1x table	10x table	5x table	2x table	4 x table	8x table	3x table	6 x table	9 x table	7x table	11x table	12x table
1 x 1											
2 x 1		2 x 5	2 x 2		3 x 8	3 x 3					
3 x 1	2 x 10	3 x 5	3 x 2	3 x 4	6 x 8	6 x 3	6 x 6		7 x 7		
4 x 1	3 x 10	4 x 5	4 x 2	4 x 4	7 x 8	7 x 3	7 x 6	7x 9	11 x 7	11 x 11	12 x 12
5 x 1	4 x 10	5 x 5	6 x 2	6 x 4	8 x 8	9 x 3	9 x 6	9 x 9	12 x 7	12 x 11	
6 x 1	5 x 10	6 x 5	7 x 2	7 x 4	9 x 8	11 x 3	11 x 6	11 x 9			1 FACT
7 x 1	6 x 10	7 x 5	8 x 2	8 x 4	11 x 8	12 x 3	12 x 6	12 x 9	3 FACTS	2 FACTS	
8 x 1	7 x 10	8 x 5	9 x 2	9 x 4	12 x 8						
9 x 1	8 x 10	9 x 5	11 x 2	11 x 4		6 FACTS	5 FACTS	4 FACTS			
10 x 1	9 x 10	11 x 5	12 x 2	12 x 4	7 FACTS						
11 x 1	10 x 10	12 x 5									
12 x 1	11 x 10			8 FACTS							
	12 x 10	10 FACTS	9 FACTS								
12 FACTS											
	11 FACTS										

YEAR	First half term	Second half term	Third half term	Fourth half term	Fifth half term	Sixth half term
Year 1	Experience of counting in 1s, 2s, 5s and 10s					
Year 2	x1	x10 ANS	x5 ANS	x2 ANS	x2 ANS	Revision ANS
Year 3	x5 x10 ANS ANS	x2 ANS	x4 ANS	x 8 ANS	x 3 ANS	Revision ANS
Year 4	x6 ANS	x9 ANS	x7 ANS	x7 x11 ANS	x12 ANS	Revision ANS Test: June

Exploration and practice
The broad shape of our approach used:

- **Component 1:** In each class, a whole half term is devoted to a new times table.

- **Component 2:** Within that half term, three whole lessons are devoted to exploring each new times table – developing connections, exploring the patterns and creating a deeper understanding of multiplicative reasoning

- **Component 3:** Three or more times a week in every class there's a five- to ten-minute 'retrieval practice' session, including one or more of the following: games, counting-stick work, step counting using manipulatives, chanting and technology-based, quick-reaction exercises. Pupils will then be asked to complete a 60 mixed practice question test.

Example sequence of learning for Year 3:

Autumn 1 4 x table		Retrieval Practice
Dedicated 4x table lesson	**Week 1**	Complete Garage-Heatmap Baseline Multiplication 1
	Week 2	Multiplication 2 Missing number 1 Missing number 2
Dedicated 4x table lesson	**Week 3**	Division 1 Division 2 Check 1
	Week 4	Multiplication 3 Missing number 3 Division 3
Dedicated 4x table lesson	**Week 5**	Multiplication 4 Missing numbers 4 Division 4
	Week 6	Complete Garage-Heatmap Check 2

Key teaching components:

- the order that each class encounters each new times table
- how multiplications are presented in writing. For example the 6 times table appears as 1 × 6, 2 × 6, 3 × 6... rather than 6 × 1, 6 × 2, 6 × 3.... However, pupils should still secure an understanding of the commutative law of multiplication. E.g. 6 x1 = 1 x 6
- linking each new times table, at the outset, to the real world.

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