

Hunstanton Primary School



Times tables Policy

Approved by:	Governing body
Approval date:	March 2026
Review cycle:	Every 3 years
Review date:	March 2029
Person responsible:	Maths Subject Lead

The Multiplication Table Check (or MTC) was introduced in June 2022 for all children at the end of Year 4 to test how fluently children can remember their times tables up to 12. This was as a result of research that identified multiplication tables as a fundamental skill on which more complex mathematical knowledge and ability is built. Times table competence allows a reduction in cognitive load to enable children to focus on more complex mathematical concepts. Currently the test comprises of 25 questions and each child is given a limited amount of time to answer each multiplication fact.

Times table practice is a whole school responsibility and not just KS2 or Year 4. Times table practice begins early in Reception with daily counting through to Year 5 and 6 where times tables practice develops more complex multiplicative reasoning skills. This allows for times tables teaching to be spread throughout the primary years and be embedded into long term memory.

At Hunstanton, times tables are taught in the following order:

Reception - Daily counting

Year 1 - Counting in 1s, 2s, 5s & 10s

Year 2 – 2s, 5s & 10 times tables, more able cohorts may start learning 3s.

Year 3 - 3s, 4s, 6, & 8 times tables

Year 4 - 7s, 9s, 11s & 12 times table

Year 5 & 6 - Targeted intervention continues for any children who have not achieved full marks (25/25) on the MTC and developing multiplicative reasoning.

The grids below outline the progression of times tables taught from Year 2 to Year 6.

Sections highlighted in blue indicate the multiplication facts that pupils will already have secured prior to beginning instruction on the new timetable. Children are explicitly taught that multiplication is commutative (e.g. 3×4 is equal to 4×3). This understanding supports fluency, reduces the number of new facts to learn, and helps pupils recognise patterns and relationships within and across times tables.

Year 2

1 x 2	1 x 5	1 x 10
2 x 2	2 x 5	2 x 10
3 x 2	3 x 5	3 x 10
4 x 2	4 x 5	4 x 10
5 x 2	5 x 5	5 x 10
6 x 2	6 x 5	6 x 10
7 x 2	7 x 5	7 x 10
8 x 2	8 x 5	8 x 10
9 x 2	9 x 5	9 x 10

10 x 2	10 x 5	10 x 10
11 x 2	11 x 5	11 x 10
12 x 2	12 x 5	12 x 10

Year 3

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

Year 4

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

Times tables will be explicitly taught before testing. Various methods of teaching will support learning and practice. Teachers will balance explicit teaching of multiplication concepts with consistent, engaging practice and testing.

At Hunstanton Primary School the teaching of times tables is supported in the following ways:

- Mastering Number
- Use of a counting sticks
- Timetable games
- Times Table Rockstars

MTC (Multiplication Times Table Check)

To support pupils completing the test the school will explore and use the accessibility arrangements for each pupil and use as appropriately. The test will be undertaken on a 1:1 basis with an adult that the pupil feels familiar with. They will be reminded of the operation of the test and be allowed to start when they are ready, again using the accessibility arrangements that are appropriate to them. Competency in times tables does not stop at the end of Year 4. If pupils have not gained full marks at the MTC then practice will continue into Years 5 and 6. Where pupils have gained near full marks or full marks then teachers will need to continue to develop fluency beyond times table rote recall to further develop multiplicative reasoning.