



ENGLEFIELD CE PRIMARY SCHOOL

PROGRESSION IN TIMES TABLES

Sowing the seeds for a flourishing future

The following guidance reflects our values and philosophy in relation to the provision and teaching of mathematics. At Englefield CE Primary School it is our aim to provide a high quality mathematics education, essential for everyday life, to enable all children to grow and flourish mathematically. There is also a National Curriculum expectation for all primary schools to ensure that by the end of Year 4 pupils are capable of recalling all 12 times tables up to 12×12 . In order to achieve this, children are taught consistent and progressive times table methods and the mathematical language associated with them.

To ensure this, staff follow a progression in times table teaching which is based on the National Curriculum for Key Stages 1 and 2 and White Rose Maths Calculation Guidance.

Year 1

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|-----------------------------|--|
| Autumn 1 & 2 | Count in 2's up to 24, linking with even numbers and supporting doubles. Count in multiples of 10 in order up to 120. |
| Spring 1 & 2 | Focus on counting in multiples of 5 up to 60, linking with knowledge of counting in 10s. Continue to develop fluency of counting in 2's and 10's. |
| Summer 1 | Count in multiples of 10, 2 and 5 in order with growing fluency. |
| Summer 2 | Count in multiples of 10, 2 and 5 in order fluently. |

Teaching methodologies:

- Count pairs of objects
- Count straws bundled in tens
- Sing counting songs
- Hundred square
- Number lines
- Pictorial representations on display
- Rolling Numbers

Home Support and Progress Tracking:

Any children not grasping the concepts above are targeted with 1:1 and small group intervention outside the maths lesson. In addition to this, further home practice may be given.

Year 2

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| Autumn 1 | Consolidate counting in steps of 2, 5 and 10 in order from 0 up to 12x. |
| Autumn 2 | Count in steps of 2 and 5 from 0 up to 12x fluently. Recall multiples of 10 up to 12x10 in any order, including missing numbers and related division facts with growing fluency. |
| Spring 1 | Recall multiples of 2 up to 12x2 in any order, including missing numbers and related division facts. Recall multiples of 10 up to 12x10 fluently. |
| Spring 2 | Recall multiples of 5 up to 12x5 in any order, including missing numbers and related division facts. Recall multiples of 2 up to 12x2 in any order, including missing numbers and related division facts with growing fluency. |
| Summer 1 | Count in multiples of 3 to 12x3 in order from 0. Recall multiples of 2 up to 12x2 in any order, including missing numbers and related division facts fluently. Recall multiples of 5 up to 12x5 in any order, including missing numbers and related division facts with growing fluency. |
| Summer 2 | Count in multiples of 3 to 12x3 in order from 0 with growing fluency. Recall multiples of 5 up to 12x5 in any order, including missing numbers and related division facts fluently. |

Teaching methodologies:

- Counting objects in groups of 2, 5, 10 & 3
- Sing counting songs
- Hundred square
- Number lines
- Array with concrete resources
- Pictorial representations on display
- Rolling Numbers

Keep Up Teaching Methodologies:

After the assessment of times table knowledge in Autumn 1, any Year 2 not able to understand counting on in steps of 2, 5 and 10 in order from 0 to 12x will receive support through focused teaching during maths lessons and at other times, including 1:1 interventions when appropriate.

Home Support and Progress Tracking:

Weekly times table home practice informs teaching and any further intervention required.

Year 3

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|-----------------|---|
| Autumn 1 | Count in multiples of 3 to 12×3 in order from 0 fluently. |
| Autumn 2 | Recall multiples of 3 up to 12×3 in any order, including missing numbers and related division facts with growing fluency. Count in multiples of 4 to 12×4 in order from 0 with growing fluency. Introduce (relating to $\times 4$) and begin to count in multiples of 8 from 0 to 12×8 . |
| Spring 1 | Recall multiples of 3 up to 12×3 in any order, including missing numbers and related division facts fluently. Count in multiples of 4 to 12×4 in order from 0 with fluently. Count in multiples of 8 to 12×8 in order from 0 with growing fluency. |
| Spring 2 | Recall multiples of 4 up to 12×4 in any order, including missing numbers and related division facts with growing fluency. Count in multiples of 8 to 12×8 in order from 0 fluently. |
| Summer 1 | Recall multiples of 4 up to 12×4 in any order, including missing numbers and related division facts fluently. Recall multiples of 8 up to 12×8 in any order, including missing numbers and related division facts with growing fluency. |
| Summer 2 | Recall multiples of 8 up to 12×8 in any order, including missing numbers and related division facts fluently. |

Teaching methodologies:

- Counting objects in groups of 3, 4 and 8
- Hundred square
- Number lines
- Array with concrete resources
- Pictorial representations on display
- Rolling Numbers

Keep Up Teaching Methodologies:

After the assessment of times table knowledge in Autumn 1, any Year 3 not able to understand counting on in steps of 2, 5 and 10 in order from 0 to $12 \times$ (from Year 1) or count in multiples of 2, 5 and 10 in order fluently (from Year 2) will receive support through focused teaching during maths lessons and at other times, including 1:1 interventions when appropriate.

Home Support and Progress Tracking:

Weekly times tables homework and a times tables test are carried out. The results inform planning, teaching and any further interventions required.

Year 4

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|-----------------|---|
| Autumn 1 | Recall multiples of 3,4 and 8 up to $12x$ in any order, including missing numbers and related division facts fluently. Fluently count in 6's in order up to $12x6$, using multiples of 3 to support. |
| Autumn 2 | Recall multiples of 6 in any order, including missing numbers and related division facts with growing fluency. Fluently count in 7's in order up to $12x7$. |
| Spring 1 | Recall multiples of 6 in any order, including missing numbers and related division facts fluently. Recall multiples of 7 in any order, including missing numbers and related division facts with growing fluency. |
| Spring 2 | Recall multiples of 7 in any order, including missing numbers and related division facts fluently. Fluently count in 9's in order up to $12x9$. Fluently count in 11's in order up to $12x11$. |
| Summer 1 | Recall multiples of 9 in any order, including missing numbers and related division facts with growing fluency (using $10x$ and adjusting by 1 group to find $9x$ as a strategy) Recall multiples of 11 in any order, including missing numbers and related division facts fluently. Fluently count in 12's in order up to $12x12$. |
| Summer 2 | Recall multiples of 9 in any order, including missing numbers and related division facts fluently. Recall multiples of 12 in any order, including missing numbers and related division facts with growing fluency (using $10x$ and adjusting by adding 2 more groups). |

Teaching methodologies:

- Hundred square
- Number lines
- Pictorial representations on display
- Rolling Numbers

Keep Up Teaching Methodologies: After an assessment of times table knowledge in Autumn 1, any Year 4 not able to understand counting on steps of 2,5 and 10 in order from 0 to $12x$ (from Year 1) or count in multiples of 2, 5 and 10 in order fluently (from Year 2) or recall multiples of 3, 4 and 8 up to $12x$ in order, including missing numbers and related division facts (from Year 3) will receive support through focused teaching during maths lessons and at other times, including 1:1 interventions when appropriate.

Home Support and Progress Tracking: Weekly times tables homework and a times tables test are carried out. The results inform planning, teaching and any further keep up intervention required.

Year 5

To secure the National Curriculum expectation that by the end of Year 4 children are able to recall all 12 tables up to 12×12 , the Autumn Term of Year 5 will be used to consolidate the facts through regular and varied practice.

For some children working below the expectation, it might be necessary to use this document to track back to where the children are with their learning of times tables and use some of teaching methodologies suitable to that stage of development. It may be necessary to provide further, different intervention and home practice.

Autumn Term

Recall multiples of 12 in any order, including missing numbers and related division facts fluently.

Recall multiples of all times tables up to 12×12 in any order, including missing numbers and related division facts with growing fluency.

Teaching methodologies:

- Pictorial representations on display
- Rolling Numbers