



Goldenhill Primary Academy

'Everyone Shines at Goldenhill'

Times Table Academy Planner & Progression



Year Group	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
1	*Count in ones up to 10 both forwards and backwards. *Understanding fact families when adding and subtracting within 10.				*Count in ones and tens up to 50 both forwards and backwards including counting by making tens. *Understanding doubles and near doubles.				*Count in multiples of 2, 5 and 10 to 50 in order with growing fluency.		*Counting between 50 and 100. *Counting in tens to 100.	
Teaching Methodology	Count pairs of objects; Count straw; bundled in ten; Sing counting song; Hundred square; Number line; Pictorial representations on display; Rolling numbers											
2	*Consolidate counting in steps of 2, 5 and 10 in order from 0 up to 10x.		*Count in steps of 2 and 5 from 0 up to 10x fluently. *Recall multiples of 10 up to 10 x 10 in any order, including missing numbers.		*Recall multiples of 2, 5 and 10 up to 12 x in any order, including missing numbers and related division facts.		*Recall how to double numbers by multiplying by 2. *Understand how to half numbers by dividing by 2. *Understanding the relationship between the 5 and 10 times tables.		*Recall multiples of 2, 5 and 10 up to 12 x in any order, including missing numbers and related division facts fluently.		*Recall multiples of 2, 5 and 10 up to 12 x in any order, including missing numbers and related division facts fluently.	
Teaching Methodology	Counting objects in groups of 2, 5 and 10; Sing counting song; Hundred square; Number line; Array with concrete resource; Pictorial representations on display; Rolling numbers											
3	Recall multiplication and division facts for the 2, 5 and 10 times tables.		*Count in multiples of 3 up to 12 x 3, in order from 0 with growing fluency. *Count in multiples of 4 up to 12 x 4 in order from 0 with growing fluency. *Introduce (relating to x 4) and begin to count in multiples of 8 from 0 to 12 x 8.		*Recall multiples of 3 up to 12 x 3 in any order, including missing numbers and related division facts fluently. *Count in multiples of 4 to 12 x 4 in order from 0 with fluently. *Count in multiples of 8 to 12 x 8 in order from 0 with growing fluency		*Recall multiples of 4 up to 12 x 4 in any order, including missing numbers and related division facts with growing fluency. *Count in multiples of 8 to 12 x 8 in order from 0 fluently.		*Recall multiples of 4 up to 12 x 4 in any order, including missing numbers and related division facts fluently. *Recall multiples of 8 up to 12 x 8 in any order, including missing numbers and related division facts with growing fluency.		*Recall multiples of 8 up to 12 x 8 in any order, including missing numbers and related division facts fluently.	
Teaching Methodology	Counting objects in groups of 3, 4 and 8; Hundred square; Number line; Array with concrete resource; Pictorial representations on display; Rolling numbers											

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4	*Recall multiples of 3, 4 and 8 up to $12 \times$ in any order, including missing numbers and related division facts fluently. *Fluently count in 6's in order up to 12×6, using multiples of 3 to support.	*Recall multiples of 6 in any order, including missing numbers and related division facts with growing fluency. *Fluently count in 9's in order up to 12×9, using multiples of 3 to support.	*Recall multiples of 6 in any order, including missing numbers and related division facts fluently. *Recall multiples of 9 in any order, including missing numbers and related division facts with growing fluency. *Explore the relationship between the 3, 6- and 9-times tables.	*Recall multiples of 9 in any order, including missing numbers and related division facts fluently (using $10 \times$ and adjusting by 1 group to find $9 \times$ as a strategy). *Fluently count in 7's in order up to 12×7. *Fluently count in 11's in order up to 12×11.	*Recall multiples of 7 in any order, including missing numbers and related division facts with growing fluency. *Recall multiples of 11 in any order, including missing numbers and related division facts fluently. *Fluently count in 12's in order up to 12×12. *Understand what happens when multiplying and dividing by 1. *Understand what happens when multiplying by 0.	Recall all times tables facts fluently.
Teaching Methodology	Hundred squares; Number line; Pictorial representations on display; Rolling numbers					
Important Note	The National Curriculum expectation is that by the end of Year 4, children are able to recall all 12 tables up to 12×12. To secure this, we recommended that the first term of Year 5 be used to consolidate by continuing your practice. If a Pupil(s) or Class are working below the structure outlined in this document, they will be tracked back to where their needs are.					
5	*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 Methodology	Pictorial representations on display; Rolling Numbers					
6	*Rapid recall multiples of 12 in any order, including missing numbers and related division facts fluently and accurately. *Rapid recall multiples of all times tables up to 12×12 in any order, including missing numbers and related division facts with growing fluency and accurately.					
Teaching Methodology	Pictorial representations on display; Rolling Numbers					