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| **EYFS** | |
| EYFS | **Term 1 and 2:** Counting to 10 and double facts 1+1 and 2+2.  **Term 3:** Bonds to 5 (link to composition) and 1 more/1 less relationship. Double facts 3+3, 4+4 and 5+5.  **Term 4:** Bonds to 10 (link to composition) and 1 more/1 less relationship. Consolidate double facts 1-5.  **Term 5 and 6:** Step count in 10s and secure ELGs as follows:  -Verbally count beyond 20, recognising the pattern of the counting system through knowledge of counting in 10s.  -With a focus on reasoning and structure, develop secure recall of number bonds to 5 (including subtraction facts) and some number bonds to 10, without reference to rhymes, counting or other aids.  -Sharing and grouping e.g. Distribute items fairly, for example, put 3 marbles in each bag. Recognise when items are distributed unfairly.  -Odd and evens (link to making pairs/ sharing equally between two groups) |
| **KS1** | |
| Year 1 | **Term 1/2/3:** Aiming to secure number bonds to 10 and reasoning about associated facts (e.g. 6 + 4 = 10, therefore 4 + 6 = 10 and 10 – 6 = 4). Revisit step counting in 10s (10 more/10 less) in order to consolidate counting in 1s to 100 forwards and backwards to understand the structure of the next multiple of 10 (link to 1 more/1 less and dual counting).  **Term 4:** Step count in 5s (link to 5p coins and show repeated addition on a number line)  **Term 5:** Step count in 2s (link to 2p coins and show repeated addition on a number line)  Times tables on TTRS should be set as follows, but only after the initial teaching phase has been completed. It is important for this strategy to keep the cohort together in their times tables learning.  **Term 6:** 10 times table, building on step counting to recall facts (link to 10p coins and show repeated addition on a number line) |
| Year 2 | **Term 1:** Close any gaps with additive facts, particularly number bonds and double facts (6+6, 7+7, 8+8, 9+9). Keep 10 times table ticking over through TTRS and a weekly FunKey Maths game.  The focus of times tables teaching and learning in Year 2 is on developing fluent step counting and conceptual understanding of what multiplication and division facts represent and how times tables are structured. Times tables on TTRS should be set as follows, but only after the initial teaching phase has been completed. It is important for this strategy to keep the cohort together in their times tables learning.  **Term 2:** 10 times table (link to prior learning in Year 1)  **Term 3:** 5 times table (recognise relationship with 10 times table)  **Term 4:** 2 times table (link to doubling and halving)  **Term 5:** 3 times table (begin with step counting in 3s, rather than during the Term 1 Place Value block of learning)  **Term 6:** Consolidation of 2, 3, 5 and 10 times tables |
| **KS2** | |
| Year 3/4  **Year A** | **Term 1:** Close any gaps with KS1 additive facts (number bonds and double facts). During times tables practise, consolidate 2s, 3s, 5s and 10s.  Times tables on TTRS should be set as follows, but only after the initial teaching phase has been completed. It is important for this strategy to keep the cohort together in their times tables learning.  **Term 2:** 3 times table (link to prior learning in Year 2)  **Term 3:** 6 times table  **Term 4:** 7 times table  **Term 5:** 11 times table  **Term 6:** Consolidation of Term 2-5.  **Term 3-6:** Online preparation for multiplication check. |
| Year 3/4  **Year B** | **Term 1:** Close any gaps with KS1 additive facts (number bonds and double facts). During times tables practise, consolidate 2s, 3s, 5s and 10s.  Times tables on TTRS should be set as follows, but only after the initial teaching phase has been completed. It is important for this strategy to keep the cohort together in their times tables learning.  **Term 2:** 4 times table  **Term 3:** 8 times table  **Term 4:** 9 times table  **Term 5:** 12 times table  **Term 6:** Consolidation of Term 2-5.  **Term 3-6:** Online preparation for multiplication check. |
| Year 5 | **For children below the Expected Standard:**  Intervention strategies for those unable to skip count and/or recall / derive facts within 6 seconds. Focus of intervention work to be on times tables facts for 3x up to 9x.  2 times table to be taught as doubling facts and 10 times table to be taught through place value**.**  **For all children:**   * Product focussed exploration (developing a rich understanding of related products, relationships between factor pairs for the same product and ability to rapidly identify all factors, not just times table factors) * Focus on primes and squares (play FunKey Squares and Primes) * Reasoning activities (FunKey Fix, FunKey Fact or Fiction; FunKey Best of Three; FunKey Bar Models; FunKey Venn Diagrams) * Weekly rehearsal of known facts through application of times table facts in other maths areas (e.g. using algorithms, simplifying fractions, fractions of a quantity, area, extrapolations to powers of 10 questions etc.) * Games (FunKey Uno, FunKey Rummy, FunKey Poker, Squares and Primes) |
| Year 6 | **Intervention strategies for children below the Expected Standard as above.**  **For all children:**   * Product exploration (developing a rich understanding of linked facts and swift knowledge of factors, including for powers of 10) * Reasoning activities (see above) * Weekly rehearsal (see above) * Games (see above) |