Times tables

February 2025

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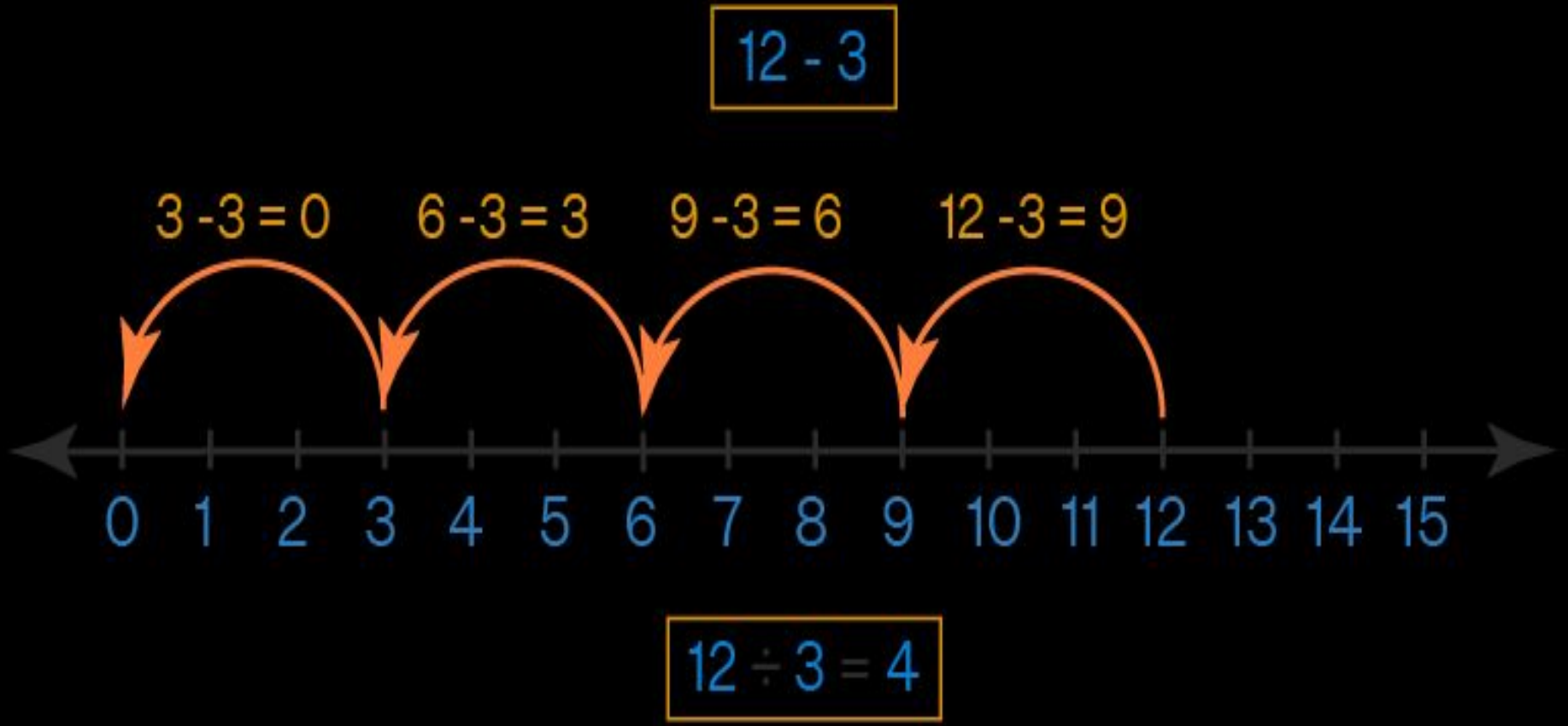
Aims of this session

- General awareness about the teaching of times tables at Hillside
- Progress from Year 2 to Year 4 and beyond
- Links to other areas of the curriculum

Multiplication as Repeated Addition

$$3 \times 4 = 12$$

Repeated Subtraction



Year Group	Expectation
Year 1	Count in multiples of **2, 5 and 10**. Recall and use all **doubles to 10** and corresponding halves.
Year 2	Recall and use multiplication and division facts for the **2, 5 and 10** times tables including recognising **odd and even numbers**.
Year 3	Recall and use multiplication and division facts for the **3, 4 and 8** times tables.
Year 4	Recall and use multiplication and division facts for tables up to **12 x 12**
Year 5	Revision of all times tables and division facts up to **12 x 12**
Year 6	Revision of all times tables and division facts up to **12 x 12**

Multiplication is commutative

8 x 2 is the same as 2 x 8. Children need to understand that multiplication can be completed in any order to produce the same answer. Sometimes this link needs to be made explicit.

$8 \times 2 = 16$

1	3	5	7	9	11	13	15
2	4	6	8	10	12	14	16

$2 \times 8 = 16$

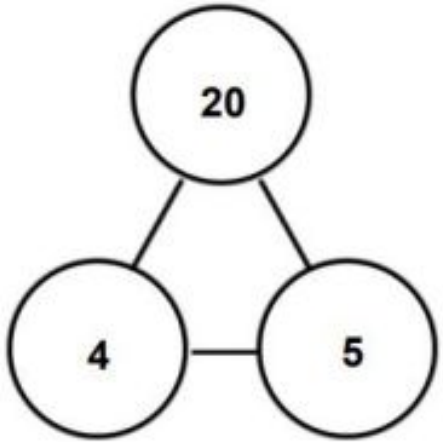
1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16

Multiplication is the inverse of division

24 ÷ 6 = 4 can be worked out because 6 x 4 = 24. Using pictorial representations (such as arrays) is useful here for children to see the link between multiplication and division.

Number families

4 x 5 = 20, 5 x 4 = 20, 20 ÷ 5 = 4, 20 ÷ 4 = 5 Due to their commutative understanding, children should also be able to see whole number families. This helps children find missing numbers in a calculation e.g. ☐ X 4 = 20



Using known facts

7 x 12 = ?

I know 7 x 11 = 77

So I add another 7 to 77, to get my answer 77 + 7 = 84

By using known facts from 'easier' times tables, children should be able to find answers with increasing speed. I know that 3 x 7 = 21 This means that I can calculate 6 x 7 because double 3 is 6, so I can double 21 because the answer to 6 x 7 will be double the answer to 3 x 7. 6 x 7 = 42

Times Tables

36 facts to take us up to 9 x 9 **– the building block facts**

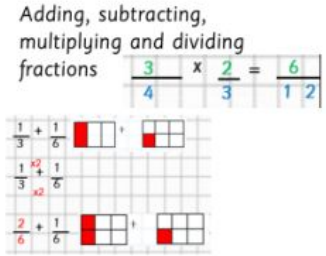
2 x 2	10 x 1							
3 x 2	10 x 2	5 x 3	3 x 3					
4 x 2	10 x 3	5 x 4	4 x 3	4 x 4				
5 x 2	10 x 4	5 x 5						
6 x 2	10 x 5	6 x 5	6 x 3	6 x 4	8 x 6		6 x 6	
7 x 2	10 x 6	7 x 5	7 x 3	7 x 4	8 x 7	7 x 7	7 x 6	
8 x 2	10 x 7	8 x 5	8 x 3	8 x 4	8 x 8			
9 x 2	10 x 8	9 x 5	9 x 3	9 x 4	9 x 8	9 x 7	9 x 6	9 x 9
	10 x 9							
8 facts	**9 facts**	**7 facts**	**6 facts**	**5 facts**	**4 facts**	**2 facts**	**3 facts**	**1 fact**
By the end of Y2: 24 facts learnt 45 facts still to learn			**By end of Y3:** 15 facts learnt 27 facts still to learn			**By end of Y4** 27 facts learnt to complete building blocks (including 11x & 12x below)		

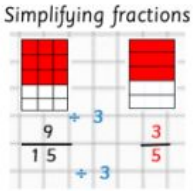
Year 4: 21 more facts

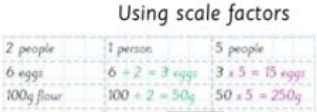
11 x 2	11 x 3	11 x 4	11 x 5	11 x 6	11 x 7	11 x 8	11 x 9	11 x 10	11 x 11	
12 x 2	12 x 3	12 x 4	12 x 5	12 x 6	12 x 7	12 x 8	12 x 9	12 x 10	12 x 11	12 x 12

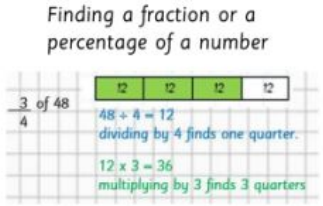
What order should facts be learnt in?

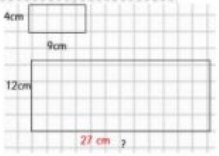
- Fractions.
- Decimals.
- Multiplication.
- Division.
- Area.
- Ratio.
- Square and cube numbers.
- Place value.
- Prime numbers.
- Common multiples.
- Factors.

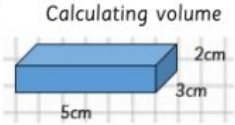


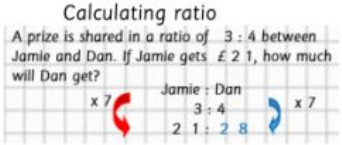


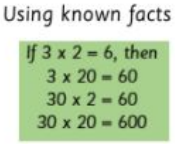


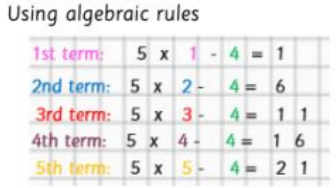


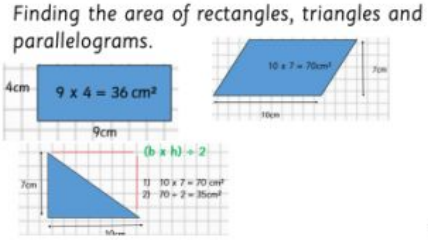


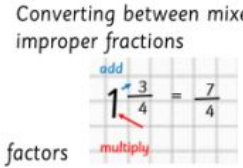


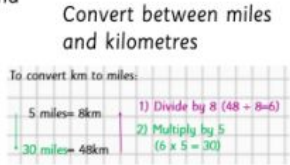


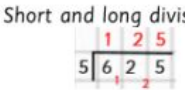


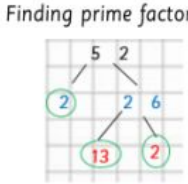


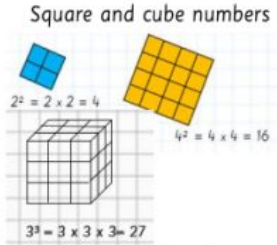


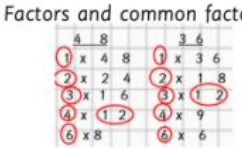


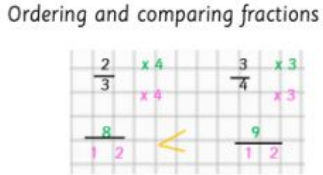


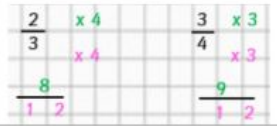


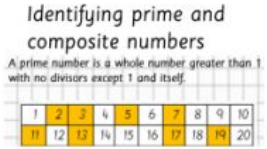


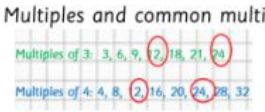


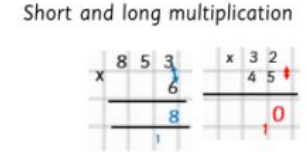












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