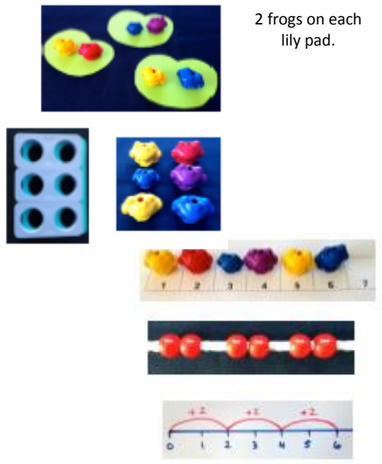
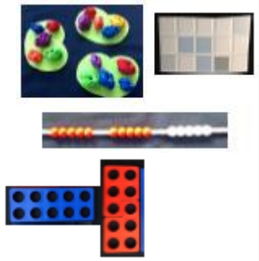
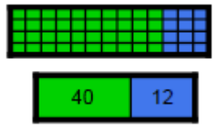
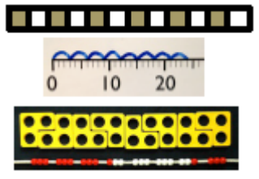
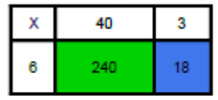
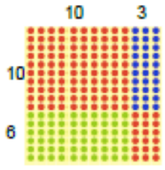
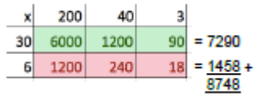
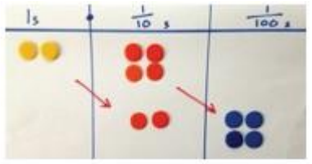
Year	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum End of Year Expectations	Count in 1s	Count in 2s	2 x table	Review 2x. 5x and 10x	4x, 8x tables 10 times bigger	4x, 8x tables 100, 1000 times bigger	Multiplication facts up to 12 x 12
	Count in 2s	Count in 10s	10 x table	4x table	3x, 6x and 12x tables	3x, 6x and 12x tables 10, 100, 1000 times smaller	Partition to multiply mentally
		Doubles up to 10	Doubles up to 20 and multiples of 5	Double two digit numbers	Double larger numbers and decimals	Double larger numbers and decimals	Double larger numbers and decimals
		Count in 5s	5 x table	8 x table	3x, 9x tables	3x, 9x tables	Multiplication facts up to 12 x 12
		Double multiples of 10	Count in 3s	3 x table	11x, 7x tables	11x, 7x tables Partition to multiply mentally	Partition to multiply mentally
		Count in 2s, 5s and 10s	2x, 5x and 10x tables	6 x table or review others	6x, 12x tables	6x, 12x tables	Double larger numbers and decimals
Written Methods	Mark making	Pictorial representations and arrays with the support of the teacher.	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.	Write and calculate mathematical statements for ÷ using the x tables they know progressing to formal written methods.	Multiply two- and three-digit numbers by a digit number using formal written layout. 243 x 6 = 1458 (1) digit one-	Multiply to 4 digits by a digit number formal written including long multiplication numbers. 243 x 36 = 1458 + 7290 = 8748 (1) numbers up one or two- using a method, for two-digit	Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. 5172 x 38 = 41376 + 155160 = 196536 (1) (2) (1 5 1) 5172 x 38 = 41376 + 155160 (2) = 196536 (1) 5172 x 38 = 41376 (1 5 1) + 155160 (2) = 196536 (1)
Developing Conceptual Understanding			5 frogs on each lily pad 5 x 3 - 15  5 x 2 = 2 x 5 Build tables on counting stick  Link to repeated addition 	If I know 10 x 8 = 80 then…  So 13 x 4 = 10 x 4 +3 x 4  Build tables on counting sticks 	43 x 6 by partitioning   40 x 6 = 240 3 x 6 = 18 43 x 6 = 258 If I know 4 x 6 = 24, then 40 x 6 is ten times bigger, 40 x 60 is one hundred times bigger. 13 x 16 by partitioning  100 + 30 + 60 + 18 = 208 Building tables on a counting stick 	Grid method linked to formal written method.  If I know 4 x 6 then 0.4 x 6 is ten times smaller, 0.4 x 0.6 is ten times smaller again. 	
With jottings …..in your head	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representation and arrays with the support of the teacher.	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representation and arrays with the support of the teacher.	Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in context.	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental methods.	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Recognise and use factor pairs and commutativity in mental calculations.	Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers. Establish whether a number up to 100 is prime.	Perform mental calculations, including with mixed operations and large numbers.
Just know it!	Count in multiples of 2s. Doubles facts to 10.	Count in multiples of twos, fives and tens.	Recall and use x and ÷ facts for the 2, 5 and 10 x tables, including recognising odd and even numbers.	Recall and use x and ÷ facts for the 3, 4 and 8 times table.	Recall x and ÷ facts for x tables up to 12 x 12.	Recall prime numbers up to 19. To know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Recognise and use square numbers, cube numbers and the notation for squared (^{2}) and cubed (^{3}).	