

Year 3 Fluency Focus: Number Facts Yearly Overview

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

End-of-year expectation

By the end of Year 3, children should have secure and increasingly automatic recall of multiplication and corresponding division facts for the 2, 3, 4, 5, 6, 8 and 10 times tables.

Children should maintain automatic recall of the 2, 5 and 10 times tables secured in Year 2, while developing automaticity in the new Year 3 tables: 3, 4, 6 and 8.

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.

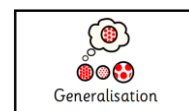
Year 3 facts to be secured

Multiplicative fluency: Maintain automatic recall of the 2x, 5x and 10x tables, and secure multiplication and corresponding division facts for the 3x, 4x, 6x and 8x tables.

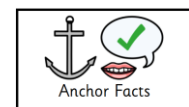
Additive fluency: Secure fluency in addition and subtraction facts that bridge 10 through continued practice, while maintaining automatic recall of previously secured facts within 10, doubles and near doubles.

Derived → automatic: Explicitly teach children to use relationships between tables to derive unfamiliar facts before working towards automatic 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 fact family. Encourage children to make connections, explain relationships and use known facts to derive less familiar facts.
2–3 mins	Flash Back	Mix previously taught facts so learning is retained. Include addition, subtraction, missing-number questions and quick-fire recall.

Autumn: weekly teaching sequence

Autumn revisits and secures the 2, 5 and 10 times tables from Year 2 before using known $2\times$ facts to develop the $4\times$ table and beginning to connect $4\times$ to $8\times$.

Week	Oral Counting	Current Fact Teaching	Generalisation	Cumulative retrieval
1	Count forwards/backwards in 1s across 100 boundaries from varied starting points.	RETRIEVE $2\times$ and $\div 2$ facts.	Multiplying by 2 is the same as doubling.	Addition/subtraction within 10. Include addition/subtraction facts that bridge 10.
2	Count forwards/backwards in 10s from different multiples of 10.	RETRIEVE $5\times$ and $\div 5$ facts.	Multiples of 5 end in 0 or 5.	$2\times \div 2$ + additive facts.
3	Count forwards/backwards in 50s; notice links to 100s. Include counting from 0 in 50s.	RETRIEVE $10\times$ and $\div 10$ facts.	Multiples of 10 end in 0.	$2\times$, $5\times$ + additive facts.
4	CONSOLIDATE $2\times$, $5\times$ and $10\times$ fact families.			
5	Count forwards/backwards in 2s from varied multiples.	Introduce $4\times$ as double the corresponding $2\times$ fact.	A $4\times$ fact is double the corresponding $2\times$ fact.	$2\times \div 2$, $5\times \div 5$ and additive facts.
6	Count forwards/backwards in 5s from varied multiples. Include counting from 0 in 4s.	Develop $4\times$ facts using known $2\times$ facts.	If I know $n \times 2$, I can double the product to find $n \times 4$.	Mixed $2\times$, $5\times$ and $10\times$.
7	Count forwards/backwards in 10s from varied starting multiples.	Secure $4\times$ multiplication facts.	Changing the order of the factors does not change the product.	Earlier multiplication + additive facts. Include addition/subtraction facts that bridge 10.
8	Count forwards/backwards in 100s; include missing numbers.	Introduce corresponding $\div 4$ facts through multiplication relationships.	Multiplication and division are inverse operations.	$4\times + 2\times$, $5\times$ and $10\times$.
9	Mixed oral counting in 1s, 10s, 50s and 100s. Include counting from 0 in 100s.	Secure $4\times$ and $\div 4$ fact families.	One multiplication fact can give us related multiplication and division facts.	All previously taught tables.
10	Count forwards/backwards in 4s to revisit the known structure used to derive 8s.	Introduce $8\times$ by doubling known $4\times$ facts.	An $8\times$ fact is double the corresponding $4\times$ fact.	$4\times \div 4$ + Year 2 tables.
11	Count forwards/backwards in 2s and 4s; compare patterns. Include counting from 0 in 4s and 8s.	Develop $8\times$ facts using known $4\times$ facts.	If I know $n \times 4$, I can double the product to find $n \times 8$.	Mixed multiplicative and additive retrieval.
12	ASSESSMENT WEEK			

Spring: weekly teaching sequence

Spring secures the 8 times table before introducing the 3 and 6 times tables, making explicit connections between known facts.

Week	Counting / multiplicative focus	Current fact teaching	Generalisation	Cumulative retrieval
1	Count forwards/backwards in 10s across 100 boundaries.	Revisit and secure 8x multiplication facts.	An 8x fact is double the corresponding 4x fact.	2x, 4x, 5x and 10x.
2	Count forwards/backwards in 100s from varied starting multiples.	Introduce corresponding ÷8 facts.	Multiplication and division are inverse operations.	8x + earlier tables.
3	Count forwards/backwards in 50s; include missing numbers.	Secure 8x and ÷8 fact families.	A known multiplication fact gives us related division facts.	Mixed multiplicative + additive retrieval. Include addition/subtraction facts that bridge 10.
4	Count forwards/backwards in 2s and 4s.	Introduce 3x, connecting to known 2x facts.	A 3x fact can be found from a 2x fact by adding one more equal group.	4x/8x + Year 2 tables.
5	Count forwards/backwards in 5s and 10s; compare patterns.	Develop 3x multiplication facts.	Each next multiple of 3 is 3 more.	Mixed earlier tables.
6	Count forwards/backwards in 4s from varied multiples.	Secure 3x multiplication facts.	Changing the order of the factors does not change the product.	Additive facts + earlier tables. Include addition/subtraction facts that bridge 10.
7	Count forwards/backwards in 1s across 100 boundaries.	Introduce corresponding ÷3 facts.	Multiplication and division are inverse operations.	3x + earlier tables.
8	Mixed oral counting in 10s, 50s and 100s.	Secure 3x and ÷3 fact families. Introduce scaling known additive facts by 10, e.g. $8 + 6 = 14 \rightarrow 80 + 60 = 140$.	A multiplication fact can help us know related division facts. If I know a number fact, place value can help me derive a fact 10 times the size.	Mixed multiplicative retrieval.
9	Count forwards/backwards in 3s to support the relationship used to derive 6s.	Introduce 6x by doubling known 3x facts.	A 6x fact is double the corresponding 3x fact.	3x/÷3 + earlier tables.
10	Count forwards/backwards in 2s and 3s; compare patterns.	Develop 6x multiplication facts using 3x.	If I know $n \times 3$, I can double the product to find $n \times 6$.	Mixed multiplication/division.
11	Count forwards/backwards in 4s and 8s to retrieve earlier learning.	Secure 6x multiplication facts and introduce related ÷6 facts. Apply scaling by 10 to known multiplicative facts, e.g. $3 \times 4 = 12 \rightarrow 30 \times 4 = 120$.	Multiplication and division are inverse operations. Known multiplication and division facts can be scaled by 10 using place value.	All previously taught tables.
12	CONSOLIDATE AND ASSESSMENT			

Summer: weekly teaching sequence

Summer secures the 6 times table and moves increasingly towards interleaved retrieval of all Year 3 multiplication and division facts, with the emphasis shifting from deriving facts towards automatic recall.

Week	Counting / multiplicative focus	Current fact teaching	Generalisation	Cumulative retrieval
1	Count forwards/backwards in 3s from varied multiples.	Secure $6\times$ and $\div 6$ fact families.	A $6\times$ fact can be derived by doubling the corresponding $3\times$ fact.	$3\times$ + earlier tables.
2	Count forwards/backwards in 4s and 8s; compare the sequences.	Compare $3\times$ and $6\times$ relationships.	The $6\times$ table contains doubles of the corresponding $3\times$ facts.	$2\times$, $5\times$ and $10\times$.
3	Count forwards/backwards in 2s, 5s and 10s from varied multiples.	Compare $4\times$ and $8\times$ relationships.	The $8\times$ table contains doubles of the corresponding $4\times$ facts.	$3\times/6\times$ + additive facts. Include addition/subtraction facts that bridge 10.
4	Count forwards/backwards in 50s and 100s.	SECURE Year 2 multiplicative facts. Retrieve scaled additive and multiplicative facts $\times 10$.	Facts already known automatically can help us derive other facts. If I know a fact, I can use place value to derive a fact 10 times the size.	$3\times$, $4\times$, $6\times$, $8\times$.
5	Count forwards/backwards in 4s from varied multiples.	Secure $3\times/\div 3$ and $6\times/\div 6$.	Look for relationships rather than counting from the beginning.	$2\times$, $4\times$, $5\times$, $8\times$, $10\times$.
6	Count forwards/backwards in 3s from varied multiples.	Secure $4\times/\div 4$ and $8\times/\div 8$.	Known facts can help us derive less familiar facts.	$2\times$, $3\times$, $5\times$, $6\times$, $10\times$.
7	Count forwards/backwards in 1s and 10s across boundaries.	Interleave multiplication and division fact families.	Use the inverse to find a missing factor or quotient.	Additive retrieval. Include addition/subtraction facts that bridge 10. Include mental 3-digit $\pm$ ones/tens/hundreds where appropriate.
8	Count forwards/backwards in 100s; start from different multiples.	Mixed multiplication/division including missing-number facts. Include scaled multiplication/division facts and missing-number facts.	Multiplication facts are connected rather than isolated.	All Year 3 facts. Include facts such as $3 \times 4 = 12 \rightarrow 30 \times 4 = 120$ and $12 \div 4 = 3 \rightarrow 120 \div 4 = 30$.
9	Mixed counting in 2s, 3s, 4s, 5s, 8s and 10s from varied multiples.	Interleave all Year 3 multiplication/division facts.	Fluent mathematicians recognise relationships between facts.	Additive + multiplicative retrieval.
10	CONSOLIDATE Include mental 3-digit $\pm$ ones/tens/hundreds in mixed retrieval.			
11	ASSESSMENT			
12	RETEACH AND SECURE identified gaps.			

Year 3 curriculum fluency coverage

- Multiplication/division: secure statutory Year 3 recall and use of the $3\times$, $4\times$ and $8\times$ tables and corresponding division facts, while maintaining $2\times$, $5\times$ and $10\times$ and extending to $6\times$ as preparation for Year 4.
- Additive facts: secure addition and subtraction facts that bridge 10 through continued practice and cumulative retrieval.
- Derived facts: use known additive and multiplicative facts, together with place value, to derive facts 10 times the size.
- Counting: include counting from 0 in multiples of 4, 8, 50 and 100, alongside broader cumulative oral counting.
- Mental calculation: revisit adding and subtracting ones, tens and hundreds to/from three-digit numbers through Flash Back activities where appropriate.