

Henbury View First School



Times Tables Teaching Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Developing Core Number Skills, Counting in multiples of 1, 2, 5, 10					
Year 2	Revise multiples of 2, 5 and 10		x5	x10	x2	Revision- focus based on need and gaps
Year 3	x4	x8	х3	х6	x12	Revision- focus based on need and gaps
Year 4	х9	х7	x11	Revision- focus based on need and gaps		

Multiples in order- making Multiples in order speed-Conceptual links to real world-Core representation using links/relationships between Times tables in any orderautomatic, move to written or what comes in 5's? the numbers, verbal at this **CPA- focus on arrays** fluency virtual methods to record stage •Introduce a new times table •Core representation using Using a counting stick •Multiples in order speed-•Then move onto times tables CPA- focus on arrays but we by first making it clear fluent (1) Adding on in any order- aiming to be conceptual links to the real want to show children in •Use of the counting stick to (2) Counting back automatic. Still use world multiple representations show order, use relationships ((3) Doubling relationships to start with to • What is the difference still but gesture, don't say help with this (4) Halving between the 3x4 array and Make it fun! •Written and verbal, could be (5) Multiplying by 10 the 4x4 array?- model •PRACTICE, PRACTICE, online relationships between arrays PRACTICE! so when it comes to numbers the children have already seen the relationship