

## Times Tables Progression

By the end of Year 4, all children should have a quick and accurate recall of all multiplication facts up to  $12 \times 12$ . This essential knowledge not only supports success in fractions and division but is also a key foundation for deeper mathematical reasoning across Upper Key Stage 2. A secure understanding of times tables enables children to focus less on calculation and more on *problem-solving, patterns and connections*—core aims of mastery teaching.

We believe that children should be given regular, structured opportunities to see, explore and understand the mathematical structures, patterns and relationships within the times tables. This includes recognising connections (e.g. between multiples, factors, and inverse operations), using visual representations (such as arrays and number patterns), and engaging in reasoning tasks that deepen conceptual understanding, rather than rote memorisation alone.

The table below shows which times tables facts are learnt in which year groups at Lowca:

Reception	Year 1	Year 2	Year 3	Year 4	Year 5 and 6
I can count in <i>steps of 1</i> . I can count in <i>steps of 2</i> .	I know all of the reception counting stages.  I know my <i>2 times tables</i> . I know my <i>5 times tables</i> I know my <i>10 times tables</i> . .	I know all of the Year 1 counting stages and times tables.  I know my <i>3 times tables</i> . I know my <i>4 times tables</i>	I know all of the previous years' times tables.  I know my <i>8 times tables</i> I know my <i>6 times tables</i> I know my <i>11 times tables</i>	I know <i>all</i> of the previous years' times tables  I know my <i>9 times tables</i> I know my <i>7 times tables</i> I know my <i>12 times tables</i>	Regular consolidation of all times tables.