



Progression guidance for Maths – Number and place value

Progression of skills and knowledge in Maths					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number and place value					
1NPV-1 Count within 100, forwards and backwards, starting with any number.		3NPV-1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10.	4NPV-1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.	5NPV-1 Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.	6NPV-1 Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000).
	2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.	3NPV-2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.	4NPV-2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning.	5NPV-2 Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.	6NPV-2 Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning. Identify and place the position of five- and six-digit multiples of one thousand numbers, on a marked, but unlabelled number line.

Progression of skills and knowledge in Maths

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number and place value					
1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$.	2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.	3NPV-3 Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.	4NPV-3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.	5NPV-3 Reason about the location of any number with up to 2 decimal places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.	6NPV-3 Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts.
		3NPV-4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.	4NPV-4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.	5NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.	6NPV-4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.
				5NPV-5 Convert between units of measure, including using common decimals and fractions.	
				Read and write negative numbers.	
				Interpret sets of negative and positive numbers in a range of contexts.	
				Use their knowledge of positive and negative numbers to interpret graphs.	
					Explain how ten thousand and one hundred thousand can be composed.
					Read and write numbers up to one million.

Progression guidance for Maths – Number facts

Progression of skills and knowledge in Maths					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number facts					
1NF-1 Develop fluency in addition and subtraction facts within 10.	2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice.	3NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.			
1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.		3NF-2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.	4NF-1 Recall multiplication and division facts up to, and recognise products in multiplication tables as multiples of the corresponding number.	5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.	
			4NF-2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.		
		3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).	4NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100).	5NF-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).	

Progression guidance for Maths – Addition and subtraction

Progression of skills and knowledge in Maths					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition and subtraction					
1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.	2AS-1 Add and subtract across 10.	2AS-1 Add and subtract across 10. 3AS-1 Calculate complements to 100.			6AS/MD-1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number).
1AS-2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.	2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".	3AS-2 Add and subtract up to three-digit numbers using columnar methods.	3AS-2 Add and subtract up to three-digit numbers using columnar methods.	Use knowledge of addition to efficiently add commonly used prices.	6AS/MD-2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.
				Use knowledge of subtraction to calculate the change due when paying whole pounds or notes.	
				Find the change when purchasing several items.	
	2AS-3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.	3AS-3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure. Understand and use the		Use and explain the most efficient strategies when adding and subtracting quantities of money.	6AS/MD-3 Solve problems involving ratio relationships.

Progression of skills and knowledge in Maths

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition and subtraction					
		commutative property of addition, and understand the related property for subtraction.		Use the most efficient and reliable strategy to find the change when purchasing several items.	
	2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.				6AS/MD-4 Solve problems with 2 unknowns. Explain how addition and subtraction can help to solve multiplication and division problems efficiently. Explain how the distributive law applies to multiplication and division problems. Use knowledge of the distributive law to solve problems and equations including the four operations.

Progression guidance for Maths – Multiplication and division

Progression of skills and knowledge in Maths					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication and division					
	2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.	3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.	4MD-1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.	5MD-1 Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.	6AS/MD-1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number).
	commutativity, doubling and halving 2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).		4MD-2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.	5MD-2 Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.	6AS/MD-2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.
			4MD-3 Understand and apply the distributive property of multiplication.	5MD-3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.	6AS/MD-3 Solve problems involving ratio relationships.
				5MD-4 Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.	6AS/MD-4 Solve problems with 2 unknowns. Explain how addition and subtraction can help to solve multiplication and division problems efficiently.

Progression of skills and knowledge in Maths

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication and division					
					Explain how the distributive law applies to multiplication and division problems.
					Use knowledge of the distributive law to solve problems and equations including the four operations.

Progression guidance for Maths – Fractions

Progression of skills and knowledge in Maths					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions					
	count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line	3F-1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.	3F-1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.		6F-1 Recognise when fractions can be simplified, and use common factors to simplify fractions.
recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	recognise, find, name and write fractions ($\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$) of a length, shape, set of objects or quantity	3F-2 Find unit fractions of quantities using known division facts (multiplication tables fluency).		5F-1 Find non-unit fractions of quantities.	6F-2 Express fractions in a common denomination and use this to compare fractions that are similar in value.
	write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$	3F-3 Reason about the location of any fraction within 1 in the linear number system.	4F-1 Reason about the location of mixed numbers in the linear number system.		6F-3 Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.
			4F-2 Convert mixed numbers to improper fractions and vice versa.	5F-2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system.	
		3F-4 Add and subtract fractions with the same denominator, within 1.	4F-3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.	5F-3 Recall decimal fraction equivalents for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$, and for multiples of these proper fractions.	

Progression guidance for Maths – Geometry

Progression of skills and knowledge in Maths					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry					
1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.	2G–1 Describe and compare 2D and 3D shapes.	3G–1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.	4G–1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.	5G–1 Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.	
				5G–2 Compare areas and calculate the area of rectangles (including squares) using standard units.	Explain how to calculate the area of a triangle and a parallelogram.
1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.		3G–2 Draw polygons by joining marked points, and identify parallel and perpendicular sides.	4G–1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.		6G–1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.
			4G–2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons.		Explain why shapes can have the same perimeters but different areas, and the same area but different perimeters. Describe the relationship between scale factors and side lengths of two shapes. Describe the relationship between scale factors and perimeters of two shapes.

Progression of skills and knowledge in Maths

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry					
			4G-3 Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.		
	Order and arrange combinations of mathematical objects in patterns and sequences.				
	Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).				Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane and reflect them in the axes.

Progression guidance for Maths – Measurement

Progression of skills and knowledge in Maths					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement					
	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value			Explain and represent whole pounds and pence as a quantity of money.	
	Find different combinations of coins that equal the same amounts of money			Explain how to compare amounts of money.	
				Convert quantities of money between pounds and pence.	
	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.				
	Compare and sequence intervals of time.				
	Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.				
	Know the number of minutes in an hour and the number of hours in a day.				

Progression of skills and knowledge in Maths

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement					
	Pupils use standard units of measurement with increasing accuracy, using their knowledge of the number system. They become fluent in telling the time on analogue clocks and recording it.	Read, write and convert time between analogue and digital 12- and 24-hour clocks.			
		Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.			
	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.				
	Compare and order lengths, mass, volume/capacity and record the results using >, < and = .				

Progression guidance for Maths – Statistics

Progression of skills and knowledge in Maths					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statistics					
					Interpret and construct pie charts and line graphs and use these to solve problems.
					Calculate and interpret the mean as an average.
					Explain how to use the mean to make comparisons between two sets of information.
					Explain when the mean is not an appropriate representation of a set of data.