



Buckingham Primary Academy

BELIEVE PERSEVERE ACHIEVE



Outline of expectations term by term. The National Curriculum expectation for Primary Schools across the UK is that, by the end of Year 4, pupils are capable of recalling all 12 times tables up to 12×2 . With this in mind, this resource map was created to provide teachers with a schema for how to ensure that all pupils are capable of this by Year 4.

Year group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Count in 2's up to 24, linking with even numbers and supporting doubles. Count in multiples of 10 in order up to 120.	Consolidate counting in steps of 2, 5 and 10 in order from 0 up to $12 \times$.	Count in multiples of 3 to 12×3 in order from 0 fluently.	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 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.	Consolidation
Autumn 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.	Count in steps of 2 and 5 from 0 up to $12 \times$ fluently. Recall multiples of 10 up to 12×10 in any order, including missing numbers and related division facts with growing fluency.	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.	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 12×7 .		

			Introduce (relating to $\times 4$) and begin to count in multiples of 8 from 0 to 12×8 .			
Spring 1	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.	Recall multiples of 2 up to 12×2 in any order, including missing numbers and related division facts. Recall multiples of 10 up to 12×10 fluently.	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.	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	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.	Recall multiples of 5 up to 12×5 in any order, including missing numbers and related division facts. Recall multiples of 2 up to 12×2 in any order, including missing numbers and related division facts with growing fluency.	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.	Recall multiples of 7 in any order, including missing numbers and related division facts fluently. Fluently count in 9's in order up to 12×9 . Fluently count in 11's in order up to 12×11 .		
Summer 1	Count in multiples of 10, 2 and 5 in order with growing fluency.	Count in multiples of 3 to 12×3 in order from 0. Recall multiples of 2 up to 12×2 in any order, including missing numbers and related division facts fluently. Recall multiples of 5 up to 12×5 in any order, including missing numbers and related division facts with growing fluency.	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.	Recall multiples of 9 in any order, including missing numbers and related division facts with growing fluency (using $10 \times$ and adjusting by 1 group to find $9 \times$ 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 12×12 .		

Summer 2	Count in multiples of 10, 2 and 5 in order fluently.	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.	Recall multiples of 8 up to 12x8 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 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).		
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The National Curriculum expectation is that by the end of Year 4, children are able to recall all 12 tables up to 12x12.

To secure this, we recommended that the first term of Year 5 be used to consolidate by continuing your practice.

If you find that your children are working below the structure outlined in this document, we recommend tracking back to where your children are.