YEAR 4
TIMES TABLES

PARENT MEETING: TUESDAY 4TH NOVEMBER 6PM

TIMES TABLES JOURNEY THROUGH SCHOOL

Year 1	Year 2			Year 3			Year 4				
1x	10x	5x	2x	4x	8x	3x	6x	9x	x7	x11	x12
		Half of 10x		Double 2x	Double 4x		Double 3x	6x add 3x		10x add 1x	10x add 2x

AREAS OF MATHS WE USE TIMES TABLES

Year 1

Number – multiplication and division

- *Recall and use doubles of all numbers to 10 and corresponding halves.*
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Number – fractions

- *Understand that a fraction can describe part of a whole.*
- *Understand that a unit fraction represents one equal part of a whole.*
- Recognise, find and name a half as one of two equal parts of an object shape or quantity *(including measure).*
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity *(including measure).*

AREAS OF MATHS WE USE TIMES TABLES

Year 2

Number – multiplication and division

- *Understand multiplication as repeated addition and arrays.*
- *Understand division as sharing and grouping and that a division calculation can have a remainder.*
- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
- *Derive and use doubles of simple two-digit numbers (numbers in which the ones total less than 10).*
- *Derive and use halves of simple two-digit even numbers (numbers in which the tens are even).*
- Calculate mathematical statements for multiplication *using repeated addition)* and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.
- Solve problems involving multiplication and division *(including those with remainders)*, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Number – fractions

- *Understand and use the terms numerator and denominator.*
- *Understand that a fraction can describe part of a set.*
- *Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be.*
- Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
- Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
- *Count on and back in steps of $\frac{1}{2}$ and $\frac{1}{4}$.*

AREAS OF MATHS WE USE TIMES TABLES

Year 3

Number – multiplication and division

- *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).*
- *Understand that division is the inverse of multiplication and vice versa.*
- *Understand how multiplication and division statements can be represented using arrays.*
- *Understand division as sharing and grouping and use each appropriately.*
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- *Derive and use doubles of all numbers to 100 and corresponding halves.*
- *Derive and use doubles of all multiples of 50 to 500.*
- 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.
- *Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.*
- Solve problems, including missing number problems, involving multiplication and division *(and interpreting remainders)*, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Number – fractions

- *Show practically or pictorially that a fraction is one whole number divided by another (e.g. $\frac{3}{4}$ can be interpreted as 3 ÷ 4).*
- *Understand that finding a fraction of an amount relates to division.*
- Recognise that tenths arise from dividing objects 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 *(including on a number line).*
- *Count on and back in steps of* $\frac{1}{2}$, $\frac{1}{4}$ *and* $\frac{1}{3}$.
- Solve problems that involve all of the above.

AREAS OF MATHS WE USE TIMES TABLES

Year 4

Number – multiplication and division

- *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).*
- Recognise and use factor pairs and commutativity in mental calculations.
- Recall multiplication and division facts for multiplication tables up to 12 × 12.
- *Use partitioning to double or halve any number, including decimals to one decimal place.*
- 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.
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
- *Divide numbers up to 3 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.*
- *Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.*
- Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, *division (including interpreting remainders),* integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

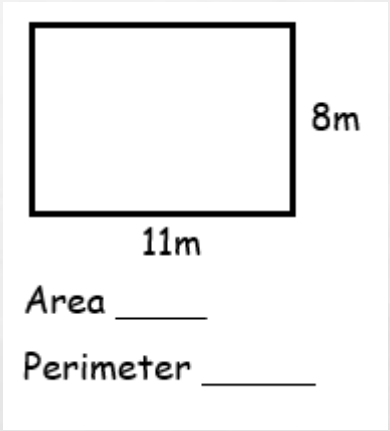
Number – fractions, decimals and percentages

- *Understand that a fraction is one whole number divided by another (e.g. $\frac{3}{4}$ can be interpreted as 3 ÷ 4).*
- *Recognise, find and write fractions of a discrete set of objects including those with a range of numerators and denominators.*
- Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- *Count on and back in steps of unit fractions.*
- *Compare and order unit fractions and fractions with the same denominators (including on a number line).*
- Recognise and show, using diagrams, families of common equivalent fractions.
- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.
- Add and subtract fractions with the same denominator *(using diagrams).*
- 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.
- Solve simple measure and money problems involving fractions and decimals to two decimal places.

As well as the specific number skills we also use times tables in topic areas of maths such as:

Telling the time

Calculating area and perimeter of shapes

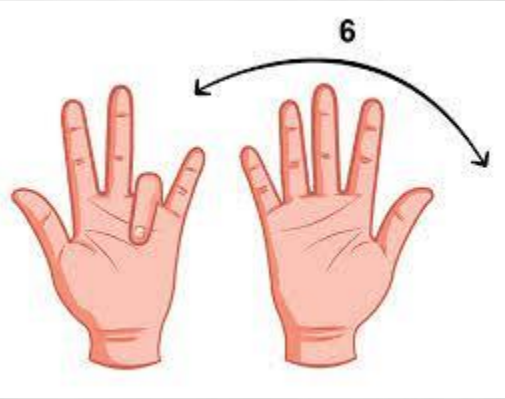


They are a crucial part of the maths curriculum and we are not just learning them for the assessment later in the year.

HELPFUL STRATEGIES

We've put together a booklet full of ideas to help your children learn their tables.
We look at patterns within tables and how one table links to another.

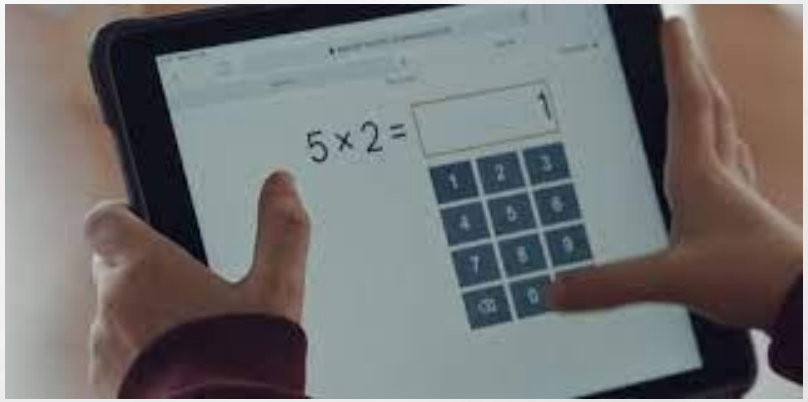
Last week we looked at the link between the 3x and 6x.
We then looked at the 9x table. We looked at patterns and the 'fingers' strategy.



We finished by looking at the 11x
We have given you a copy of this booklet to help you at home.

MTC - MULTIPLICATION TABLES CHECK.

This is a statutory test for Year 4.
It takes place June 2026.



The test comprises of 25 questions.
You have 6 seconds to recall each question.
The test covers all times tables up to 12x12.

There are some access arrangements available for children who need them e.g. changing the colour.

When the new guidance for parents is published we will send it home.

MTC

Let’s have a go!
We won’t ask you how you did but we think it will be good for you to see how it works.

What are we doing to help?

We are working on times tables daily.
We are checking times tables recall in the order they should learn them.

Year 1	Year 2			Year 3			Year 4				
1x	10x	5x	2x	4x	8x	3x	6x	9x	x7	x11	x12
		Half of 10x		Double 2x	Double 4x		Double 3x	6x add 3x		10x add 1x	10x add 2x

We are teaching a variety of strategies to help them recall them.

We are also using online versions of the test too.

The online versions are hard, especially at this stage in the year.
We have found that the thing that puts the children off the most during the test is how they cope when they make a mistake or don't know the answer. This is why we have already started to use them.
We can't wait until they know them all until we do the online versions.

WEBSITES

Purple Mash: Monster Multiplication – answer as many questions in a minute

urbrainy.com/mtc – 25 questions, 6 seconds to answer)
https://urbrainy.com/mtc/test

Times Table Rock Stars – Soundcheck (20 questions – five seconds to answer)

QUESTIONS:

We are happy to answer any questions you have.