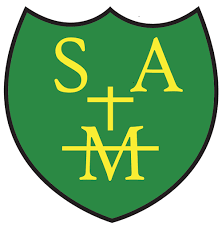
**Times Tables Fluency and Progression**

**2023-4**



At St Augustine’s we want to make sure our children are fluent mathematicians. **Fluency demands more of our students than memorisation** of a single procedure or collection of facts. It encompasses **a mixture of efficiency, accuracy and flexibility**. Fluency demands our children to be able to have the **flexibility to move between different contexts and representations of mathematics**, to recognise relationships and make connections, and to make appropriate choices from a whole toolkit of methods, strategies and approaches. It is vital that we provide our children with the opportunity to be fluent so that they are able to have quick and efficient recall of facts and procedures to support them in thinking strategically and solve problems. Through clear teaching of procedural and factual knowledge, we will support our children to get to automaticity with procedures and facts so that **it frees their minds to think about concepts.**

Our progression is centred around:

1. Spacing

2. Testing / Practice

3. Overlearning

It is important we provide our pupils the opportunity to embed their knowledge and understanding of times tables and corresponding division facts independently 3/4 times a week.

The times tables that is the focus for the week should be displayed on the board for children to complete.

For each times tables, children will progress through four steps:

**Step 1 Rote and relationships - multiplication only.** In this step, children will be able to identify the fact family and doubles and halves relationships through colour coding.

**Step 2 Memorisation - multiplication only.** In this step, children will be provided with the opportunity to complete a range of multiplication problems provided in a random order. This step is not colour coded.

**Step 3 Rote and relationships - multiplication and division facts.** In this step, children are exposed to corresponding division calculations once again within the colour coded system so that pupils can identify the fact family including doubles and halves relationships.

**Step 4 - Varied application.** In the final step, children are encouraged to apply their acquired knowledge in a varied application withproblems represented with missing numbers

**Times Tables Progression**

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| **Year 2** | | | | | | |
| Term 1a | Number bond consolidation | | | | | |
| Term 1b |
| Term 2a | 10 x tables | 10 x tables | 5 x tables | 5 x tables | 2 x tables | 2 x tables |
| Term 2b | 10 x tables | 10 x tables | 5 x tables | 5 x tables | 2 x tables | 2 x tables |
| Term 3a | 10 x tables | 5 x tables | 2 x tables | 10 x tables | 5 x tables | 2 x tables |
| Term 3b | 10 x tables | 5 x tables | 2 x tables | 10 x tables | 5 x tables | 2 x tables |
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| **Year 3** | | | | | | |
| Term 1a | 10 x tables | 10 x tables | 5 x tables | 5 x tables | 2 x tables | 2 x tables |
| Term 1b | 4 x tables | 4 x tables | 8 x tables | 8 x tables | 3 x tables | 3 x tables |
| Term 2a | 10 x tables | 5 x tables | 2 x tables | 4 x tables | 8 x tables | 3 x tables |
| Term 2b | 10 x tables | 5 x tables | 2 x tables | 4 x tables | 8 x tables | 3 x tables |
| Term 3a | 10 x tables | 5 x tables | 2 x tables | 4 x tables | 8 x tables | 3 x tables |
| Term 3b | 10 x tables | 5 x tables | 2 x tables | 4 x tables | 8 x tables | 3 x tables |

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| **Year 4** | | | | | | |
| Term 1a | 10 x tables | 5 x tables | 2 x tables | 4 x tables | 8 x tables | 3 x tables |
| Term 1b | 6 x tables | 6 x tables | 9 x tables | 9 x tables | 7 x tables | 7 x tables |
| Term 2a | 11 x tables | 11 x tables | 12 x tables | 4 x tables | 8 x tables | 3 x tables |
| Term 2b | 6 x tables | 9 x tables | 7 x tables | 11 x tables | 12 x tables | 4 x tables |
| Term 3a | 8 x tables | 3 x tables | 6 x tables | 9 x tables | 7 x tables | 11 x tables |
| Term 3b | 12 x tables | 4 x tables | 8 x tables | 3 x tables | 6 x tables | 9 x tables |

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| **Year 5** | | | | | | |
| Term 1a | 10 x tables | 5 x tables | 2 x tables | 4 x tables | 8 x tables | 3 x tables |
| Term 1b | 6 x tables | 9 x tables | 7 x tables | 11 x tables | 12 x tables | 4 x tables |
| Term 2a | 8 x tables | 3 x tables | 6 x tables | 9 x tables | 7 x tables | 11 x tables |
| Term 2b | 12 x tables | 4 x tables | 8 x tables | 3 x tables | 6 x tables | 9 x tables |
| Term 3a | 7 x tables | 11 x tables | 12 x tables | 4 x tables | 8 x tables | 3 x tables |
| Term 3b | 6 x tables | 9 x tables | 7 x tables | 11 x tables | 12 x tables | 4 x tables |

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| **Year 6** | | | | | | |
| Term 1a | 4 x tables | 8 x tables | 3 x tables | 6 x tables | 9 x tables | 7 x tables |
| Term 1b | 11 x tables | 12 x tables | 4 x tables | 8 x tables | 3 x tables | 6 x tables |
| Term 2a | 9 x tables | 7 x tables | 11 x tables | 12 x tables | 4 x tables | 8 x tables |
| Term 2b | 3 x tables | 6 x tables | 9 x tables | 7 x tables | 11 x tables | 12 x tables |
| Term 3a | Consolidation | | | | | |
| Term 3b |