

Multiplication facts learned in each year

Year 1	Year 2			Year 3			Year 4				
1x	10x	5x	2x	4x	8x	3x	6x	9x	7x	11x	12x
		half 10x		double 2x	double 4x		double 3x	6x add 3x		10x add 1x	10x add 2x
1x1=1											
2x1=2	2x10=20	2x5=10	2x2=4								
3x1=3	3x10=30	3x5=15	3x2=6	3x4=12	3x8=24	3x3=9					
4x1=4	4x10=40	4x5=20	4x2=8	4x4=16							
5x1=5	5x10=50	5x5=25									
6x1=6	6x10=60	6x5=30	6x2=12	6x4=24	6x8=48	6x3=18	6x6=36				
7x1=7	7x10=70	7x5=35	7x2=14	7x4=28	7x8=56	7x3=56	7x6=42	7x9=63	7x7=49		
8x1=8	8x10=80	8x5=40	8x2=16	8x4=32	8x8=64						
9x1=9	9x10=90	9x5=45	9x2=18	9x4=36	9x8=72	9x3=72	9x6=54	9x9=81			
10x1=10	10x10=100										
11x1=11	11x10=110	11x5=55	11x2=22	11x4=44	11x8=88	11x3=88	11x6=66	11x9=99	11x7=77	11x11=121	
12x1=12	12x10=120	12x5=60	12x2=24	12x4=48	12x8=96	12x3=96	12x6=72	12x9=108	12x7=84	12x11=132	12x12=144
12 facts	11 facts	10 facts	9 facts	8 facts	7 facts	6 facts	5 facts	4 facts	3 facts	2 facts	1 fact
12 facts in Y1	30 facts in Y2			21 facts in Y3			15 facts in Y4				

Children should learn (and remember) that multiplication is commutative in order for this approach to be successful.

For children to become fluent, they need to experience these facts in different representations and contexts, with variation in the structure of the calculation, for example $8 \times 2 = 16$ can also appear as $16 = 8 \times 2$, and they should also recall the related division fact for the multiplication, for example $8 \times 2 = 16$ so $16 \div 2 = 8$

With children being in school for 39 weeks of the year, the learning of these facts is manageable with the most facts being learned in Year 2, but this averaging out as less than 1 fact per week.