

Number fact knowledge at Coleridge

Why number facts matter

At Coleridge Primary School, we believe that strong number fact knowledge is the foundation for all mathematical learning. Children need to develop secure, fluent and flexible knowledge of number facts if they are to become successful mathematicians.

Without strong number fact knowledge and proficiency, children can find it difficult to reason mathematically, solve problems and apply their mathematical knowledge to increasingly complex procedures as they move through school. Secure knowledge of number facts reduces the cognitive load involved in calculation and allows children to focus their thinking on the mathematical structure of a problem.

For this reason, number fact knowledge is a high priority across our school and is taught explicitly as a standalone session from Reception through to Year 6. Our approach is carefully sequenced so that children build knowledge progressively, moving from early understanding of quantity and number relationships towards increasingly sophisticated multiplicative and proportional reasoning.

The roadmap: Reception to Year 6

Children move along the route as their knowledge becomes secure. Mathematical language grows alongside the facts, so children can explain what they know, spot patterns and make connections.



Reception

Subitising, counting and number composition

Children learn to recognise small quantities without counting each object, develop their counting, and explore how numbers are made up of smaller numbers. They compare quantities and begin to understand how numbers relate to each other.



Years 1 and 2

Addition and subtraction facts

Following the principles of the Mastering Number programme, children build fluent recall and a deep understanding of the relationships between numbers.



Year 3

Multiplication and division begin

Once additive and subtractive knowledge is secure, the formal times-table programme starts. Children learn:

- equal groups and arrays
- how multiplication and division are linked



As children move up the school

Connecting and applying

Children build a conceptual understanding of factors and multiples, and later connect multiplication and division to

fractions, decimals and ratio. They use secure recall to reason and solve problems. In Year 4, they take the national Multiplication Tables Check.



Leaving Coleridge

Our aim

Secure number fact knowledge, efficient recall, strong mathematical language, and the ability to apply what they know when reasoning and solving problems.

How we teach times tables

We begin in Year 3. Each new table starts with groups and equal groups, so children understand what the facts mean before they practise recalling them. Rote learning sits on top of understanding.

A typical session

- 1 Learn one new fact each day, and rehearse the facts already learned.
- 2 Chant the times tables already known.
- 3 Complete a two-minute times-table test.
- 4 Mark the test themselves, reading each fact aloud.
- 5 Record the result on a spreadsheet to track progress over time.

$3 \times 2 = 6$: three twos are six.

This consistent oral rehearsal helps children develop the rhythm and fluency of the multiplication tables. Repeated retrieval and rehearsal support the development of increasingly automatic recall, allowing facts to become securely embedded in long-term memory and reducing the cognitive effort required when children encounter multiplication and division in more complex mathematical contexts.

Using the results

Staff use test results and Times Tables Rock Stars heat maps to spot the facts each child keeps getting wrong. This shapes morning work, intervention and everyday questioning in class.

Children who need more help work with teaching assistants. Year 6 times-table buddies support younger children. All staff know which table each child is learning and which facts they find hard, so they can reinforce learning throughout the day.

We celebrate improvement as well as high scores, because progress and perseverance matter.

Closing gaps quickly

Children learn number facts at different rates, so we find gaps early and deal with them straight away, before they become wider barriers to learning.

From Year 1 onwards, children who have gaps in their number fact knowledge are assessed and placed into targeted intervention according to the stage of knowledge they need to develop.

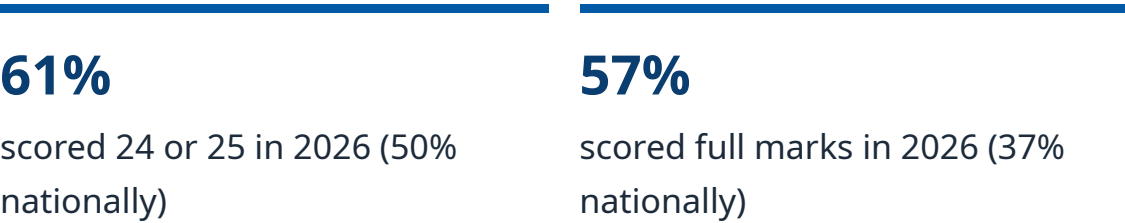
For example, children who are not yet secure with subitising work on the earliest stage of the programme. Children with gaps in addition

and number fact knowledge are placed at the appropriate stage within the subsequent stages of intervention. This ensures that intervention is based on identified need rather than year-group expectation.

We track these children carefully. Teachers and teaching assistants know what each child knows, what they do not yet know and what to practise next.

Our Year 4 Multiplication Tables Check results

Our times-table data shows clear strength in fluency and recall. Over the last three years, pupils averaged **21.4 out of 25**, against 20.6 nationally. In 2025 the average was **21.9** against 21.0 nationally, even though the cohort had high levels of disadvantage (FSM).



Pupils scoring 24 or 25 out of 25 in 2026. The dark marker shows the national figure.

Group	Coleridge	National	
Boys	65%	52%	<div></div>
Disadvantaged pupils	53%	37%	<div></div>
Pupils without identified SEND	65%	56%	<div></div>

Pupils scoring full marks (25 out of 25) in 2026.

Group	Coleridge	National	
All pupils	57%	37%	
Boys	60%	39%	
Disadvantaged pupils	47%	27%	
Pupils without identified SEND	61%	41%	

■ Coleridge | National average

Other groups also do very well in 2026. Of our pupils with English as an Additional Language (EAL), 67% scored 24 or more and 60% scored full marks. Of our non-disadvantaged pupils, 73% scored 24 or more and 73% scored full marks.

Rapid, accurate recall from an early age gives pupils a strong base for Key Stage 2, where attainment and higher-standard results are significantly above national and similar-school averages.

Our shared approach

Number fact knowledge is not viewed as an isolated aspect of mathematics at Coleridge Primary School. It is the foundation upon which children's wider mathematical learning is built.

Through explicit teaching, conceptual understanding, systematic practice, retrieval, assessment and targeted intervention, we aim to ensure that every child develops the fluency and confidence they need to use mathematics successfully.

Our ultimate aim is for children to leave Coleridge Primary School with secure number fact knowledge, efficient recall, strong mathematical

language and the ability to apply their knowledge when reasoning and solving problems.

Coleridge Primary School, Rotherham