

Year 4 Fluency Focus: Number Facts Yearly Overview

10-minute daily fluency session | Autumn, Spring and Summer

End-of-year expectation

By the end of Year 4, children should have memorised multiplication tables up to and including 12×12 and have secure, increasingly automatic recall of the corresponding division facts. They should maintain the tables secured previously and explicitly secure the 7, 9, 11 and 12 times tables, while continuing to strengthen 6 and 8 because these, alongside 7, 9 and 12, receive particular emphasis in the Multiplication Tables Check (MTC).

Children should use commutativity, inverse relationships, factor relationships and known facts to derive less familiar facts before these become automatic. By the summer term, the emphasis should shift strongly towards rapid, accurate, mixed retrieval of all multiplication facts to 12×12 in preparation for the statutory MTC.

Facts should be taught as connected families so that children recognise relationships between multiplication and division and use known facts to derive less familiar facts efficiently. Previously taught additive facts should continue to be retrieved regularly so that earlier fluency is maintained.

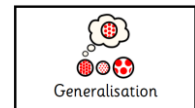
Year 4 facts to be secured

Multiplicative fluency: Maintain automatic recall of previously taught tables and secure multiplication and corresponding division facts for all tables to 12×12 , with explicit teaching of $7\times$, $9\times$, $11\times$ and $12\times$.

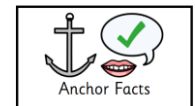
Derived fluency: Use place value, known and derived facts to calculate mentally, including scaling known facts by 100, multiplying by 0 and 1, dividing by 1, recognising factor pairs and multiplying three numbers where appropriate.

Derived → automatic: Explicitly teach efficient relationships first (for example $9\times$ as $10\times$ minus one group, $11\times$ as $10\times$ plus one group, and $12\times$ as $10\times$ plus $2\times$), then move towards instant recall.

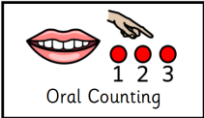
When introducing a new fact family, introduce and explicitly teach the related generalisation.

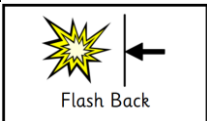


An anchor fact is a key number fact that we know well and use to help us work out other facts.



Structure of Fluency Focus!

Approx. time	Element		Purpose
2 mins	Oral Counting		Count forwards/backwards in the current focus. Use chanting, missing numbers, 'what comes next/before?' and pattern spotting.
4–5 mins	Current fact family		Explicit oral rehearsal of the current multiplication/division fact family. Encourage children to explain relationships, use known facts to derive less familiar facts and move towards automatic recall.

2–3 mins	Flash Back		Mix previously taught multiplication/division facts so learning is retained. Include missing-number questions, division, factor relationships and quick-fire recall.
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Autumn: weekly teaching sequence

Autumn revisits and secures earlier tables, strengthens the 6x table and explicitly teaches the 7x, 9x and 11x tables through connected facts and efficient derivation.

Week	Oral Counting	Current Fact Teaching	Generalisation	Cumulative retrieval
1	Count forwards/backwards in 1s across 1,000 boundaries from varied starting points.	RETRIEVE and secure 6x and $\div 6$ facts from Year 3.	A 6x fact is double the corresponding 3x fact.	2x, 3x, 4x, 5x, 8x and 10x + related division.
2	Count in 25s from 0; notice links to 50 and 100.	Introduce 7x using known 5x and 2x facts.	$n \times 7$ can be derived from $n \times 5 + n \times 2$.	$6x \div 6$ + earlier tables.
3	Count forwards/backwards in 1,000s from different multiples.	Develop 7x facts; use commutativity and known anchors.	Factors can change order without changing the product.	6x, 7x + mixed earlier tables.
4	Count in 6s from 0; use missing numbers and pattern spotting.	Secure 7x multiplication facts.	Adjacent multiples of 7 differ by 7.	Mixed multiplication + division retrieval.
5	Count forwards/backwards in 25s from varied appropriate multiples.	Introduce 9x using 10x minus one equal group.	$n \times 9 = n \times 10 - n$.	7x + earlier tables.
6	Count in 7s from 0; include missing multiples.	Develop and secure 9x facts.	Each multiple of 9 is 9 more; 9x can be derived efficiently from 10x.	6x, 7x, 8x + related division.
7	Count forwards/backwards in 1,000s across boundaries.	Introduce corresponding $\div 7$ and $\div 9$ facts through inverse relationships.	Known multiplication facts give related division facts.	Mixed $7x \div 7$, $9x \div 9$ and earlier tables.
8	Count in 6s from varied multiples; compare with counting in 3s.	Introduce 11x facts.	$n \times 11 = n \times 10 + n$.	7x, 9x + division.
9	Count forwards/backwards in 25s; include missing numbers.	Secure 11x and introduce corresponding $\div 11$ facts.	Multiplication and division are inverse operations.	Mixed all taught tables.
10	Count in 9s from 0; compare the sequence with 10s.	Interleave 6x, 7x, 9x and 11x fact families.	Use the most efficient known relationship rather than counting from the beginning.	3x, 4x, 8x, 5x, 10x retrieval.

11	Mix statutory counting in 6s, 7s, 9s, 25s and 1,000s; vary starting points.	CONSOLIDATE Autumn multiplication and division facts.	Fluent recall becomes faster and more accurate through varied retrieval.	All tables taught so far.
12	ASSESS AND RETRIEVE Autumn learning.			

Spring: weekly teaching sequence

Spring secures the 12x table and corresponding division facts, then increasingly interleaves all multiplication and division facts to 12 x 12, with extra retrieval of the more difficult 6, 7, 8, 9 and 12 tables.

Week	Oral Counting	Current fact teaching	Generalisation	Cumulative retrieval
1	Revisit counting in 25s and 1,000s from varied starting points.	Retrieve 6x, 7x, 9x and 11x multiplication/division facts.	Known facts should be recalled without rebuilding the sequence.	3x, 4x, 8x + Year 2 tables.
2	Count in 6s from 0 and varied multiples; use missing numbers.	Introduce 12x as double 6x and as 10x + 2x.	$n \times 12$ can be derived by doubling $n \times 6$ or combining $n \times 10$ and $n \times 2$.	Earlier tables.
3	Count forwards/backwards in 7s; identify missing multiples.	Develop 12x multiplication facts.	Adjacent multiples of 12 differ by 12.	6x, 7x, 8x, 9x.
4	Count in 9s from 0; notice patterns in the ones digits.	Secure 12x and introduce corresponding $\div 12$ facts.	A known multiplication fact gives related division facts.	11x + mixed earlier facts.
5	Count forwards/backwards in 25s; cross 100 boundaries.	CONSOLIDATE 7x, 9x, 11x and 12x fact families.	Use commutativity and inverse relationships to reduce the number of facts that feel new.	All previous tables.
6	Count in 1,000s from varied multiples; cross 10,000 where appropriate.	Interleave all multiplication facts to 12 x 12.	Products in a multiplication table are multiples of that table number.	Corresponding division facts.
7	Mix counting in 6s, 7s and 9s without linking to the current fact family.	Interleave multiplication and division facts; include missing factors and quotients.	Use inverse relationships to find missing factors and quotients.	Extra retrieval: 6, 7, 8, 9 and 12.
8	Mixed counting in 25s and 1,000s; include missing-number sequences.	Recognise factor pairs within 100 using known table facts.	Factor pairs multiply to make the same product; multiplication is commutative.	All tables to 12.
9	Count in 6s, 7s and 9s from 0; compare the sequences.	Scale known multiplicative facts by 100, e.g. $3 \times 4 = 12 \rightarrow 300 \times 4 = 1,200$.	Place value lets us derive facts 100 times the size.	Mixed multiplication/division recall.
10	Mixed statutory counting challenge: 6s, 7s, 9s, 25s and 1,000s.	Multiply by 0 and 1; divide by 1; multiply three numbers using known facts.	Multiplying by 1 keeps the number the same; multiplying by 0 gives 0.	All tables, especially 6, 7, 8, 9, 12.

11	Rapid oral counting with changing sequences and missing numbers.	MTC-style mixed multiplication recall: all tables to 12×12 , in random order.	Automatic recall means answering accurately without deriving or skip-counting.	Target identified slower facts.
12	ASSESS AND RETRIEVE Spring learning.			

Summer: weekly teaching sequence

Summer prioritises rapid, accurate mixed recall of all multiplication facts to 12×12 before the statutory MTC. For 2026–27, the MTC administration window begins Monday 7 June 2027. After the check, fluency is maintained and applied to division, factors and larger calculations.

Week	Oral Counting	Current fact teaching	Generalisation	Cumulative retrieval
1	Mixed statutory counting in 6s, 7s, 9s, 25s and 1,000s from varied starting points.	Baseline mixed recall of all multiplication facts to 12×12 ; identify individual gaps.	Accurate recall comes before speed; practise the facts that are least secure.	Heavy retrieval of 6, 7, 8, 9 and 12.
2	Count forwards/backwards in 25s and 1,000s; include missing numbers.	Target $7 \times$ and $9 \times$ alongside corresponding division facts.	Use derivation only as a bridge; the goal is automatic recall.	Mixed all tables to 12.
3	Count in 6s, 7s and 9s from 0; switch between sequences.	Target $6 \times$, $8 \times$ and $12 \times$; compare related facts.	6, 8 and 12 can be connected to known doubles and related tables.	$7 \times$, $9 \times$, $11 \times$ + division.
4	Mixed oral counting challenge using 6s, 7s, 9s, 25s and 1,000s.	All tables randomised; focus on difficult facts and reversed factor order.	Commutativity helps connect equivalent multiplication facts.	Target facts identified from assessment.
5	Count forwards/backwards across 1,000 boundaries from varied starting numbers.	MTC-format familiarisation: 25 mixed multiplication questions, up to 12×12 ; practise responding within 6 seconds without sacrificing accuracy.	The MTC assesses instant multiplication recall, not division or working-out strategies.	Extra weighting in practice for 6, 7, 8, 9 and 12.
6	Mixed statutory counting; focus on accurate pattern recognition rather than speed.	Final targeted practice before the MTC: revisit individual gaps rather than introducing new facts.	Secure known facts through spaced, mixed retrieval.	All tables to 12×12 .
7	Light mixed counting in 6s, 7s, 9s, 25s and 1,000s around the MTC window.	MTC WINDOW: begins Monday 7 June 2027. Keep fluency practice brief and familiar around the check.	Recall should be automatic, accurate and calm.	No new multiplication facts; maintain secure recall.
8	Revisit counting in 25s and 1,000s from varied multiples.	Post-MTC: maintain all tables and reconnect multiplication to corresponding division facts.	Multiplication knowledge supports division, factors and wider calculation.	All tables to 12 + division.
9	Count in 6s, 7s and 9s; include missing-number sequences.	Apply known facts to factor pairs and	Known table facts help identify factors	Mixed tables and division.

		mental multiplication/division.	and multiples efficiently.	
10	Mixed counting across all Year 4 statutory sequences.	Apply known facts to larger calculations and scaling by 100.	Known facts can be scaled using place value.	All multiplication/division facts.
11	ASSESS AND SECURE end-of-year multiplication/division fluency.			
12	Targeted oral counting based on assessment gaps.	RETEACH AND SECURE identified gaps; prepare for Year 5 application.	Choose the most efficient known fact or relationship.	Individual next steps.

Year 4 curriculum fluency coverage

- Multiplication/division: recall multiplication and division facts for all multiplication tables up to 12×12 ; explicitly secure $7\times$, $9\times$, $11\times$ and $12\times$ while maintaining all previously taught tables.
- National Curriculum counting: count in multiples of 6, 7, 9, 25 and 1,000, alongside cumulative retrieval of other useful sequences.
- Mental/derived facts: use place value, known and derived facts to multiply and divide mentally, including $\times 0$, $\times 1$, $\div 1$, factor pairs, multiplying three numbers and scaling known facts by 100.
- MTC preparation: develop instant, accurate recall of all multiplication facts to 12×12 . Give additional retrieval to 6, 7, 8, 9 and 12 because the MTC framework places greater emphasis on these tables.
- 2027 timing: the statutory MTC administration window begins Monday 7 June 2027. Summer teaching therefore front-loads diagnosis, targeted retrieval and timed-format familiarisation before this date, followed by continued application after the check.
- MTC format: 25 multiplication questions; pupils have 6 seconds for each question. Division is not assessed in the MTC, but remains a statutory Year 4 curriculum expectation and should continue throughout the year.