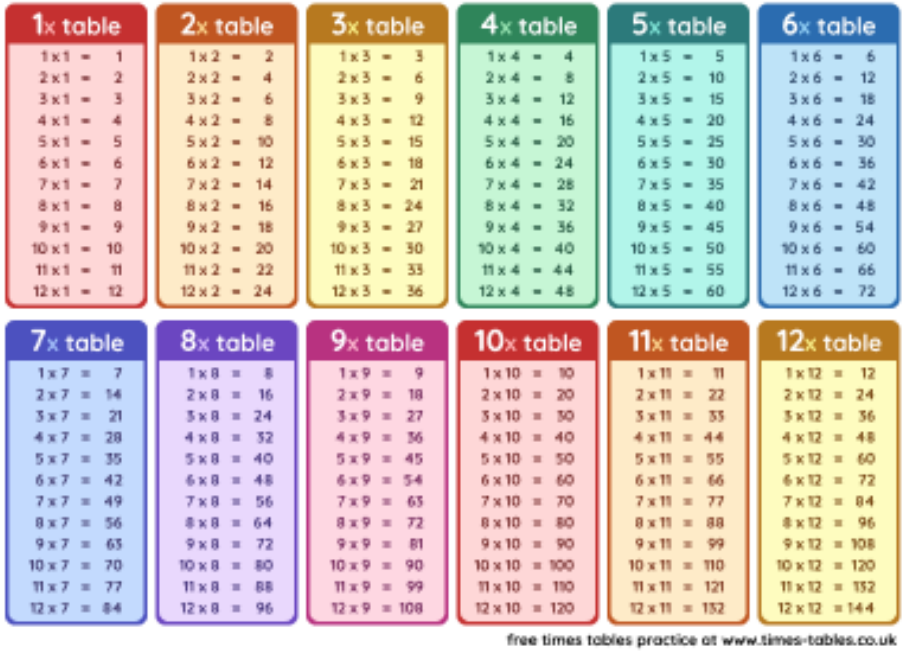
Multiplication Tables Check 2025-26



1x table	
1 x 1	= 1
2 x 1	= 2
3 x 1	= 3
4 x 1	= 4
5 x 1	= 5
6 x 1	= 6
7 x 1	= 7
8 x 1	= 8
9 x 1	= 9
10 x 1	= 10
11 x 1	= 11
12 x 1	= 12

2x table	
1 x 2	= 2
2 x 2	= 4
3 x 2	= 6
4 x 2	= 8
5 x 2	= 10
6 x 2	= 12
7 x 2	= 14
8 x 2	= 16
9 x 2	= 18
10 x 2	= 20
11 x 2	= 22
12 x 2	= 24

3x table	
1 x 3	= 3
2 x 3	= 6
3 x 3	= 9
4 x 3	= 12
5 x 3	= 15
6 x 3	= 18
7 x 3	= 21
8 x 3	= 24
9 x 3	= 27
10 x 3	= 30
11 x 3	= 33
12 x 3	= 36

4x table	
1 x 4	= 4
2 x 4	= 8
3 x 4	= 12
4 x 4	= 16
5 x 4	= 20
6 x 4	= 24
7 x 4	= 28
8 x 4	= 32
9 x 4	= 36
10 x 4	= 40
11 x 4	= 44
12 x 4	= 48

5x table	
1 x 5	= 5
2 x 5	= 10
3 x 5	= 15
4 x 5	= 20
5 x 5	= 25
6 x 5	= 30
7 x 5	= 35
8 x 5	= 40
9 x 5	= 45
10 x 5	= 50
11 x 5	= 55
12 x 5	= 60

6x table	
1 x 6	= 6
2 x 6	= 12
3 x 6	= 18
4 x 6	= 24
5 x 6	= 30
6 x 6	= 36
7 x 6	= 42
8 x 6	= 48
9 x 6	= 54
10 x 6	= 60
11 x 6	= 66
12 x 6	= 72

7x table	
1 x 7	= 7
2 x 7	= 14
3 x 7	= 21
4 x 7	= 28
5 x 7	= 35
6 x 7	= 42
7 x 7	= 49
8 x 7	= 56
9 x 7	= 63
10 x 7	= 70
11 x 7	= 77
12 x 7	= 84

8x table	
1 x 8	= 8
2 x 8	= 16
3 x 8	= 24
4 x 8	= 32
5 x 8	= 40
6 x 8	= 48
7 x 8	= 56
8 x 8	= 64
9 x 8	= 72
10 x 8	= 80
11 x 8	= 88
12 x 8	= 96

9x table	
1 x 9	= 9
2 x 9	= 18
3 x 9	= 27
4 x 9	= 36
5 x 9	= 45
6 x 9	= 54
7 x 9	= 63
8 x 9	= 72
9 x 9	= 81
10 x 9	= 90
11 x 9	= 99
12 x 9	= 108

10x table	
1 x 10	= 10
2 x 10	= 20
3 x 10	= 30
4 x 10	= 40
5 x 10	= 50
6 x 10	= 60
7 x 10	= 70
8 x 10	= 80
9 x 10	= 90
10 x 10	= 100
11 x 10	= 110
12 x 10	= 120

11x table	
1 x 11	= 11
2 x 11	= 22
3 x 11	= 33
4 x 11	= 44
5 x 11	= 55
6 x 11	= 66
7 x 11	= 77
8 x 11	= 88
9 x 11	= 99
10 x 11	= 110
11 x 11	= 121
12 x 11	= 132

12x table	
1 x 12	= 12
2 x 12	= 24
3 x 12	= 36
4 x 12	= 48
5 x 12	= 60
6 x 12	= 72
7 x 12	= 84
8 x 12	= 96
9 x 12	= 108
10 x 12	= 120
11 x 12	= 132
12 x 12	= 144

free times tables practice at www.times-tables.co.uk

Otherwise known as the MTC, the Multiplication Tables Check has been running for a few years now.

Purpose - To determine whether year 4 pupils can fluently recall their multiplication tables.

Also – To help schools to support children who do not yet have the recall of their multiplication tables.

The facts

- Taken during a 2-week window starting on June 1st, 2026
- 3 practice questions prior to the test
- 25 questions
- 6 seconds per question followed by a three second break
- Questions will be generated randomly
- All tables tested (6, 7, 9, 11 and 12 are “new” in Year 4)
- No division questions

The facts continued…

- All children will take the test, some may receive support to do so.
- Children will take the check on touch screen iPads
- They may not all take it on the same day
- There is no official pass mark (national average was 20.6 out of 25 in 2024-5)

For children recognised to have additional needs

They may have similar provision in their day-to-day learning at school.

e.g. Colour contrast
Font size adjustment
'Next' button (alternative to 3-second pause)
Removing on-screen number pad
An adult to input answers
A question reader
Audible time alert.

What will school do to support your child?

- Regular check-ins (at least every term)
- TTRS “Homework”
- TTRS battles in and out of school with incentivising rewards.
- Regular practice and manipulation of tables during Maths lessons
- New 4 x weekly sessions in the morning, following a structured programme

What can you do to support your child?

- Play games with your child to support their recall of times table facts
- **Hit the Button** (online) - https://www.topmarks.co.uk/maths-games/hit-the-button
- https://www.timestables.co.uk/
- Times table flash cards – easy to make or purchase online.
- Nerf Gun multiplication games.
- Engage with the Times Table of the Week

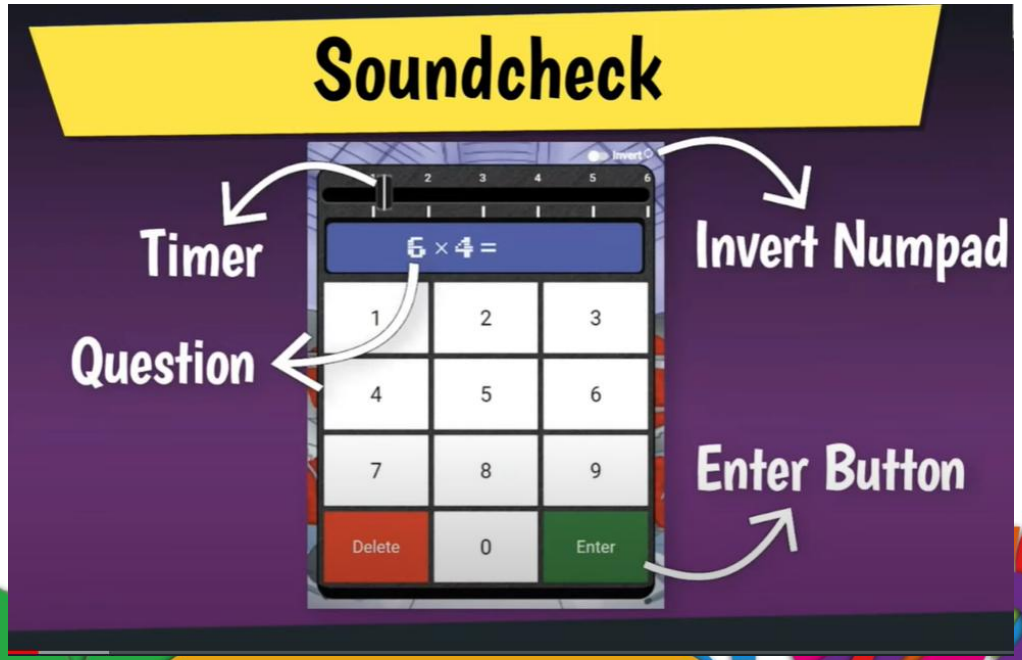
What can you do to support your child?

- This is a great site if you want to practise for the Y4 Tables Check (in June) but want to build up to it by practising certain tables and giving them a bit longer than the statutory 6 seconds. Just go to 'adjust difficulty' tab.

https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check

Using TTRS at home

- All children should know their log-in and be able to log in without support
- Although TTRS offers many different game modes, SOUNDCHECK mirrors the MTC most closely.



Garage

The Garage is the best place for mastering individual tables as it's highly rewarding (10 coins per correct answer) and very carefully personalises the questions for each player in every game.

- Single player
- Our algorithm adapts the questions every game for every player
- 10 coins per correct answer
- 1, 2 or 3 minute games

Jamming

Children choose a table they want to work on and allows them to decide whether they want to work on multiplication/division or both mixed up.

Your child may need help deselecting the division facts initially to really concentrate on the multiplication facts

Studio

The Studio is the place to go to set a Studio Speed and get a Rock Status. The Studio Speed is the average of their most recent 10 Studio games (so until they've played 10 times there will be no Studio Speed).

- Single player
- All tables up to 12×12
- 1 coin per correct answer
- 1-minute games

No point doing this until they have a good foundation in all tables

Festival

The Festival is for those children who are ready to take on other students from all around the world, answering any question up to 12 × 12. Each multiplayer Festival game is one minute long and students earn 1 coin per correct answer.

- Multiplayer
- All tables up to 12×12
- 1 coin per correct answer
- 1 minute games




Arena

The Arena is a multiplayer game where students can compete live against other children in their class. Like Garage, specific tables can be turned off by the teacher on the Set Tables page but it's not recommended.

•Multiplayer

•Our algorithm adapts the questions every game for every player

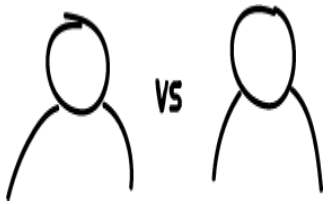
•1 coin per correct answer

•1 minute games

Rock Slam

A Rock Slam allows a student to challenge someone from their class, year group or school (either a pupil or a teacher), setting a time for the challengee to beat. When the challengee logs in, they'll be able to play against the challenger's 'ghost' in a head-to-head Rock Slam!

- 1 vs 1
- All tables up to 12×12
- 1 coin per correct answer
- 1 minute games
- They don't need to be online at the same time.



If that's all a bit overwhelming, here are the key things to remember with TTRS:

Use Jamming to focus on a times table of your choosing.

Use Garage to practise individual tables. Your child's Maths teacher can tweak the tables set to focus on areas of need.

Soundcheck is the best practice for the MTC.

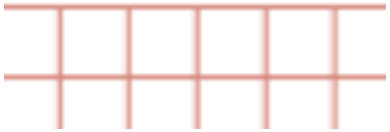
The following slides were all taken from one year's Y6 SAT test to illustrate how important it is to have speedy recall of tables facts, whether it be for multiplication, division, fraction or ratio work

3

326 ÷ 1 =

95 ÷ 5 =

96 ÷ 4 =



879 × 3 =

71 × 8 =

50 × 70 =

$486 \div 3 =$

$3^2 + 10 =$

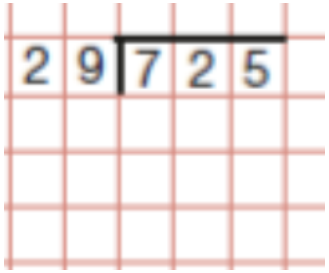
$1{,}320 \div 12 =$

			7	1
×			4	6

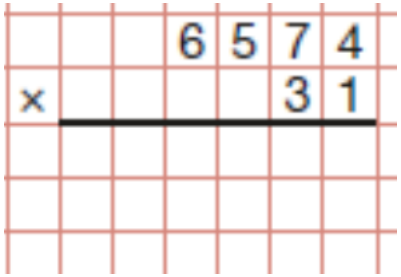
20% of 1,800 =

$15 \times 6.1 =$

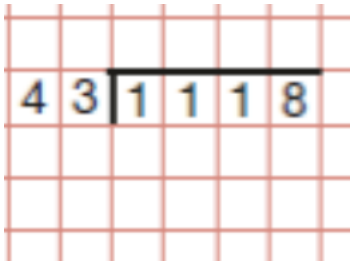
$\frac{3}{10} - \frac{1}{20} =$



15% × 440 =



$1\frac{4}{5} + \frac{3}{10} =$



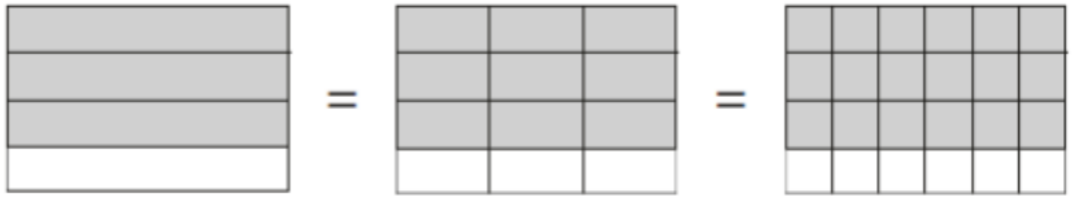
$\frac{3}{5} \div 3 =$

$\frac{2}{5} \times 140 =$

$60 - 42 \div 6 =$

$1\frac{1}{4} - \frac{1}{3} =$

4 These diagrams show three equivalent fractions.

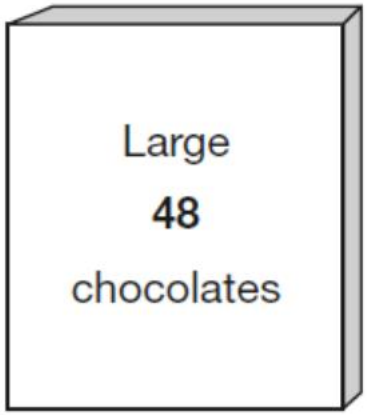


Write the missing values.

$$\frac{3}{4} = \frac{9}{\square} = \frac{\square}{24}$$

Ken buys 3 large boxes and 2 small boxes of chocolates.

Each large box has 48 chocolates. Each small box has 24 chocolates.



How many **chocolates** did Ken buy altogether?

Write the correct symbol in each box to make the statements correct.

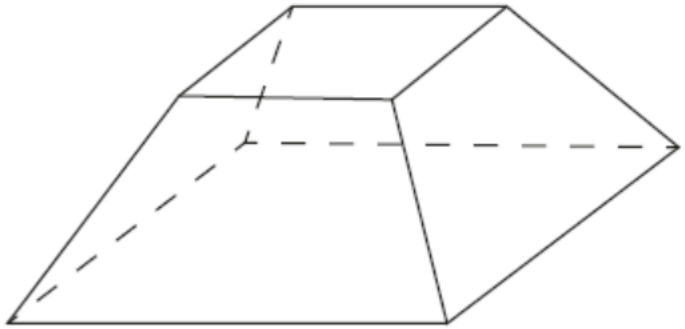
11×12 ☐ 15×10

$90 \div 30$ ☐ $60 \div 20$

$120 \div 4$ ☐ $160 \div 8$

30×8 ☐ 100×10

Here is a drawing of a 3-D shape.



Complete the table.

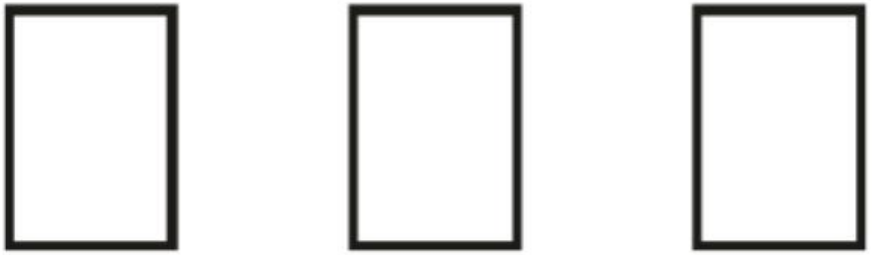
Number of faces	Number of vertices	Number of edges

13 Circle the improper fraction that is equivalent to $6\frac{7}{8}$

$\frac{67}{8}$ $\frac{48}{8}$ $\frac{62}{8}$ $\frac{55}{8}$ $\frac{76}{8}$

$\frac{6}{5}$ $\frac{3}{5}$ $\frac{3}{4}$

Write these fractions in order, starting with the **smallest**.

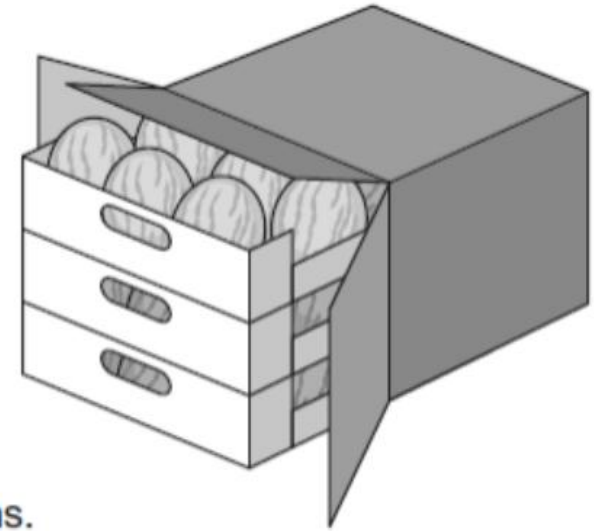


smallest

A box contains trays of melons.

There are 15 melons in a tray.

There are 3 trays in a box.



A supermarket sells **40** boxes of melons.

How many melons does the supermarket sell?

There are 28 pupils in a class.

The teacher has 8 litres of orange juice.

She pours 225 millilitres of orange juice for every pupil.

How much orange juice is left over?

Last year, Jacob went to four concerts.

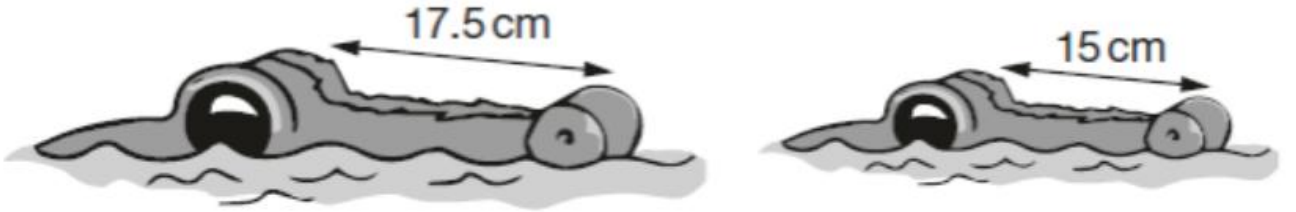
Three of his tickets cost £5 each.

The other ticket cost £7

The length of an alligator can be estimated by:

- measuring the distance from its eyes to its nose
- then multiplying that distance by 12

What is the **difference** in the estimated lengths of these two alligators?



Not to scale

23 The length of a day on Earth is 24 hours.

The length of a day on Mercury is $58\frac{2}{3}$ times the length of a day on Earth.

What is the length of a day on Mercury, in **hours**?

Show your method

hours

Common barriers/misconceptions

Children often learn tables but have no idea why they are learning them or what they mean?

Need to understand that multiplication is a shortcut for **repeated addition** of the same value.

3 + 3 + 3 + 3 + 3 + 3

It is 3 added up 6 TIMES!!!!

is the same question as 6x3

Common barriers/misconceptions

Children often learn tables but have no idea when to use them:

It's important they are made aware of the language cues that point to multiplication being the likely operation.

These could all point to multiplication

altogether groups of in all

in total lots of multiple

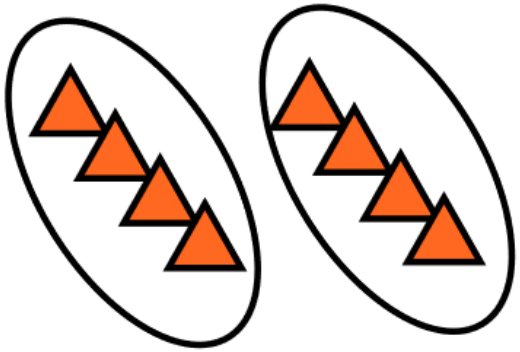
multiply product sets of times

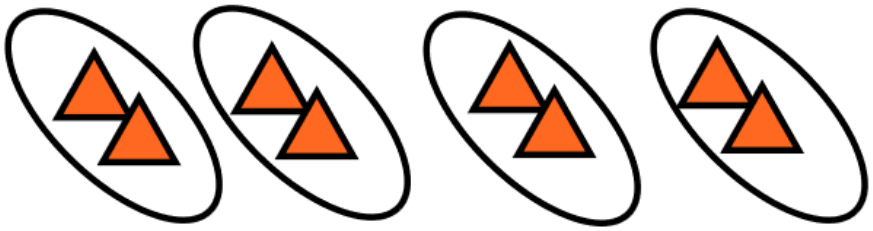
It's also good to remind children that multiplying (at this stage of their learning) makes the answer bigger. Don't shy away from using the grown-up term - multiply!

Common barriers/misconceptions

Children often learn tables but do not understand that multiplication is commutative (can be reversed)

Here we see 2 X 4 and 4X2 amount to the same total of triangles.

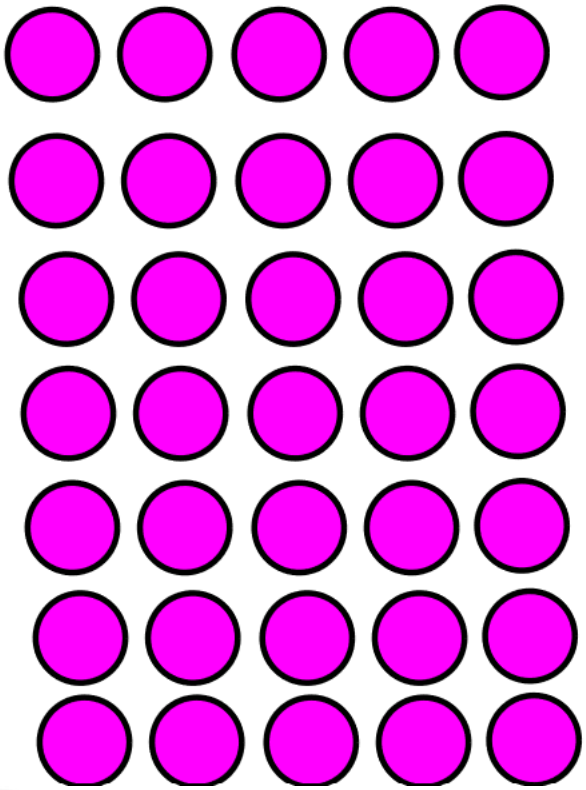




This is important: children, when asked what 3×12 is, often say, "I don't know my twelves".

Common barriers/misconceptions

Children often learn tables but do not see how it is linked to (and can help them with) division.



This array could be looked at in 4 ways:

$5 \times 7 = 35$

$7 \times 5 = 35$

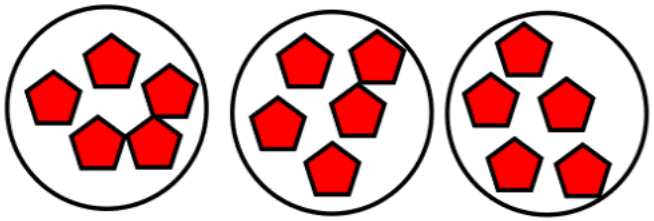
$35 \div 5 = 7$

$35 \div 7 = 5$

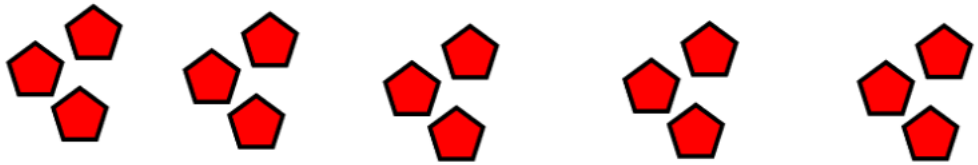
A word on division - children learn division as sharing but fail to grasp that it can be used for grouping too (how many 3s go into 15):

15 ÷ 3

Sharing: where you know the number of groups



Grouping: where you know the size you want each group to be



If we assume that children learn their 1s, 2s, 5s, 10, 11s (up to 110) and can use the finger trick to work out their 9 x tables quite efficiently (up to 90), they only have these 24 trickier times tables to learn:

X	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3			9	12		18	21	24				36
4				16		24	28	32				48
5												
6						36	42	48				72
7							49	56				84
8								64				96
9												108
10												
11											121	132
12												144

If you have any questions, please do contact Mr Ballance via the school office.