Progression in Times Tables

	Autumn		Spring		Summer	
Year 1	Count in 2s up to 24, linking with even numbers and supporting doubles. Count in multiples of 10 up to 120		Focus on counting in multiples of 5 up to 60, linking with knowledge of counting in 10s. Continue to develop fluency of counting in 2s and 10s.		Count in multiples of 2, 5 and 10 with growing fluency.	
Year 2	Consolidate counting in steps of 2, 5 and 10 in order from 0 up to 12x. Count in steps of 2 and 5 fluently.	Recall multiples of 10 up to 12x10 in any order, including missing numbers and related division facts, with growing fluency.	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.	Recall multiples of 5 up to 12x5, 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.	Count in multiples of 4 up to 12x4 in order from 0. Link to knowledge of counting in 2s. 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, including missing numbers and related division facts with growing fluency.	Count in multiples of 4 to 12x4 in order from 0 with growing fluency. Link to knowledge of counting in 2s. Recall multiples of 5 up to 12x5 in any order, including missing numbers and related division facts fluently.
Year 3	Count in multiples of 4 to 12x4 in order from 0 with fluency. Count in multiples of 3 up to 12x3 in order from 0 with growing fluency.	Count in multiples of 3 up to 12x3 in order from 0 with fluency Recall multiples of 4 and up to 12x4 in any order, including missing numbers and related division facts fluently.	Recall multiples of 3 and up to 12x3 in any order, including missing numbers and related division facts fluently. Count in multiples of 6 and 9 up to 12x in order from 0 with growing	Recall multiples of 3 and 4 up to 12x in any order, including missing numbers and related division facts fluently. Count in multiples of 6 and 9 up to 12x in order from 0 with fluency	Recall multiples of 6 and 9 up to 12x in any order, including missing numbers and related division facts fluently. Count in multiples of 8 up to 12x in order from 0 with growing fluency. Link	Count in multiples of 8 up to 12x in order from 0 with fluency. Count in multiples of 7 up to 12x in order from 0 with growing fluency.

			fluency. Link to knowledge of counting in 3s.		to knowledge of counting in 4s.	
Year 4	Recall multiples of 8 up to 12x8 in any order, including missing numbers and related division facts with growing fluency. Count in multiples of 7 up to 12x in order from 0 with fluency.	Recall multiples of 8 up to 12x8 in any order, including missing numbers and related division facts fluently Recall multiples of 7 up to 12x7 in any order, including missing numbers and related division facts with growing fluency.	Recall multiples of 7 up to 12x7 in any order, including missing numbers and related division facts fluently Count in multiples of 11 and 12 in order from 0 with growing fluency.	Count in multiples of 11 and 12 in order from 0 with fluency.	Recall multiples of 11 and 12 and up to 12x in any order, including missing numbers and related division facts with growing fluency.	Recall multiples of 11 and 12 in any order, including missing numbers and related division facts fluently. Recall multiples of all times tables up to 12x12 in any order, including missing numbers and related division facts with growing fluency.
Year 5 and Year 6	Recall multiples of 12 in any order, including missing numbers and related division facts fluently. Recall multiples of all times tables up to 12x12 in any order, including missing numbers and related division facts with growing fluency.					

Note: Multiplication should be taught in conjunction with division. Bar models and physical manipulatives must be used to support conceptual understanding. Children should learn the whole multiplication/division number calculation and not simply be taught to count in multiples as this prevents children from making connections. The chart here should be used to ensure links between rote learning and conceptual understanding are made.