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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Count in 10’s from 0. | Count in steps of 2, 3, and 5 from 0, | Secure and maintain 2, 5, and 10 times tables. | Secure and maintain 2, 5, 10, 3, 4 and 8 times tables. | Secure and maintain all times tables. | Secure and maintain fluency in all multiplication tables, and corresponding division facts, through continued practice. |
| Children use equal groups to find a total.  | Count in tens from any number, forward and backward. | Recall and use multiplication and division facts for the 3, 4 and 8 times tables. | Recall and use multiplication and division facts for 6 and 9’s, building on from 3’s. | Have a deep understanding of the relationship between multiplication and division and use these facts to help solve calculations and become a ‘Multiplication Master’. |  |
| Focus on counting equal groups of 2, 5 and 10 and explore this within 50. | Recall 5 and 10 multiplication tables, investigating link between 5 and 10’s.  |  | Recall and use the 7 multiplication table, and corresponding division facts. |  | . |
| Make arrays - Children begin to make arrays by making equal groups andbuilding them up in columns or rows. | Recall and use multiplication and division facts for the 2 times tables. |  | Recall the 11 and 12 multiplication tables, and corresponding division facts. |  |  |
| Making Doubles - Children explore doubling with numbers up to 20Reinforce understanding that ‘double’ is two groups of a number or an amount. | Recognise odd and even numbers. |  | Inverse - Understand the relationship between multiplication and division. |  |  |

Times tables Fluency Progression