{\quad}$
$7 \times 2 = \underline{\quad}$	$7 \times 10 = \underline{\quad}$	$7 \times 5 = \underline{\quad}$
$8 \times 2 = \underline{\quad}$	$8 \times 10 = \underline{\quad}$	$8 \times 5 = \underline{\quad}$
$9 \times 2 = \underline{\quad}$	$9 \times 10 = \underline{\quad}$	$9 \times 5 = \underline{\quad}$
$10 \times 2 = \underline{\quad}$	$10 \times 10 = \underline{\quad}$	$10 \times 5 = \underline{\quad}$
$11 \times 2 = \underline{\quad}$	$11 \times 10 = \underline{\quad}$	$11 \times 5 = \underline{\quad}$
$12 \times 2 = \underline{\quad}$	$12 \times 10 = \underline{\quad}$	$12 \times 5 = \underline{\quad}$

Times Tables Tests

	Content	Award	Time Allocation
Red	72 questions 2, 5, 10 multiplication facts in and out of order	Certificate and red badge 6 House Points	Total = 5 minutes
Orange	72 questions 3, 4, 8 multiplication facts in and out of order	Certificate and orange badge 6 House Points	Total = 5 minutes
Purple	72 questions 6, 7, 9 multiplication facts in and out of order	Certificate and purple badge 6 House Points	Total = 5 minutes
Silver	72 questions 11 and 12 multiplication facts in and out of order	Certificate and silver badge 6 House Points	Total = 5 minutes
Gold	72 mixed multiplication facts	Certificate and gold badge (awarded in assembly) 6 House Points	Total = 5 minutes

When your child arrives - Tasks to complete

A large, red, 3D-rendered number 1.

Let your child show you games on TT Rockstars that they like to play and play along together.
Check the year group leader board to see where your child is placed.

A large, gold, 3D-rendered number 2.

Complete the Sound Check game in TT Rockstars so you can see how your child would perform in the MTC if they took it now.
Make a note of all the incorrect answers to focus on these tables at home.

A large, purple, 3D-rendered number 3.

Complete the Katherine Semar Times Table check together and then mark it together. Making a note of incorrect answers so you can practise these ones at home.

When working with your child

01

Keep the mood
light and positive

02

Give your child time
to process their
thoughts (don't
jump in too early to
help)

03

If they're not
performing to your
expectation,
remember that they
may be feeling
under pressure

04

Never admit your
own failing with
Maths!

05

Have a giggle

When your child arrives - Tasks to complete

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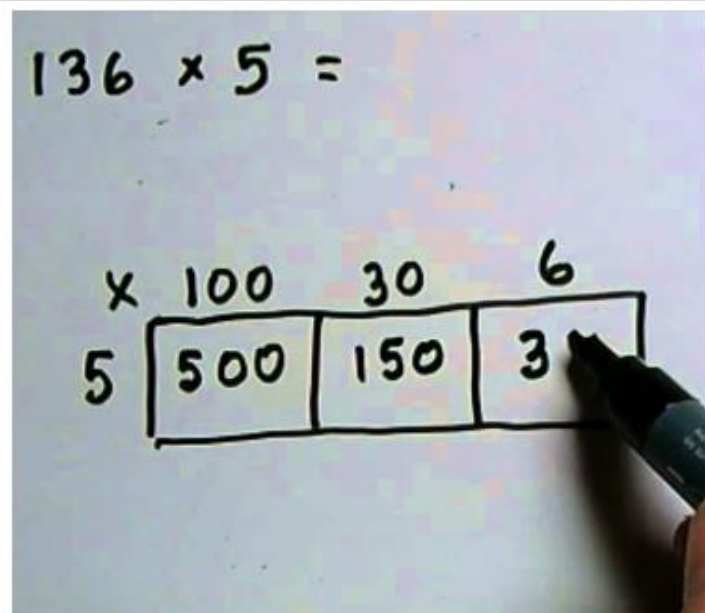
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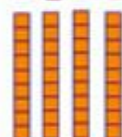
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Year 4 multiplication methods



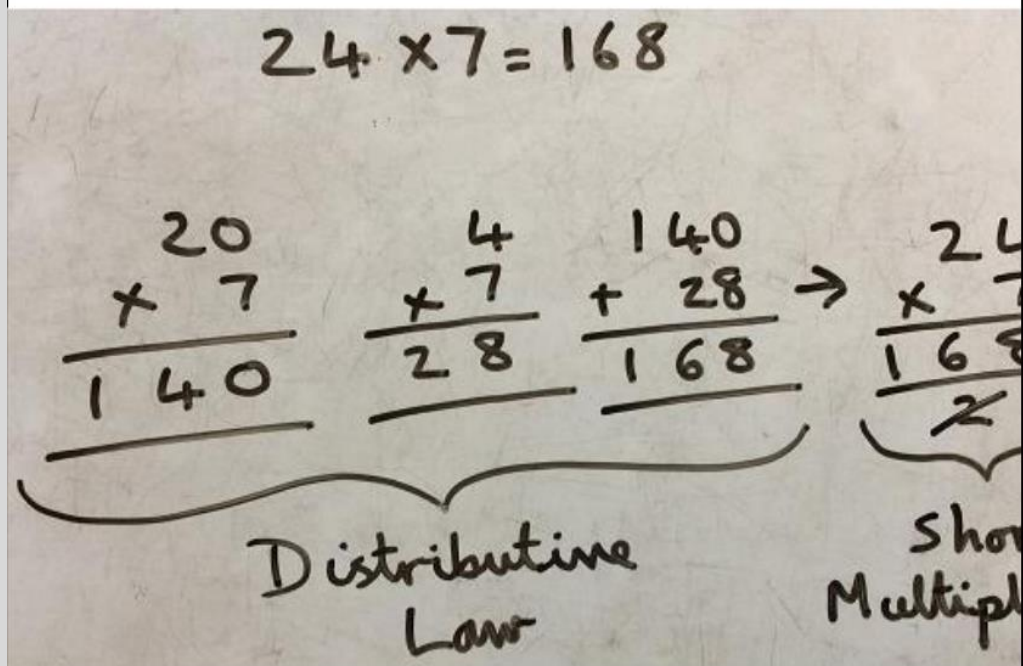
	Expanded	Standard
 4x6	$\begin{array}{r} 36 \\ \times 4 \\ \hline 24 \end{array}$	$\begin{array}{r} 36 \\ \times 4 \\ \hline 144 \end{array}$
 4x30	$\begin{array}{r} 120 \\ \times 4 \\ \hline 144 \end{array}$	$\begin{array}{r} 144 \\ \times 2 \\ \hline 288 \end{array}$

Children will learn the grid method to solve larger multiplication calculations to ensure understanding. They then move onto the expanded formal method. Once secure with this, they will learn the compact method (with exchanging).

Year 4 multiplication methods

Expanded method should be revisited where necessary. However children should move onto the compact method.

$24 \times 7 = 168$

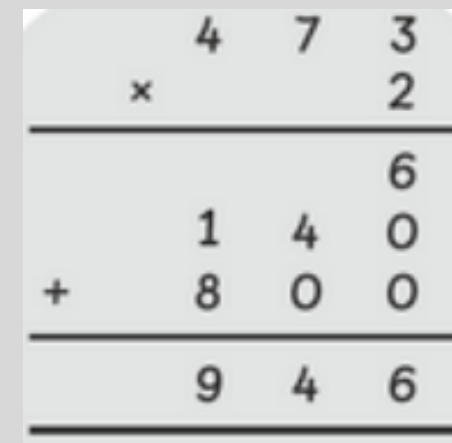


Distributive Law

Short Multiplication

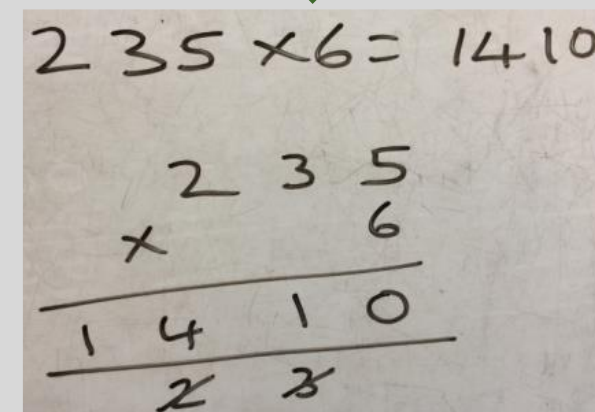
$$\begin{array}{r} 400 \times 2 = 800 \\ 70 \times 2 = 140 \\ 3 \times 2 = 6 \\ \hline 473 \times 2 = 946 \end{array}$$







$235 \times 6 = 1410$



Year 5 multiplication methods

The image shows two handwritten multiplication problems on a grid background.

Top Problem:

$$\begin{array}{r}
 473 \\
 \times 18 \\
 \hline
 3784 \\
 8x
 \end{array}$$

Bottom Problem:

$$\begin{array}{r}
 4730 \\
 \times 18 \\
 \hline
 8514 \\
 8x
 \end{array}$$

To the right of the bottom problem, the text "Zero as a place holder" is written.

Calculation Policies

HOME > OUR INSPIRE CURRICULUM > SUBJECT INFORMATION > MATHEMATICS

MATHEMATICS



Mathematics at Katherine Semar Schools

Miss Brown and Miss Slade are our Maths leads.



At Katherine Semar Schools, we believe that every child can do Mathematics. A high-quality mathematics education provides a foundation for understanding the world and the ability to reason mathematically; it is essential to everyday life. These skills will engender a sense of enjoyment and curiosity about the world in which we live. "Maths is the truly global language. With it, we convey ideas to each other that words can't handle – and bypass our spoken Tower of Babel" (Professor Alison Wolf).

OUR CALCULATION POLICIES ARE BELOW

For information on our Times Tables system, please **follow this link**.

MATHEMATICS SUBJECT POLICY



MATHS SUBJECT SEF 2022



ADDITION CALCULATION POLICY 2021



SUBTRACTION CALCULATION POLICY 2021



MULTIPLICATION CALCULATION POLICY 2021



DIVISION CALCULATION POLICY 2021



DEFINITIONS FOR MATHEMATICS 2021-22



MATHS VOCABULARY PROGRESSION 2021-22



YG MATHS VOCABULARY POLICY MAY 2021



How to help at home

- Together with reading and spellings, make time for TTRockstars, playing timetable games or chanting tables each day for a few minutes
- Use long car journeys to your advantage to recite tables (you have a captive audience in a car!)
- Make up silly rhymes to help remember the 'tricky' ones (E.g. I ate and I ate till I was sick on the floor, eight times eight is sixty four)
- Use the 'Creative ideas' sheet to play some games that require times tables.



Any Questions?