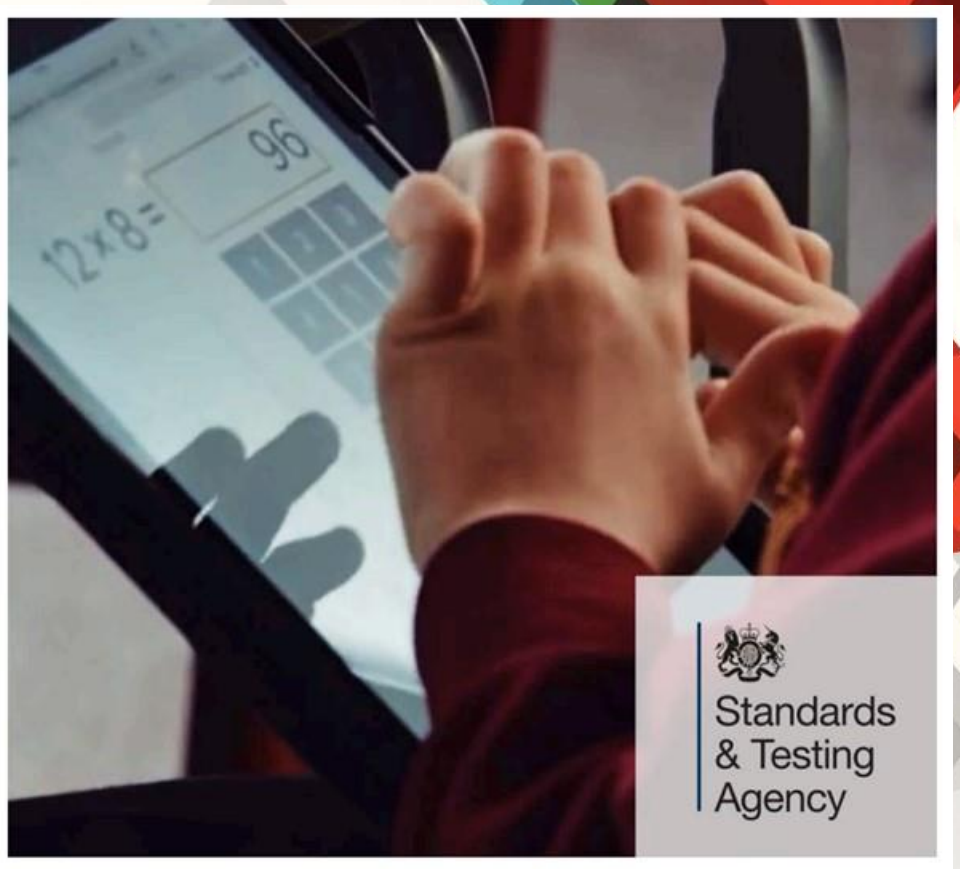
TIMES TABLES WORKSHOP



For Year 4 Parents

Wednesday 14th October and

Thursday 21st October 2026



TIMES TABLES WORKSHOP

For Year 4 Parents

Wednesday 15th October and
Thursday 16th October 2025

8:45 – Tea and Coffee in the hall

8:50 – Welcome and a look at multiplication and TT Rockstars

9:20 – Children come to join us and we explore the different games on TT Rockstars

9:50 – Review our next steps

10:00 - Depart

How do you feel about maths?

How do you feel about maths?

What have you said to your children about how you feel at maths?

How do you feel about maths?

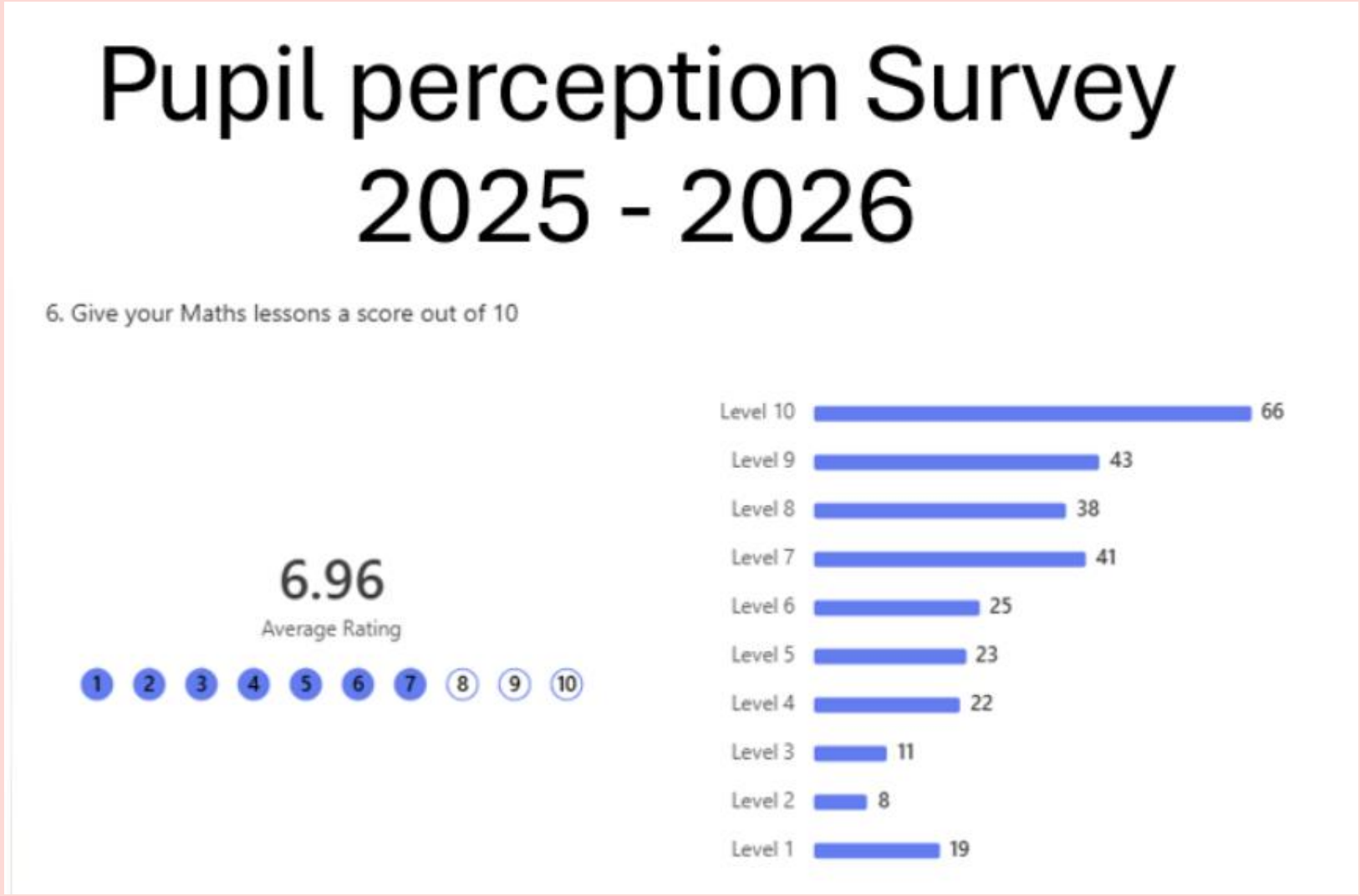
Key Findings from Studies

•**Negative messages matter**: When mothers say things like *"I'm not good at maths"* or *"maths is hard,"* daughters often internalize these beliefs. One study by Eccles & Jacobs (1986) found that such comments led to an immediate decline in girls' maths achievement.

•**Math anxiety is contagious**: Neuroscientist Erin Maloney and colleagues discovered that parents' maths anxiety can reduce their children's learning—especially if those parents help with maths homework.
It wasn't the parents' maths knowledge that mattered, but their anxiety levels.

•**Gendered perceptions persist**: A Mumsnet and National Numeracy survey found that 41% of parents remembered their mums saying negative things about maths, compared to just 14% recalling similar comments from dads. This kind of messaging contributes to a gender gap in number confidence.

Pupil perception Survey - 2025



SATs results 2026

Attainment Results	2024	2025	2026	National Average 2025
% at or above the expected standard in maths	85%	91%	90%	74%
% achieving a higher level of attainment in maths	38%	44%	42%	26%

How do you feel about maths?

🚫 **Instead of: *"Maths is hard."***

✅ Try: *"Maths can be challenging sometimes, but that's how we learn and grow."*
This normalizes struggle and frames it as part of the learning process.

🚫 **Instead of: *"I was never any good at maths."***

✅ Try: *"I didn't always find maths easy, but I kept trying and got better."*
This shows that ability isn't fixed—it can improve with effort.

🚫 **Instead of: *"I'm just not a maths person."***

✅ Try: *"Everyone can learn maths—it's about practice, not being born with it."*
This helps dismantle the myth that maths talent is innate.

🚫 **Instead of: *"I don't like maths."***

✅ Try: *"I didn't always enjoy maths, but I love how it helps us solve problems."*
This shifts the focus to the usefulness and creativity of maths.

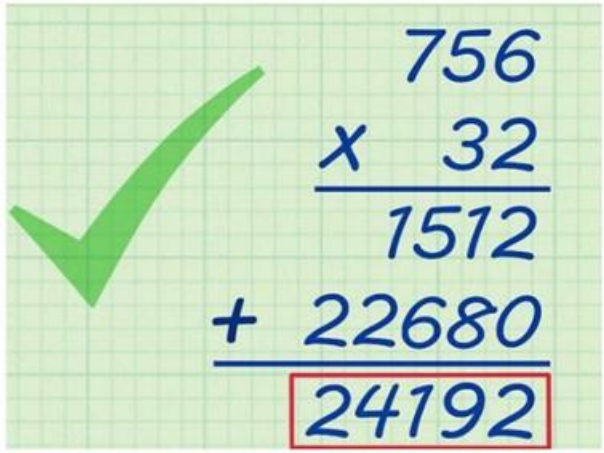
🚫 **Instead of: *"You're more of a words person than a numbers person."***

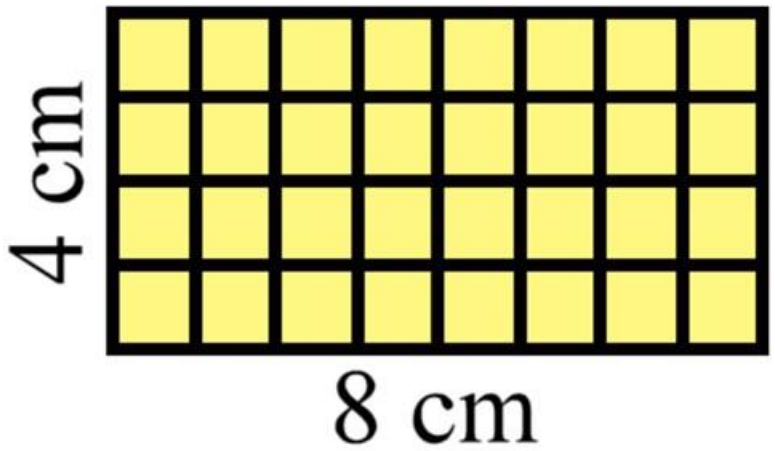
✅ Try: *"You're great with words—and you can be great with numbers too!"*
This avoids boxing children into limiting identities.

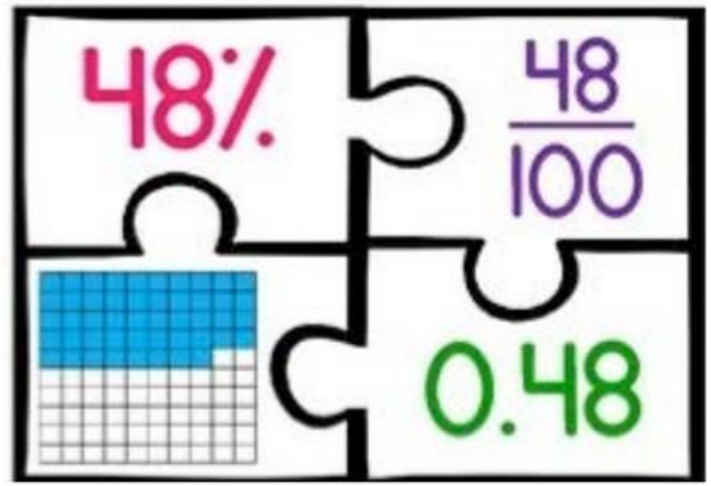
National Expectations

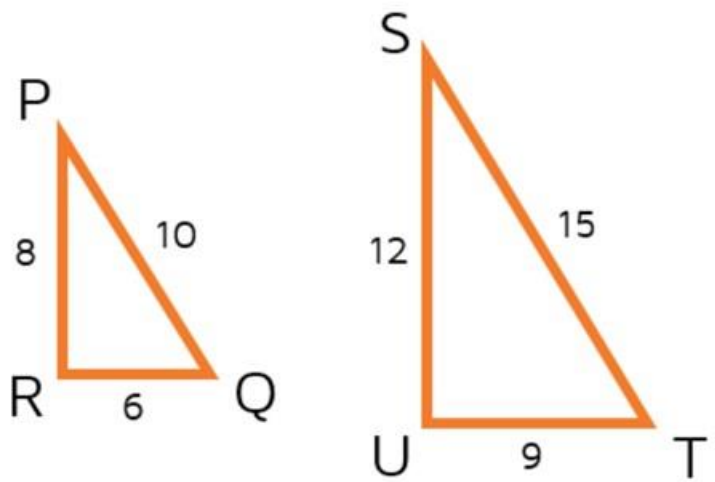
Year Group	Expectation
Year 1	Count in multiples of **2, 5 and 10**. Recall and use all **doubles to 10** and corresponding halves.
Year 2	Recall and use multiplication and division facts for the **2, 5 and 10** times tables including recognising **odd and even numbers**.
Year 3	Recall and use multiplication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

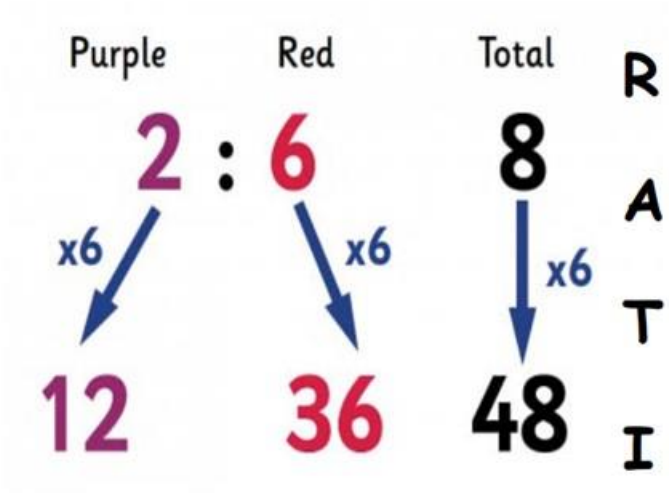
Why is Multiplication important?



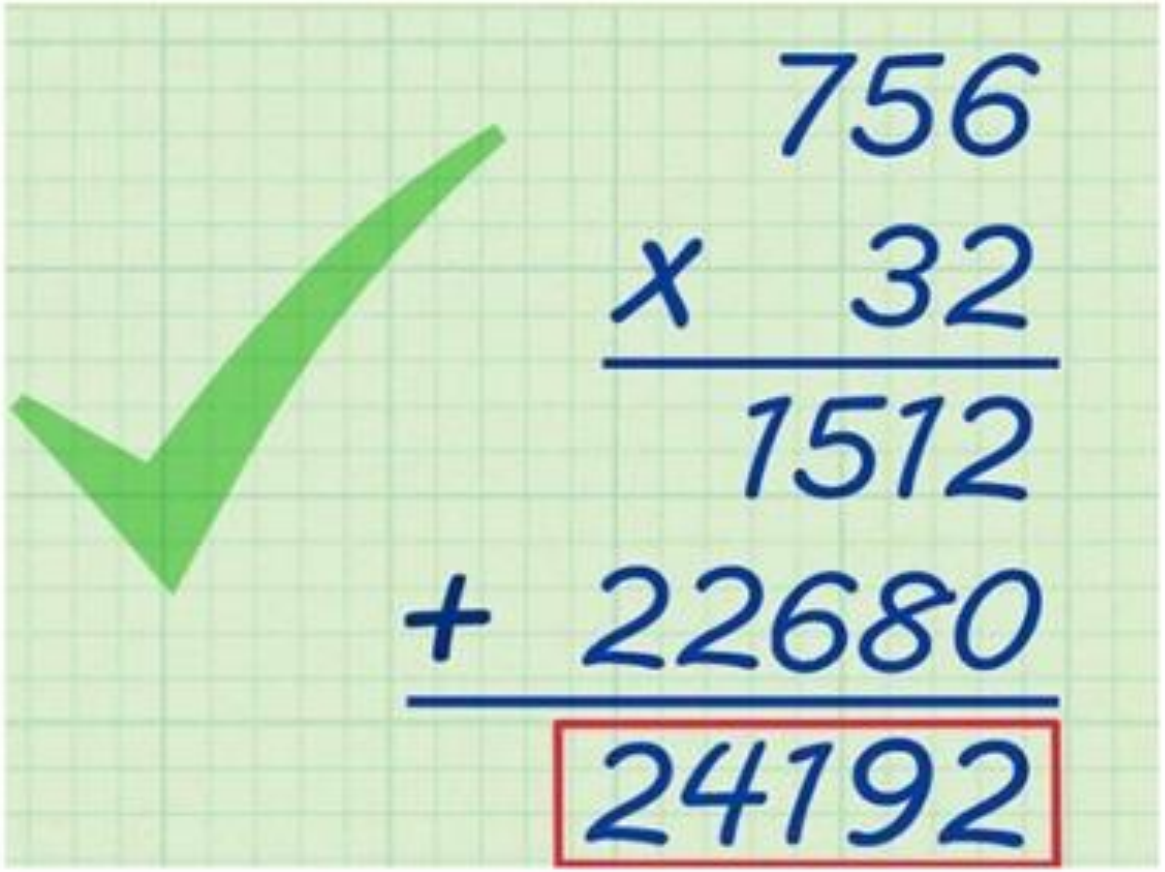












How Times Tables Fluency Supports Long Multiplication

Reduces cognitive load: Working memory has limited capacity. If a child knows their times tables fluently, they free up mental space to focus on the steps of long multiplication rather than struggling with basic facts.

Speeds up processing: Fluent recall of multiplication facts means children can move through calculations more quickly and confidently, reducing frustration and errors.

Supports multi-step thinking: Long multiplication involves holding partial products, place value shifts, and exchanging digits—all at once. Times tables fluency allows children to manage these steps without overloading their working memory.

Improves accuracy: When multiplication facts are automatic, children are less likely to guess or make mistakes under pressure.

Builds confidence and stamina: Fluency creates a sense of mastery. Children who feel secure with their times tables are more willing to tackle longer, more complex problems.

Enables mental checking: Fluent children can spot errors more easily by estimating or mentally checking their answers, which is a key skill in developing mathematical reasoning.

Multiplication Table Check (MTC)



- The Multiplication Tables Check (MTC) will be administered to children in Year 4 in June 2027.
- 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

MTC data compared to national averages

Year 4 Multiplication Check

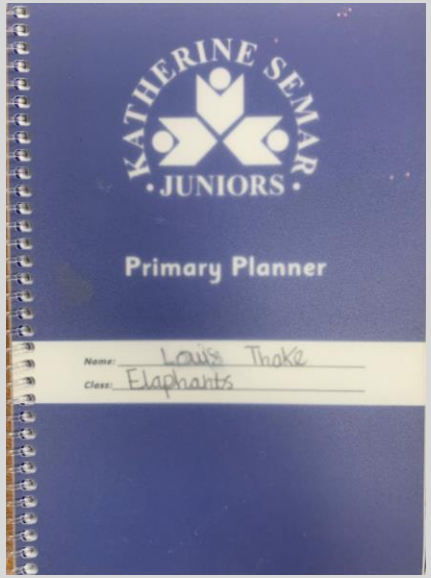
Attainment Results	2024	2025	2026	National Average 2025
Average score out of 25	24.2	23.5	22.8	21.0
% achieving full marks	62%	61%	57%	37%

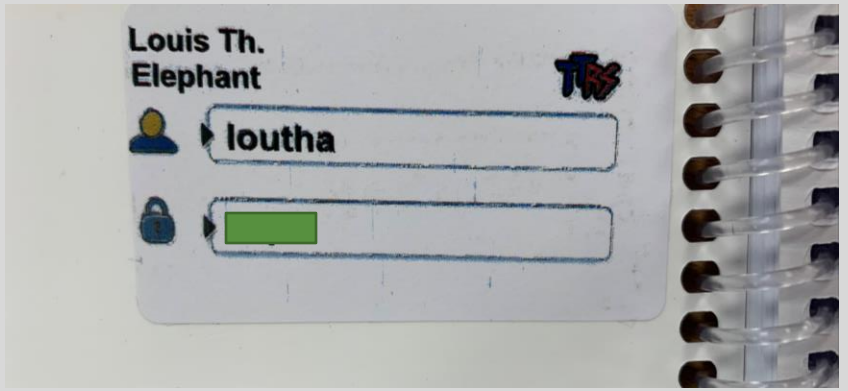
How did we do last year?

Girls total	32
Number achieving 25/25	20
% achieving 25/25	63
Number achieving 22+	29
% achieving 22+	91
Average	23.4
Boys total	**29**
Number achieving 25/25	15
% achieving 25/25	52
Number achieving 22+	21
% achieving 22+	72
Average	22.1

How should we practise our times tables at home?







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

KATHERINE SEMAR SCHOOLS

MTC PREP SCHEDULE

SEPTEMBER	GARAGE (mins per week) 21			
OCTOBER	GARAGE (mins per week) 21			AUTUMN OUMTC*
NOVEMBER & DECEMBER	GARAGE (mins per week) 21			
JANUARY & FEBRUARY	SOUNDCHECK (games per week) 3	GARAGE (mins per week) 18		SPRING OUMTC*
MARCH	SOUNDCHECK (games per week) 5	GARAGE (mins per week) 16		
APRIL	SOUNDCHECK (games per week) 3	STUDIO (games per week) 3	GARAGE (mins per week) 15	
MAY	SOUNDCHECK (games per week) 6	STUDIO (games per week) 15		SUMMER OUMTC*
JUNE	SOUNDCHECK (games per week) 21			

21 minutes a week is the magic number for achieving top MTC scores.

*The OUMTC is our own mini MTC and it is in semi test conditions. It will give you a good idea of how your students will perform on the real thing. Take part in three OUMTCs throughout the year to give you a baseline, benchmark and time to respond to the results

KATHERINE SEMAR SCHOOLS

What is the Officially Unofficial MTC (OUMTC)?

Blog: OUMTC

OUMTCs are termly, mini mock MTCs run by Times Tables Rock Stars, which enable your students to practise in semi test conditions.

OUMTC **What would pupils do exactly?**

The pupil side of things has been designed to make the steps easy to follow and the experience non-threatening but sufficiently rigorous. When they log in they will see Baz Wynter asking for some help with doing the Soundcheck because he's running late. They'll click through a conversation, play three warm-up questions – that only really serves to get them in the mindset and reminds them of the format – then back to Baz before starting the Soundcheck game. The result of the Soundcheck game is taken as their Officially Unofficial score. Once the Soundcheck game is complete, they'll be thanked and returned to the main Play page.

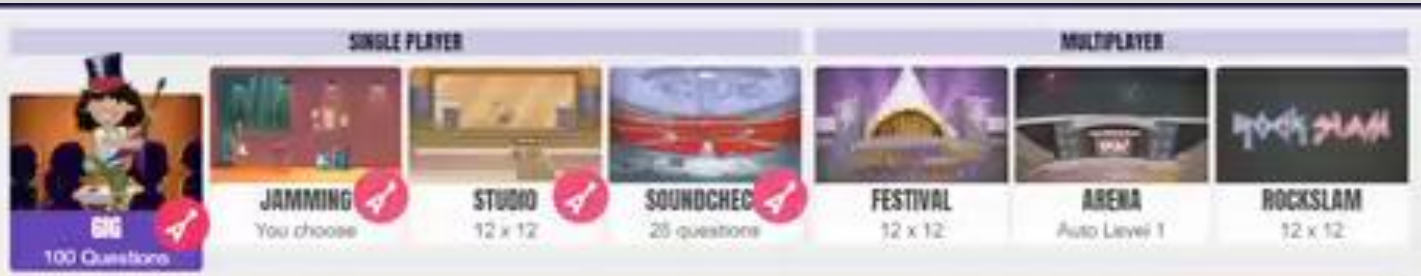
OUMTC **When will pupils see all this exactly?**

The OUMTC happens three times a year (Autumn, Spring and Summer). Each time, there is a 3-week window of time in which your pupils can complete the OUMTC. You can find out the dates for this year on the MTC Hub home screen in the calendar on the left side.

The OUMTC only happens during school time. You can set your school hours **here**. You are in control and decide when the pupils can start the OUMTC during the 3-week window. To set up access for the OUMTC, visit the OUMTC Setup tab within the MTC Hub. If your school is not enrolled, you will need to click Enrol my school. Next, check if the correct pupils are shown on the "Enrolled pupils" list and add/unenrol pupils if necessary. They must be in Year 4 to take part.

Once the OUMTC starts, you can turn the OUMTC 'On' for your class or individual pupils using the OFF/ON toggle. When you switch the toggle to "ON", the pupils will be taken through the steps to complete their OUMTC at next login.

In summary: enrol your school > check pupils are on the enrolled list > turn the OUMTC on. All pupils have to do at that point is login and follow the steps. They don't need to go anywhere in particular.



GIG

START GIG

100 Questions
5 minutes

Play solo

10 per correct answer

WELCOME! THIS IS YOUR FIRST GIG!

You have up to 5 minutes to answer up to 100 multiplication questions. The gig ends when the time is up or you've answered all the questions, whichever comes first.

Afterwards, you can practice in Garage to get ready for the next gig.

GIVE EVERY GIG YOUR BEST SHOT!

Elephants

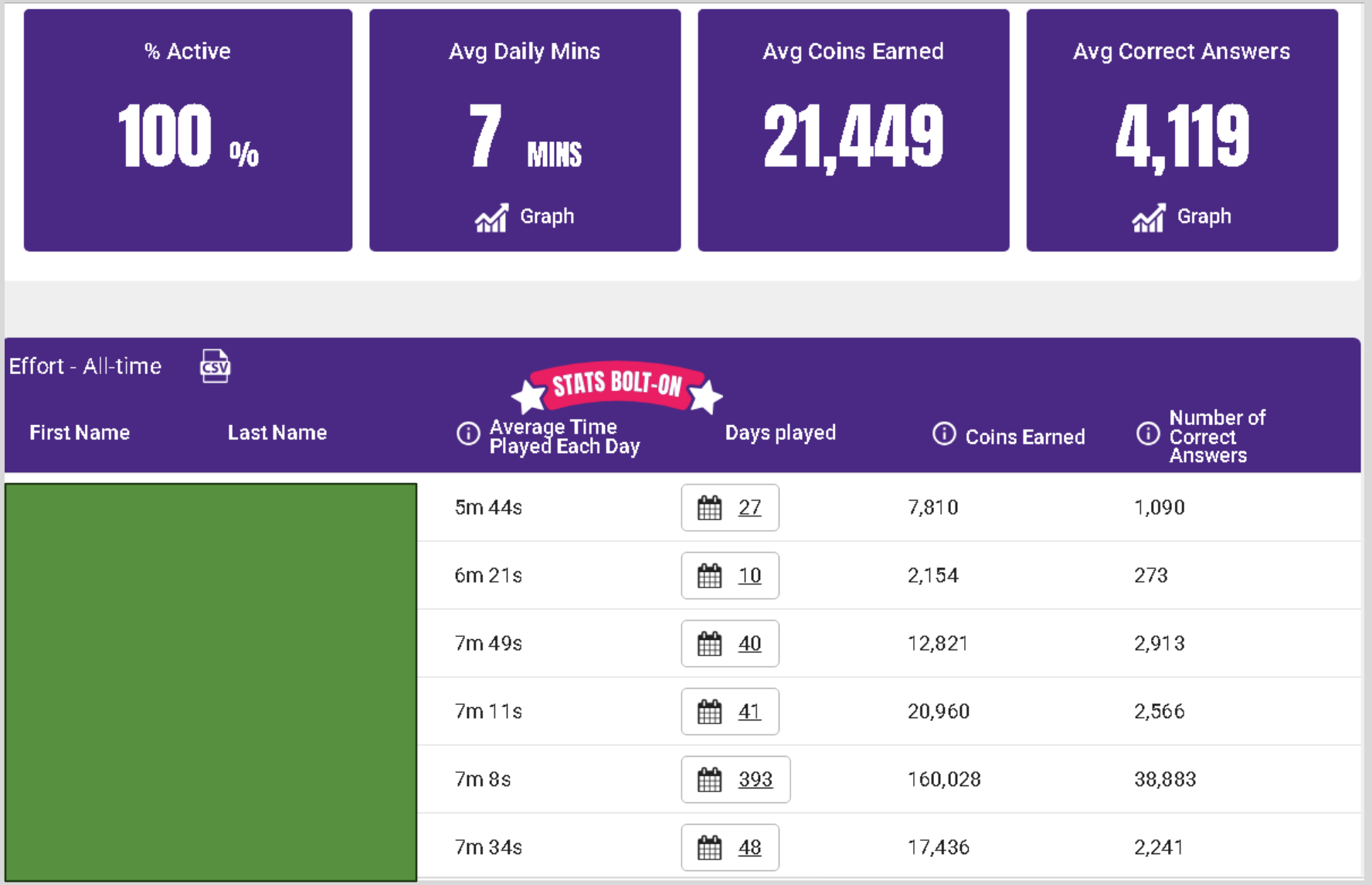
% Active	Avg Daily Mins	Avg Coins Earned	Avg Correct Answers
97 %	9 MINS	19,285	3,475
	Graph		Graph

Effort - All-time

STATS BOLT-ON

First Name	Last Name	Average Time Played Each Day	Days played	Coins Earned	Number of Correct Answers
[redacted]		13m 21s	43	21,758	4,461
		7m 10s	44	20,609	3,216
		14m 12s	39	13,355	2,881
		4m 57s	229	17,859	3,577
		7m 2s	9	2,355	594
		5m 40s	37	10,641	2,019

Okapi


% Active
100 %
Avg Daily Mins
7 MINS
Graph
Avg Coins Earned
21,449
Avg Correct Answers
4,119
Graph
Effort - All-time
CSV
STATS BOLT-ON
First Name
Last Name
Average Time Played Each Day
Days played
Coins Earned
Number of Correct Answers
5m 44s
27
7,810
1,090
6m 21s
10
2,154
273
7m 49s
40
12,821
2,913
7m 11s
41
20,960
2,566
7m 8s
393
160,028
38,883
7m 34s
48
17,436
2,241

Heatmap

Average per Table - How quickly can the class correctly recall each times table? Click a table to focus on those facts.

Avg	10 ×	2 ×	5 ×	3 ×	4 ×	8 ×	6 ×	7 ×	9 ×	11 ×	12 ×
5.9s	4.0s	6.5s	6.5s	5.8s	5.4s	6.2s	6.1s	6.6s	6.2s	4.7s	6.6s

Class Average per Fact (Heatmap)

How quickly can the class correctly recall each fact up to 12×12?

2-12× 2-20× **Elephant Class heatmap as of 12 Oct 2026**

	10	2	5	3	4	8	6	7	9	11	12
10	10 × 10	10 × 2	10 × 5	10 × 3	10 × 4	10 × 8	10 × 6	10 × 7	10 × 9	10 × 11	10 × 12
2	2 × 10	2 × 2	2 × 5	2 × 3	2 × 4	2 × 8	2 × 6	2 × 7	2 × 9	2 × 11	2 × 12
5	5 × 10	5 × 2	5 × 5	5 × 3	5 × 4	5 × 8	5 × 6	5 × 7	5 × 9	5 × 11	5 × 12
3	3 × 10	3 × 2	3 × 5	3 × 3	3 × 4	3 × 8	3 × 6	3 × 7	3 × 9	3 × 11	3 × 12
4	4 × 10	4 × 2	4 × 5	4 × 3	4 × 4	4 × 8	4 × 6	4 × 7	4 × 9	4 × 11	4 × 12
8	8 × 10	8 × 2	8 × 5	8 × 3	8 × 4	8 × 8	8 × 6	8 × 7	8 × 9	8 × 11	8 × 12
6	6 × 10	6 × 2	6 × 5	6 × 3	6 × 4	6 × 8	6 × 6	6 × 7	6 × 9	6 × 11	6 × 12
7	7 × 10	7 × 2	7 × 5	7 × 3	7 × 4	7 × 8	7 × 6	7 × 7	7 × 9	7 × 11	7 × 12
9	9 × 10	9 × 2	9 × 5	9 × 3	9 × 4	9 × 8	9 × 6	9 × 7	9 × 9	9 × 11	9 × 12
11	11 × 10	11 × 2	11 × 5	11 × 3	11 × 4	11 × 8	11 × 6	11 × 7	11 × 9	11 × 11	11 × 12
12	12 × 10	12 × 2	12 × 5	12 × 3	12 × 4	12 × 8	12 × 6	12 × 7	12 × 9	12 × 11	12 × 12

Heatmap

Average per Table - How quickly can the class correctly recall each times table? Click a table to focus on those facts.

Avg	10 ×	2 ×	5 ×	3 ×	4 ×	8 ×	6 ×	7 ×	9 ×	11 ×	12 ×
4.7s	3.8s	4.8s	5.4s	4.6s	4.5s	4.4s	5.0s	4.5s	5.3s	3.9s	4.6s

Class Average per Fact (Heatmap)

How quickly can the class correctly recall each fact up to 12×12?

2-12× | 2-20× **Okapi Class heatmap as of 12 Oct 2026**

	10	2	5	3	4	8	6	7	9	11	12
10	10 × 10	10 × 2	10 × 5	10 × 3	10 × 4	10 × 8	10 × 6	10 × 7	10 × 9	10 × 11	10 × 12
2	2 × 10	2 × 2	2 × 5	2 × 3	2 × 4	2 × 8	2 × 6	2 × 7	2 × 9	2 × 11	2 × 12
5	5 × 10	5 × 2	5 × 5	5 × 3	5 × 4	5 × 8	5 × 6	5 × 7	5 × 9	5 × 11	5 × 12
3	3 × 10	3 × 2	3 × 5	3 × 3	3 × 4	3 × 8	3 × 6	3 × 7	3 × 9	3 × 11	3 × 12
4	4 × 10	4 × 2	4 × 5	4 × 3	4 × 4	4 × 8	4 × 6	4 × 7	4 × 9	4 × 11	4 × 12
8	8 × 10	8 × 2	8 × 5	8 × 3	8 × 4	8 × 8	8 × 6	8 × 7	8 × 9	8 × 11	8 × 12
6	6 × 10	6 × 2	6 × 5	6 × 3	6 × 4	6 × 8	6 × 6	6 × 7	6 × 9	6 × 11	6 × 12
7	7 × 10	7 × 2	7 × 5	7 × 3	7 × 4	7 × 8	7 × 6	7 × 7	7 × 9	7 × 11	7 × 12
9	9 × 10	9 × 2	9 × 5	9 × 3	9 × 4	9 × 8	9 × 6	9 × 7	9 × 9	9 × 11	9 × 12
11	11 × 10	11 × 2	11 × 5	11 × 3	11 × 4	11 × 8	11 × 6	11 × 7	11 × 9	11 × 11	11 × 12
12	12 × 10	12 × 2	12 × 5	12 × 3	12 × 4	12 × 8	12 × 6	12 × 7	12 × 9	12 × 11	12 × 12

How to build confidence

- If your child is not fluent at their times tables, play the non-timed games:
- Garage
- When your child is fluent at their times tables, play the timed games:
- Soundcheck - it's identical to the MTC the children will take in June.
- Studio
- Festival
- Arena

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 fun. Children learn best when calm and relaxed

When your child arrives - Tasks to complete

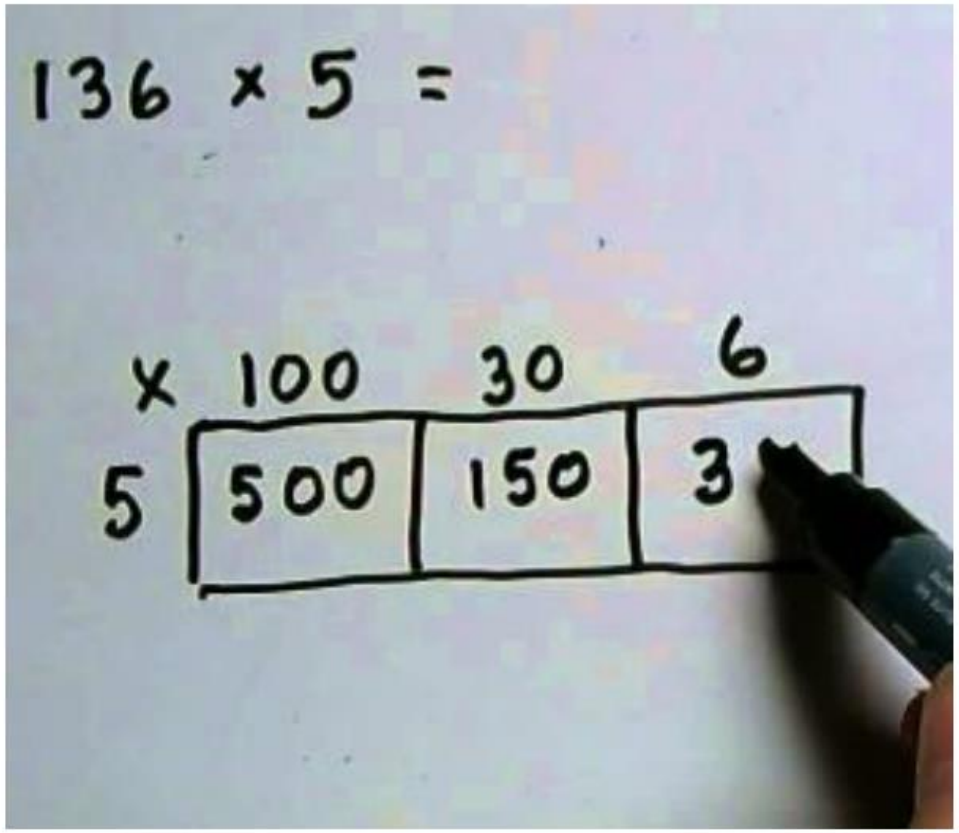


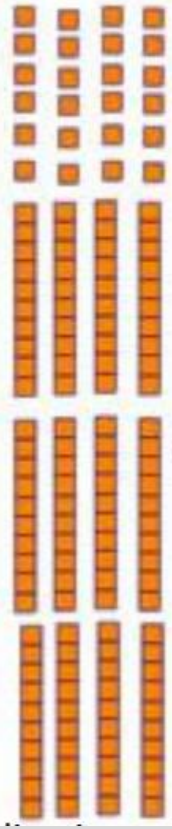
Let your child show you the games on TTRockstars that they like to play and play along together.
Check the heatmap to show you which tables your child knows, and which they need to learn.



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.

Year 4 multiplication methods





Expanded

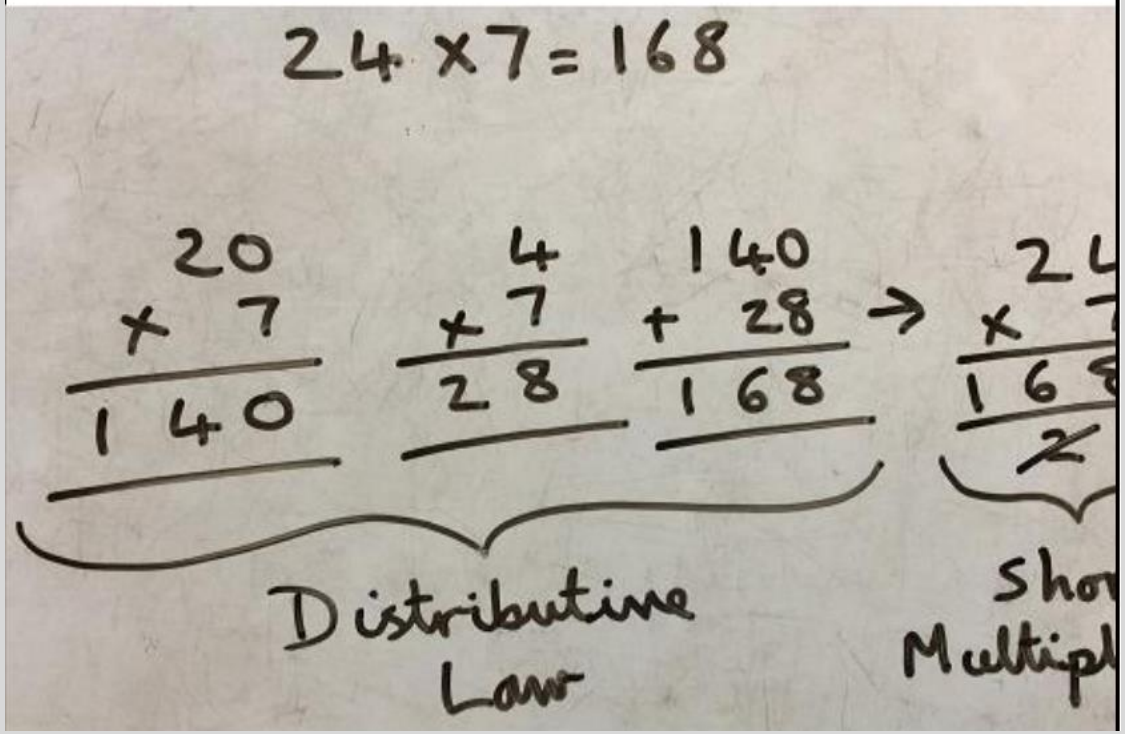
$$\begin{array}{r} 36 \\ \times\ 4 \\ \hline 24 \\ 120 \\ \hline 144 \end{array}$$

Standard

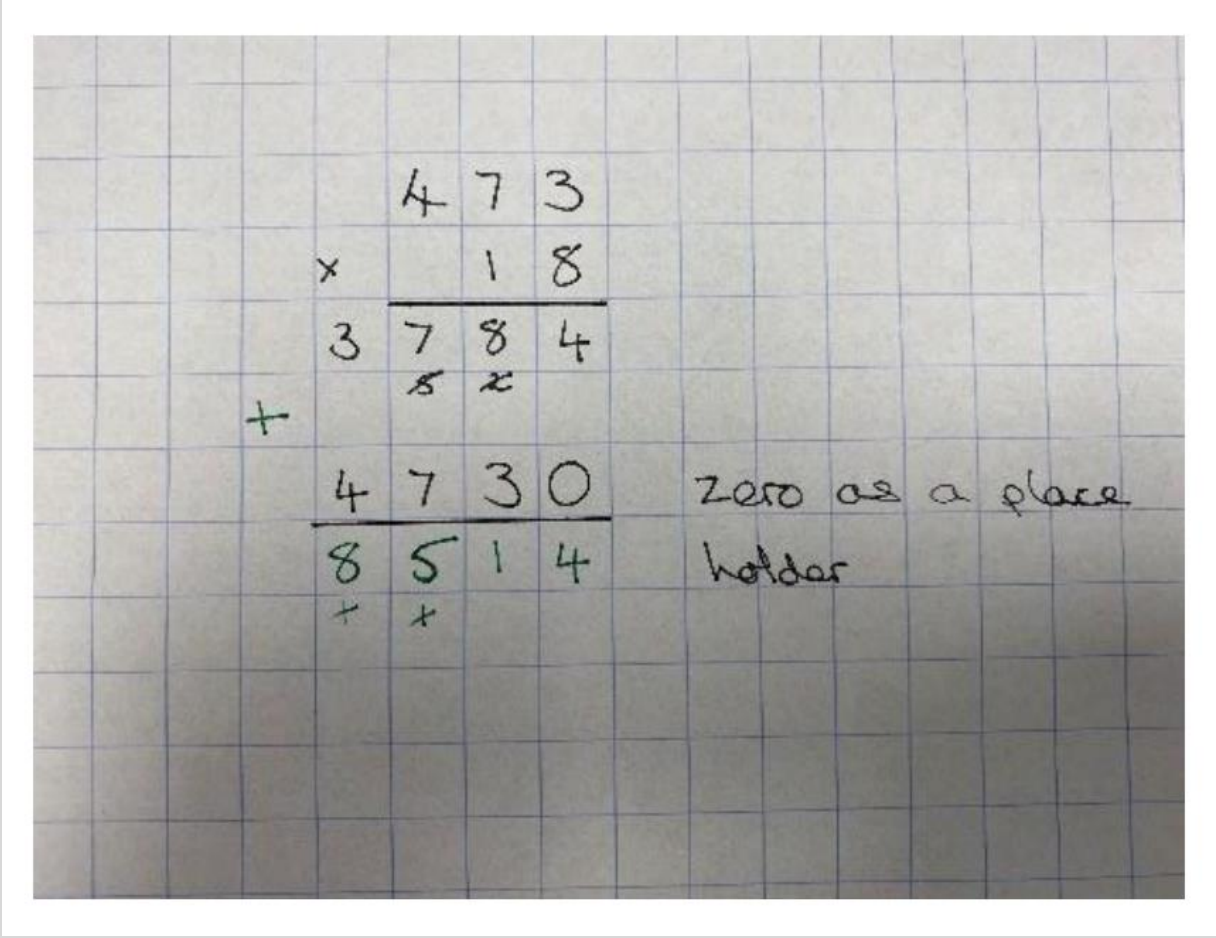
$$\begin{array}{r} 36 \\ \times\ 4 \\ \hline 144 \\ \hline 2 \end{array}$$

Year 4 multiplication methods

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



Year 5 multiplication methods



Calculation Policies







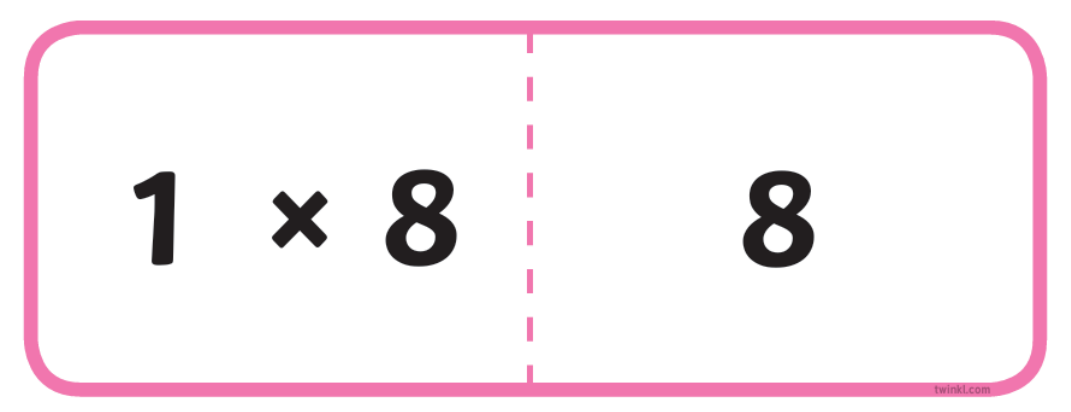
Mathematics at Katherine Semar Schools

Miss Munro, Mrs Farrant and Mrs Gilkes are our Maths leads.

All slides (including videos) and materials from our parent workshops can be found here-

- MATHEMATICS FLUENCY POLICY 2024- 2025 INCLUDING NUMBER S...
- ADDITION CALCULATION POLICY 2024-2025
- SUBTRACTION CALCULATION POLICY 2024-2025
- MULTIPLICATION CALCULATION POLICY 2024-2025
- DIVISION CALCULATION POLICY 2024-2025
- YG MATHS VOCABULARY POLICY
- SUBJECT SEF MATHEMATICS
- YEAR 3 PARENT WORKSHOP
- FLUENCY FACT IDEAS FOR PARENTS

Flash Cards



We have found these are one of the most effective ways to help your child become fluent with their times tables. We suggest going through the flashcards, which have been sent home, and putting aside the ones they are unsure of. Select a few of these and practise until they become fluent with them. Then introduce some more. Continue to practise the ones learnt quickly and focus on a selected few that they are not fluent with. Regular daily practise is crucial to help them learn them and become fluent. Once your child is fluent with the set they have, and passed their times table test, we ask for them to be returned, and they will be provided with the next set to learn.

How to help at home

- Together with reading and spellings, make time for TTRockstars and/or flashcards everyday for a few minutes
- Chant or test unlearnt facts regularly when you get the chance; in the car, in the bath, on the way to a club!
- 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?