Fernwood Primary and Nursery School

Maths Intent

Subject Progression 2022-2023

At Fernwood Primary and Nursery school, we aim for all of our children to become successful mathematicians. Maths is seen as a vital and integral part of our school curriculum. We want children to develop the correct skills that will set them up for use in later life. We want our children to learn and develop a variety of strategies and concepts; both mental and written that will enable them to tackle a wide range of practical and investigative problems. Our children are encouraged to adopt and apply new vocabulary to explain their mathematical thinking. Arithmetic and basic maths skills are practised daily during Fluency fitness to ensure key mathematical concepts are embedded and children can recall their knowledge to see the links between topics in Maths.
It is therefore our intent for every child to develop a sound understanding of Maths, equipping them with the skills of calculation, reasoning and problem solving that they need in life beyond school.

This document illustrates the progression of each Mathematical strand through school and the sequence in which the learning of objectives takes place, step by step from F2 to Year 6.

Calculation Policy

S:\FPNS Curriculum\Calculation Policy\addition-and-subtraction.pdf

..\..\..\FPNS Curriculum\Calculation Policy\multiplication-and-division.pdf

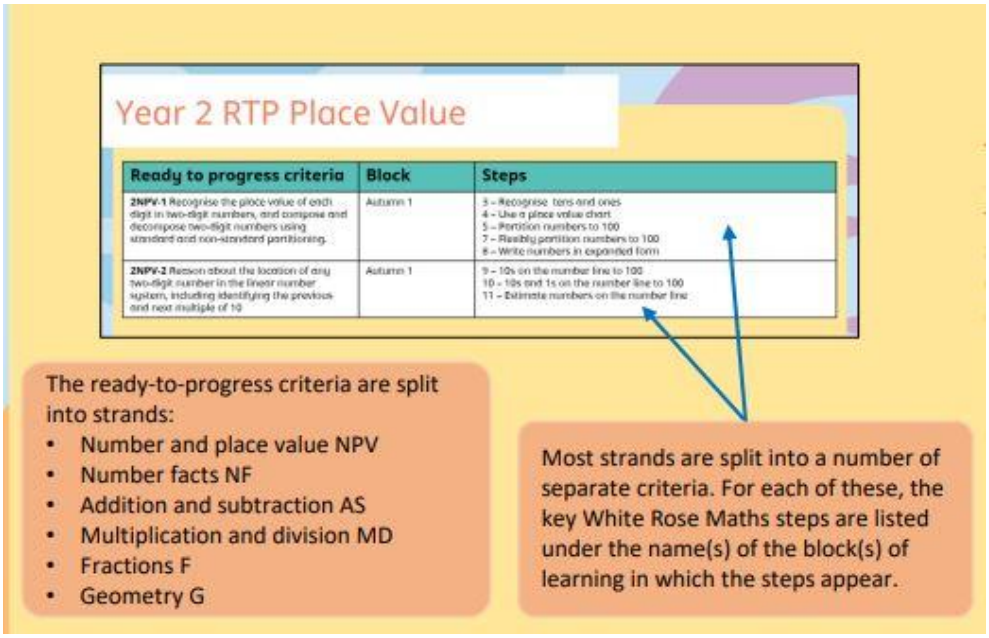
National Curriculum Progression

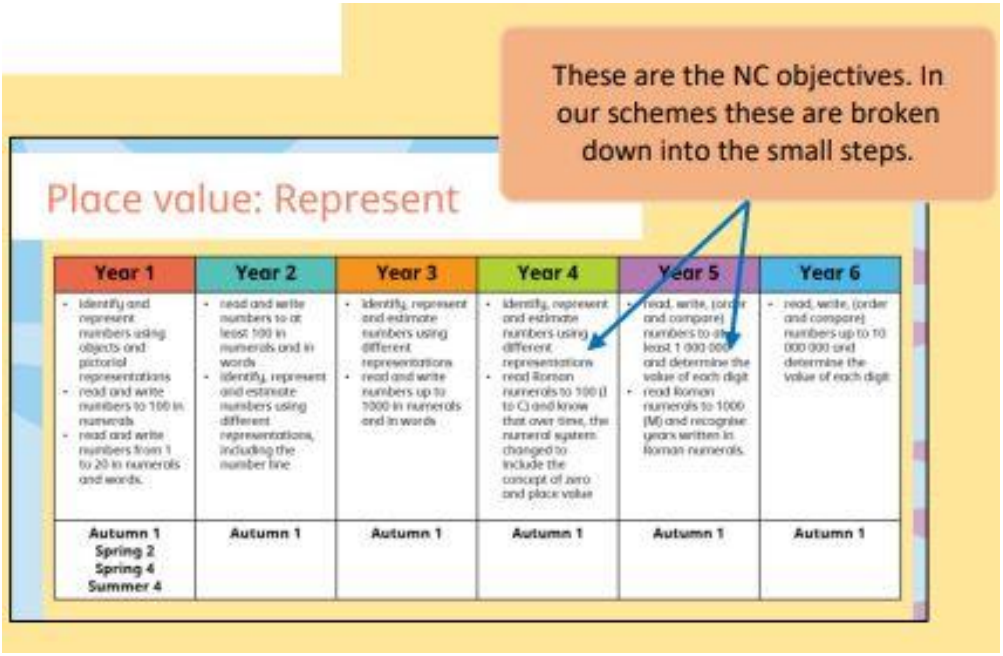
The aim of this progression document is to give an at-a-glance guide to how the WRM curriculum links to the Key Stage 1 and 2 national curriculum, and how it progresses through topics.

In each of the major topic areas (Number, Measurement, Geometry and Statistics), the curriculum has been broken down into key areas. For each of these areas, you can then see which NC objectives are covered that year, together with the term and block in which that objective is first met in V3 of the WRM scheme.

ready-to-progress criteria in the new DfE maths guidance for KS1 and KS2

https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/





The 'Ready to Progress' RTP criteria is created by the DFE as part of their assessments of pupils' learning. This document also lists the key steps in the White Rose Maths schemes of learning that support each of the 'Ready to progress' criteria, in the same sections as the national curriculum objectives.

Place Value

Place value: Count

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count numbers to 100 in numerals; count in multiples of twos, fives and tens	• count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	• count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	• count in multiples of 6, 7, 9, 25 and 1000 • count backwards through zero to include negative numbers	• count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • count forwards and backwards with positive and negative whole numbers, including through zero	
Autumn 1 Spring 1 Spring 3 Summer 4	Autumn 1	Autumn 1 Autumn 3	Autumn 1 Autumn 4	Autumn 1 Summer 4	

Note in the WRM scheme negative numbers are introduced in Year 5

Place value: Represent

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• identify and represent numbers using objects and pictorial representations • read and write numbers to 100 in numerals • read and write numbers from 1 to 20 in numerals and words	• read and write numbers to at least 100 in numerals and in words • identify, represent and estimate numbers using different representations, including the number line	• identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words	• identify, represent and estimate numbers using different representations • read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value	• read, write, (order and compare) numbers to at least 1 000 000 and determine the value of each digit • read Roman numerals to 1000 (M) and recognise years written in Roman numerals	• read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit
Autumn 1 Spring 1 Spring 3 Summer 4	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1

Place value: Use and compare

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• given a number, identify one more and one less	• recognise the place value of each digit in a two-digit number (tens, ones) • compare and order numbers from 0 up to 100; use <, > and = signs	• recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000	• find 1000 more or less than a given number • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • order and compare numbers beyond 1000	• (read, write) order and compare numbers to at least 1 000 000 and determine the value of each digit	• (read, write), order and compare numbers up to 10 000 000 and determine the value of each digit
Autumn 1 Spring 1 Spring 3 Summer 4	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1

Place value: Problems/Rounding

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• use place value and number facts to solve problems	• solve number problems and practical problems involving these ideas	• round any number to the nearest 10, 100 or 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers	• interpret negative numbers in context • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above	• round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across zero • solve number and practical problems that involve all of the above
	Autumn 1	Autumn 1	Autumn 1	Autumn 1	Autumn 1

Year 1 RTP Place value

Ready to progress criteria	Block	Steps
1NPV-1 Count within 100, forwards and backwards, starting with any number.	Autumn 1	6 – Count on from any number 8 – Count backwards within 10
	Spring 1	1 – Count within 20
	Spring 3	1 – Count from 20 to 50 3 – Count by making groups of tens
	Summer 4	1 – Count from 50 to 100
1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	Autumn 1	11 – Fewer, more, same 12 – Less than, greater than, equal to 13 – Compare numbers 14 – Order objects and numbers 15 – The number line
	Spring 1	8 – The number line to 20 9 – Use a number line to 20 11 – Compare numbers to 20 12 – Order numbers to 20
	Spring 3	6 – The number line to 50

Year 2 RTP Place value

Ready to progress criteria	Block	Steps
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.	Autumn 1	3 – Recognise tens and ones 4 – Use a place value chart 5 – Partition numbers to 100 7 – Flexibly partition numbers to 100 8 – Write numbers in expanded form
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	Autumn 1	9 – 10s on the number line to 100 10 – 10s and 1s on the number line to 100 11 – Estimate numbers on the number line

Year 3 RTP Place value

Ready to progress criteria	Block	Steps
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	Autumn 1	4 – Hundreds
	Autumn 2	10 – Make connections
	Autumn 3	4 – Multiples of 5 and 10
	Spring 2	5 – Equivalent lengths (metres and centimetres) 6 – Equivalent lengths (centimetres and millimetres)
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.	Autumn 1	5 – Represent numbers to 1,000 6 – Partition numbers to 1,000 7 – Flexible partitioning of numbers to 1,000 8 – Hundreds, tens and ones
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	Autumn 1	9 – Find 1, 10 or 100 more or less 10 – Number line to 1,000 11 – Estimate on a number line to 1,000 12 – Compare numbers to 1,000 13 – Order numbers to 1,000
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.	Autumn 1	10 – Number line to 1,000 11 – Estimate on a number line to 1,000 14 – Count in 50s
	Spring 2	1 – Measure in metres and centimetres 2 – Measure in millimetres 3 – Measure in centimetres and millimetres

Year 4 RTP Place value

Ready to progress criteria	Block	Steps
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	Autumn 1	4 - Thousands
	Spring 1	3 – Multiply by 10 4 – Multiply by 100 5 – Divide by 10 6 – Divide by 100
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.	Autumn 1	5 – Represent numbers to 10,000 6 – Partition numbers to 10,000 7 – Flexible partitioning of numbers to 10,000
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.	Autumn 1	8 – Find 1, 10, 100, 1,000 more or less 9 – Number line to 10,000 10 – Estimate on a number line to 10,000 11 – Compare numbers to 10,000 12 – Order numbers to 10,000 14 – Round to the nearest 10 15 – Round to the nearest 100 16 – Round to the nearest 1,000 17 – Round to the nearest 10,000
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.	Autumn 1	9 – Number line to 10,000 10 – Estimate on a number line to 10,000

Year 5 RTP Place value

Ready to progress criteria	Block	Steps
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	Spring 3	1 – Decimals up to 2 decimal places
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.	Spring 3	1 – Decimals up to 2 decimal places
5NPV-3 Reason about the location of any number with up to 2 decimals 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.	Spring 3	8 – Order and compare decimals (same number of decimal places) 9 – Order and compare any decimals with up to 3 decimal places 10 – Round to the nearest whole number 11 – Round to 1 decimal place
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.	Spring 3	2 – Equivalent fractions and decimals (tenths) 3 – Equivalent fractions and decimals (hundredths) 15 – Equivalent fractions, decimals and percentages
5NPV-5 Convert between units of measure, including using common decimals and fractions.	Summer 5	3 – Convert units of length 4 – Convert between metric and imperial units 5 – Convert units of time

Year 6 RTP Place value

Ready to progress criteria	Block	Steps
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).	Autumn 1	4 – Powers of 10
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.	Autumn 1	1 – Numbers to 1,000,000 2 – Numbers to 10,000,000 3 – Read and write numbers to 10,000,000
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.	Autumn 1	6 – Compare and order any integers 7 – Round any integers
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.	Autumn 1	5 – Number line to 10,000,000
	Autumn 5	2 – Convert metric measures
	Spring 3	5 – Multiply by 10, 100 and 1,000 6 – Divide by 10, 100 and 1,000

Addition and Subtraction

Addition & subtraction: Calculations

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• add and subtract one-digit and two-digit numbers to 20, including zero	• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ➢ a two-digit number and ones ➢ a two-digit number and tens ➢ two two-digit numbers ➢ adding three one-digit numbers	• add and subtract numbers mentally, including: ➢ a three-digit number and ones ➢ a three-digit number and tens ➢ a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	• add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	• add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers	• perform mental calculations, including with mixed operations and large numbers • use their knowledge of the order of operations to carry out calculations involving the four operations
Autumn 2 Spring 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2

Addition & subtraction: Problems

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9	• solve problems with addition and subtraction: ➢ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ➢ applying their increasing knowledge of mental and written methods	• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
Autumn 2 Spring 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2	Autumn 2

Year 1 RTP Number facts

Ready to progress criteria	Block	Steps
1NF-1 Develop fluency in addition and subtraction facts within 10	Autumn 2	5 – Number bonds within 10 6 – Systematic number bonds within 10 7 – Number bonds to 10
	Spring 2	2 – Add ones using number bonds 6 – Subtract ones using number bonds
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.	See under Multiplication & division	

Year 2 RTP Number facts

Ready to progress criteria	Block	Steps
2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice.	Autumn Block 2	1 – Bonds to 10 6 – Add by making 10 8 – Add to the next 10 11 – Subtract from a 10

Year 3 RTP Number facts

Ready to progress criteria	Block	Steps
3NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.	Autumn Block 2	6 – Add 1s across a 10 7 – Add 10s across a 100 8 – Subtract 1s across a 10 9 – Subtract 1s across a 100 13 – Add two numbers (across a 10) 14 – Add two numbers (across a 100) 15 – Subtract two numbers (across a 10) 16 – Subtract two numbers (across a 100)
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.	See under Multiplication & division	
3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).	See under Multiplication & division	

Year 1 RTP Addition & subtraction

Ready to progress criteria	Block	Steps
1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.	Autumn Block 2	5 – Number bonds within 10 6 – Systematic number bonds within 10 7 – Number bonds to 10
1AS-2 Read, write and interpret equations containing addition (+), subtraction (−) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.	Autumn Block 2	4 – Fact families – addition facts 8 – Addition – add together 9 – Addition – add more 10 – Addition problems 11 – Find a part 12 – Subtraction – find a part 13 – Fact families – the eight facts 14 – Subtraction – take away/cross out (How many left?) 15 – Subtraction – take away (How many left?) 16 – Subtraction on a number line
	Spring Block 2	1 – Add by counting on within 20 6 – Subtract ones using number bonds 7 – Subtraction – counting back 8 – Subtraction – finding the difference 10 Missing number problems

Note - In the WRM schemes odd and even numbers are explored both in Reception and Year 2 but there is no explicit step in Year 1.

Year 2 RTP Addition & subtraction

Ready to progress criteria	Block	Steps
2AS-1 Add and subtract across 10	Autumn 2	9 – Add across a 10 10 – Subtract across a 10 11 – Subtract from a 10 12 – Subtract 1-digit number from a 2-digit number (across a 10)
2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more…?".	Spring 1	9 – Find change
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.	Autumn 2	9 – Add across a 10 10 – Subtract across a 10 11 – Subtract from a 10 12 – Subtract 1-digit number from a 2-digit number (across a 10) 13 – 10 more, 10 less 14 – Add and subtract 10s
2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.	Autumn 2	15 – Add two 2-digit numbers (not across a 10) 16 – Add two 2-digit numbers (across a 10) 17 – Subtract two 2-digit numbers (not across a 10) 18 – Subtract two 2-digit numbers (across a 10) 19 – Mixed addition and subtraction
	Spring 1	8 – Make a pound 9 – Find change
	Spring 3	5 – Four operations with lengths and heights

Year 3 RTP Addition & subtraction

Ready to progress criteria	Block	Steps
3AS-1 Calculate complements to 100	Autumn Block 2	19 – Complements to 100
	Summer 2	4 – Subtract money 5 – Find change
3AS-2 Add and subtract up to three-digit numbers using columnar methods.	Autumn Block 2	11 – Add two numbers (no exchange) 12 – Subtract two numbers (no exchange) 13 – Add two numbers (across a 10) 14 – Add two numbers (across a 100) 15 – Subtract two numbers (across a 10) 16 – Subtract two numbers (across a 100) 17 – Add 2-digit and 3-digit numbers 18 – Subtract a 2-digit number from a 3-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 commutative property of addition, and understand the related property for subtraction.	Autumn Block 2	21 – Inverse operations 22 – Make decisions
	Summer 2	3 – Add money 4 – Subtract money 5 – Find change

Year 6 RTP Addition, subtraction, multiplication and division

Ready to progress criteria	Block	Steps
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).	Spring 1	1 – Add or multiply? 5 – Scale drawing 6 – Use scale factors 7 – Similar shapes 8 – Ratio problems 9 – Proportion problems 10 – Recipes
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.	Autumn 2	8 – Solve problems with multiplication 10 – Division using factors 13 – Solve problems with division 14 – Solve multi-step problems 17 – Reason from known facts
6AS/MD-3 Solve problems involving ratio relationships.	See under Ratio and proportion	
6AS/MD-4 Solve problems with 2 unknowns.	See under Algebra	

Multiplication and Division

Multiplication & division: Recall/Use

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	• recall multiplication and division facts for multiplication tables up to 12 × 12 • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers • recognise and use factor pairs and commutativity in mental calculations	• identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 • recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})	• identify common factors, common multiples and prime numbers • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
	Spring 2	Autumn 3 Spring 1	Autumn 4 Spring 1	Autumn 3	Autumn 2

Multiplication & division: Calculations

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	• write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	• multiply two-digit and three-digit numbers by a one-digit number using formal written layout	• multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • multiply and divide numbers mentally drawing upon known facts • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	• multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • perform mental calculations, including with mixed operations and large numbers
	Spring 2	Autumn 3 Spring 1	Spring 1	Autumn 3 Spring 1	Autumn 2

Multiplication & division: Problems

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	• solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	• solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	• solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	• solve problems involving addition, subtraction, multiplication and division
Summer 1	Spring 2	Spring 1	Spring 1	Autumn 3 Spring 1	Autumn 2

Multiplication & division: Combined

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				• solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	• use their knowledge of the order of operations to carry out calculations involving the four operations
				Spring 1	Autumn 2

Year 1 RTP Number facts

Ready to progress criteria	Block	Steps
1NF-1 Develop fluency in addition and subtraction facts within 10	See under Addition & subtraction	
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.	Summer 1	1 – Count in 2s 2 – Count in 10s 3 – Count in 5s
	Summer 4	2 – Tens to 100
	Summer 5	4 – Count in coins

Year 3 RTP Number facts

Ready to progress criteria	Block	Steps
3NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.	See under Addition & subtraction	
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.	Autumn Block 3	3 – Multiples of 2 4 – Multiples of 5 and 10 5 – Sharing and grouping 9 – Multiply by 4 10 – Divide by 4 11 – The 4 times-table
3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).	Spring 1	1 – Multiples of 10 2 – Related calculations 10 – Scaling
	Spring 3	6 – Fractions and scales 9 – Equivalent fractions on a number line 10 – Equivalent fractions as bar models

Year 4 RTP Number facts

Ready to progress criteria	Block	Steps
4NF-1 Recall multiplication and division facts up to 12 × 12 and recognise products in multiplication tables as multiples of the corresponding number.	Autumn 4	All 13 steps in this block relate to this criterion
	Spring 1	1 – Factor pairs 2 – Use factor pairs 7 – Related facts – multiplication and division 8 – Informal written methods for multiplication 9 – Multiply a 2-digit number by a 1-digit number 10 – Multiply a 3-digit number by a 1-digit number
4NF-2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.	Autumn 4	All 13 steps in this block relate to this criterion
	Spring 1	11 – Divide a 2-digit number by a 1-digit number (1) 12 – Divide a 2-digit number by a 1-digit number (2) 13 – Divide a 3-digit number by a 1-digit number
4NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100).	Spring 1	4 – Multiply by 100 6 – Divide by 100
	Spring 4	10 – Divide a 1- or 2-digit number by 100

Year 5 RTP Number facts

Ready to progress criteria	Block	Steps
5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.	Autumn 3	1 – Multiples 2 – Common multiples 3 – Factors 4 – Common factors 6 – Square numbers
	Spring 1	All 11 steps in this block relate to this criterion
	Spring 2	All 7 steps in this block relate to this criterion
5NF-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).	Autumn 3	10 – Divide by 10, 100 and 1,000

Year 2 RTP Multiplication & division

Ready to progress criteria	Block	Steps
2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.	Spring 2	4 – Introduce the multiplication symbol 5 – Multiplication sentences 9 – The 2 times-table 13 – The 10 times-table 15 – The 5 times-table 17 – The 5 and 10 times-tables
	Spring 4	8 – Four operations with volume and capacity
	Summer 2	5 – Tell the time to 5 minutes 6 – Minutes in an hour
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).	Spring 2	2 – Make equal groups 7 – Make equal groups – grouping 8 – Make equal groups – sharing 10 – Divide by 2 14 – Divide by 10 16 – Divide by 5

Year 3 RTP Multiplication & division

Ready to progress criteria	Block	Steps
3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.	Autumn 3	All 15 steps in this block relate to this criterion
	Spring 1	All 11 steps in this block relate to this criterion

Year 4 RTP Multiplication & division

Ready to progress criteria	Block	Steps
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.	Spring 1	3 – Multiply by 10 4 – Multiply by 100 5 – Divide by 10 6 – Divide by 100
4MD-2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.	Autumn 4	All 13 steps in this block relate to this criterion
4MD-3 Understand and apply the distributive property of multiplication.	Spring 1	8 – Informal written methods for multiplication 9 – Multiply a 2-digit number by a 1-digit number 10 – Multiply a 3-digit number by a 1-digit number

Year 5 RTP Multiplication & division

Ready to progress criteria	Block	Steps
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.	Autumn 3	8 – Multiply by 10, 100 and 1,000 9 – Divide by 10, 100 and 1,000 10 – Multiples of 10, 100 and 1,000
	Summer 3	10 – Multiply by 10, 100 and 1,000 11 – Divide by 10, 100 and 1,000 12 – Multiply and divide decimals - missing values
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.	Autumn 3	1 – Multiples 2 – Common multiples 3 – Factors 4 – Common factors 6 – Square numbers
5MD-3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.	Spring 1	1 – Multiply up to a 4-digit number by a 1-digit number 2 – Multiply a 2-digit number by a 2-digit number (area model) 3 – Multiply a 2-digit number by a 2-digit number 4 – Multiply a 3-digit number by a 2-digit number 5 – Multiply a 4-digit number by a 2-digit number
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.	Spring 1	7 – Short division 8 – Divide a 4-digit number by a 1-digit number 9 – Divide with remainders

Year 6 RTP Addition, subtraction, multiplication and division

Ready to progress criteria	Block	Steps
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).	Spring 1	1 – Add or multiply? 5 – Scale drawing 6 – Use scale factors 7 – Similar shapes 8 – Ratio problems 9 – Proportion problems 10 – Recipes
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.	Autumn 2	8 – Solve problems with multiplication 10 – Division using factors 13 – Solve problems with division 14 – Solve multi-step problems 17 – Reason form known facts
6AS/MD-3 Solve problems involving ratio relationships.	See under Ratio and proportion	
6AS/MD-4 Solve problems with 2 unknowns.	See under Algebra	

Fractions: Recognise and write

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• 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	• count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	• count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	• identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]	
Summer 2	Summer 1	Spring 3	Spring 4 Summer 1	Autumn 4	

Fractions: Compare

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	• recognise and show, using diagrams, equivalent fractions with small denominators • compare and order unit fractions, and fractions with the same denominators	• recognise and show, using diagrams, families of common equivalent fractions	• compare and order fractions whose denominators are all multiples of the same number	• use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions > 1
	Summer 1	Spring 3	Spring 3	Autumn 4	Autumn 3

Fractions: Calculations

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• write simple fractions for example, $\frac{1}{2}$ of 6 = 3	• add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7}+\frac{1}{7}=\frac{6}{7}$]	• add and subtract fractions with the same denominator	• add and subtract fractions with the same denominator and denominators that are multiples of the same number • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	• add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4}\times\frac{1}{2}=\frac{1}{8}$] • divide proper fractions by whole numbers [for example $\frac{1}{3}\div 2=\frac{1}{6}$]
	Summer 1	Summer 1	Spring 3	Autumn 4 Spring 2	Autumn 3 Autumn 4

Fractions: Solve problems

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		• solve problems that involve all of the above	• solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number		
		Spring 3 Summer 1	Spring 3		

Decimals: Recognise, write, compare

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			• recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$ • round decimals with one decimal place to the nearest whole number • compare numbers with the same number of decimal places up to two decimal places	• read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • round decimals with two decimal places to the nearest whole number and to one decimal place • read, write, order and compare numbers with up to three decimal places	• identify the value of each digit in numbers given to three decimal places
			Spring 4 Summer 1	Spring 3 Summer 3	Spring 3

Fractions, decimals and percentages

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			• solve simple measure and money problems involving fractions and decimals to two decimal places	• recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal • solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25	• associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
			Spring 3 Spring 4 Summer 1	Spring 3	Spring 3 Spring 4

Year 3 RTP Fractions

Ready to progress criteria	Block	Steps
3F-1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.	Spring 3	1 – Understand the denominators of unit fractions 3 – Understand the numerators of non-unit fractions 4 – Understand the whole
3F-2 Find unit fractions of quantities using known division facts (multiplication tables fluency).	Summer 1	4 – Unit fractions of a set of objects
3F-3 Reason about the location of any fraction within 1 in the linear number system.	Spring 3	2 – Compare and order unit fractions 5 – Compare and order non-unit fractions 7 – Fractions on a number line 8 – Count in fractions on a number line
3F-4 Add and subtract fractions with the same denominator, within 1	Summer 1	1 – Add fractions 2 – Subtract fractions

Year 4 RTP Fractions

Ready to progress criteria	Block	Steps
4F-1 Reason about the location of mixed numbers in the linear number system.	Spring 3	4 – Number lines with mixed numbers 5 – Compare and order mixed numbers
4F-2 Convert mixed numbers to improper fractions and vice versa.	Spring 3	7 – Convert mixed numbers to improper fractions 8 – Convert improper fractions to mixed numbers
4F-3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.	Spring 3	12 – Add fractions and mixed numbers 14 – Subtract from whole amounts 15 – Subtract from mixed numbers

Year 5 RTP Fractions

Ready to progress criteria	Block	Steps
5F-1 Find non-unit fractions of quantities.	Spring 2	4 – Calculate a fraction of a quantity 5 – Fraction of an amount
5F-2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system.	Autumn 4	1 – Find fractions equivalent to a unit fraction 2 – Find fractions equivalent to a non-unit fraction 3 – Recognise equivalent fractions
5F-3 Recall decimal fraction equivalents for $\frac{1}{4}$, $\frac{1}{2}$, $\frac{1}{5}$ and $\frac{1}{10}$ and for multiples of these proper fractions.	Spring 3	2 – Equivalent fractions and decimals (tenths) 3 – Equivalent fractions and decimals (hundredths) 4 – Equivalent fractions and decimals

Year 6 RTP Fractions

Ready to progress criteria	Block	Steps
6F-1 Recognise when fractions can be simplified, and use common factors to simplify fractions.	Autumn 3	1 – Equivalent fractions and simplifying 2 – Equivalent fractions on a number line
6F-2 Express fractions in a common denomination and use this to compare fractions that are similar in value.	Autumn 3	3 – Compare and order (denominator)
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.	Autumn 3	3 – Compare and order (denominator) 4 – Compare and order (numerator)

Ratio and Proportion, Algebra

Ratio and proportion

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					• solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation/use of percentages for comparison • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
					Spring 1

Algebra

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• *solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9*	• *recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems*	• *solve problems, including missing number problems*			• use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables
					Spring 2

Note -although formal algebraic is not introduced until Year 6, algebraic thinking starts much earlier as exemplified by 'missing number' objectives from Year 1,2,3

Year 6 RTP

Addition, subtraction, multiplication and division

Ready to progress criteria	Block	Steps
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).	See under Addition and subtraction, multiplication and division	
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.	See under Addition and subtraction, multiplication and division	
6AS/MD-3 Solve problems involving ratio relationships.	Spring 1	5 – Scale drawing 6 – Use scale factors 7 – Similar shapes 8 – Ratio problems 9 – Proportion problems 10 – Recipes
6AS/MD-4 Solve problems with 2 unknowns.	Spring 2	9 – Find pairs of values 10 – Solve problems with two unknowns

Measurement

Using measures

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• compare, describe and solve practical problems for: ➢ lengths and heights ➢ mass/weight ➢ capacity and volume ➢ time • measure and begin to record the following: ➢ lengths and heights ➢ mass/weight ➢ capacity and volume ➢ time (hours, minutes, seconds)	• 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 =	• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	• Convert between different units of measure [for example, kilometre to metre; hour to minute] • estimate, compare and calculate different measures	• convert between different units of metric measure • understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling	• solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 d.p. where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 d.p. • convert between miles and kilometres
Spring 4 Spring 5 Summer 6	Spring 3 Spring 4	Spring 2 Spring 4	Spring 2 Summer 3	Spring 4 Summer 5 Summer 6	Autumn 5

Money

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• recognise and know the value of different denominations of coins and notes	• recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	• add and subtract amounts of money to give change, using both £ and p in practical contexts	• estimate, compare and calculate different measures, including money in pounds and pence	• use all four operations to solve problems involving measure [for example, money]	
Summer 5	Spring 1	Summer 2	Summer 2	Summer 3	

Time

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise and use language relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	• 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	• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events [for example to calculate the time taken by particular events or tasks]	• 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	• solve problems involving converting between units of time	• use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa Note – In the WRM schemes, time conversions are covered in Y5; the Y6 block concentrates on metric units.
Summer 6	Summer 2	Summer 3	Summer 3	Summer 5	Autumn 5

Perimeter, area, volume

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		• measure the perimeter of simple 2-D shapes	• measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares	• measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes • estimate volume [for example, using blocks to build cuboids] and capacity [for example, using water]	• recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area and volume of shapes • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units
		Spring 2	Autumn 3 Spring 2	Spring 4 Summer 6	Spring 5

Geometry

2-D shapes

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]	• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D shapes and everyday objects	• draw 2-D shapes	• compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • identify lines of symmetry in 2-D shapes presented in different orientations	• distinguish between regular and irregular polygons based on reasoning about equal sides and angles. • use the properties of rectangles to deduce related facts and find missing lengths and angles	• draw 2-D shapes using given dimensions and angles • compare and classify geometric shapes based on their properties and sizes • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius

3-D shapes

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	• recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] • compare and sort common 3-D shapes and everyday objects	• make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them		• identify 3-D shapes, including cubes and other cuboids, from 2-D representations	• recognise, describe and build simple 3-D shapes, including making nets
Autumn 3	Autumn 3	Summer 4		Summer 1	Summer 1

Angles and lines

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		• recognise angles as a property of shape or a description of a turn • identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of perpendicular and parallel lines	• identify acute and obtuse angles and compare and order angles up to two right angles by size • identify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry	• know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees • identify: ➢ angles at a point and one whole turn (total 360°) ➢ angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) ➢ other multiples of 90°	• find unknown angles in any triangles, quadrilaterals, and regular polygons • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
		Summer 4	Summer 4	Summer 1	Summer 1

Position and direction

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• describe position, direction and movement, including whole, half, quarter and three-quarter turns	• 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 a 2-D grid as coordinates in the first quadrant • describe movements between positions as translations of a given unit to the left/right and up/down • plot specified points and draw sides to complete a given polygon	• identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	• 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
Summer 3	Summer 4		Summer 6	Summer 2	Summer 2

Year 1 RTP Geometry

Ready to progress criteria	Block	Steps
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.	Autumn 3	1 – Recognise and name 3-D shapes 2 – Sort 3-D shapes 3 – Recognise and name 2-D shapes 4 – Sort 2-D shapes 5 – Patterns with 2-D and 3-D shapes
1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.	Autumn 3	1 – Recognise and name 3-D shapes 2 – Sort 3-D shapes 3 – Recognise and name 2-D shapes 4 – Sort 2-D shapes 5 – Patterns with 2-D and 3-D shapes

Year 2 RTP Geometry

Ready to progress criteria	Block	Steps
2G-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.	Autumn 3	1 – Recognise 2-D and 3-D shapes 2 – Count sides on 2-D shapes 3 – Count vertices on 2-D shapes 7 – Sort 2-D shapes 8 – Count faces on 3-D shapes 9 – Count edges on 3-D shapes 10 – Count vertices on 3-D shapes 11 – Sort 3-D shapes

Year 3 RTP Geometry

Ready to progress criteria	Block	Steps
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.	Summer 4	2 – Right angles
3G-2 Draw polygons by joining marked points, and identify parallel and perpendicular sides.	Summer 4	6 – Parallel and perpendicular 8 – Draw polygons

Year 4 RTP Geometry

Ready to progress criteria	Block	Steps
4G-1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.	Summer 6	3 – Draw 2-D shapes on a grid 4 – Translate on a grid
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.	Spring 2	8 – Perimeter of regular polygons 9 – Perimeter of polygons
	Summer 4	4 – Triangles 5 – Quadrilaterals 6 – Polygons
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.	Summer 4	7 – Lines of symmetry 8 – Complete a symmetric figure

Year 5 RTP Geometry

Ready to progress criteria	Block	Steps
5G-1 Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.	Summer 1	2 – Classify angles 3 – Estimate angles 4 – Measure angles up to 180° 5 – Draw lines and angles accurately
5G-2 Compare areas and calculate the area of rectangles (including squares) using standard units.	Spring 4	4 – Area of rectangles 5 – Area of compound shapes

Year 6 RTP Geometry

Ready to progress criteria	Block	Steps
6G-1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.	Spring 5	1 – Shapes - same area 2 – Area and perimeter 3 – Area of a triangle – counting squares 4 – Area of a right-angled triangle 5 – Area of any triangle 6 – Area of a parallelogram
	Summer 1	4 – Angles in a triangle 5 – Angles in a triangle – special cases 6 – Angles in a triangle – missing angles 7 – Angles in a quadrilateral 8 – Angles in polygons 10 – Draw shapes accurately

Statistics

Present and interpret data

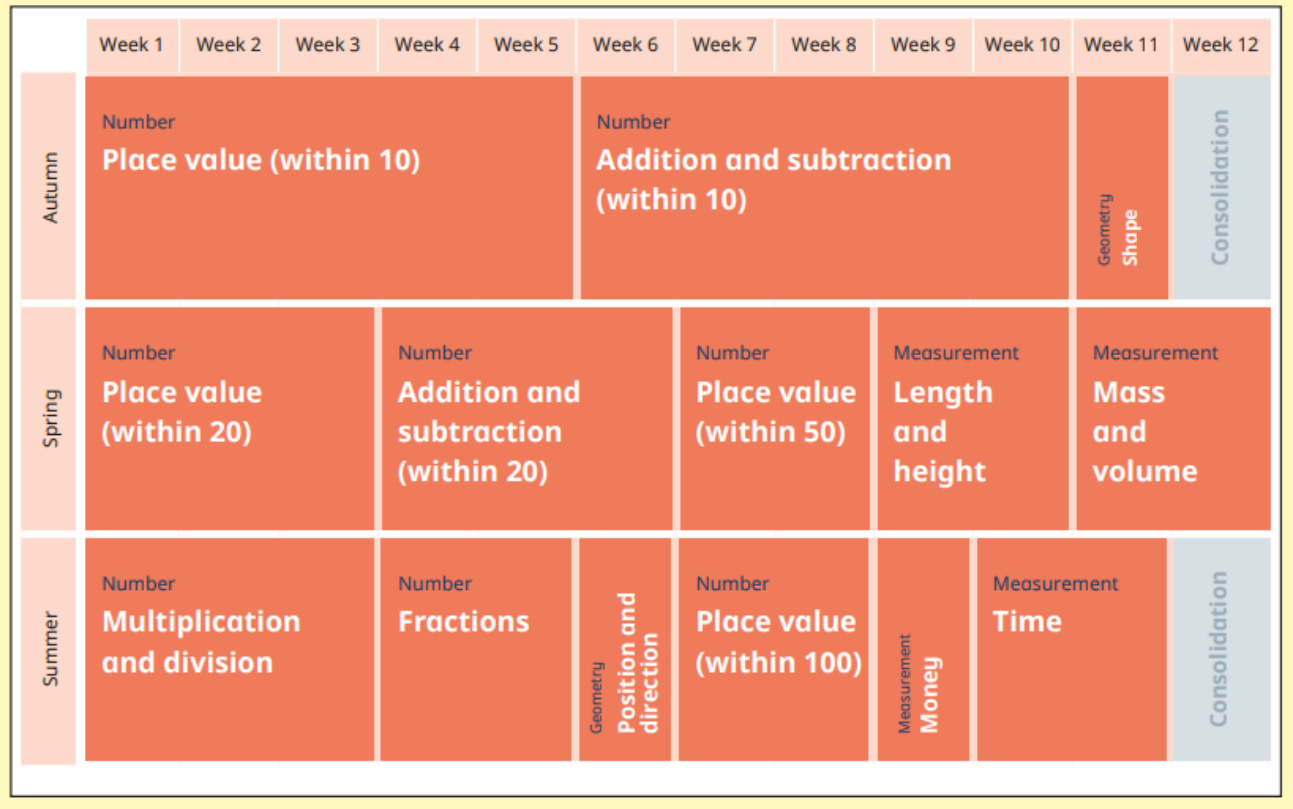
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• interpret and construct simple pictograms, tally charts, block diagrams and simple tables	• interpret and present data using bar charts, pictograms and tables	• interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	• complete, read and interpret information in tables, including timetables	• interpret and construct pie charts and line graphs and use these to solve problems
	Summer 3	Summer 5	Summer 5	Spring 5	Spring 6

Solve statistical problems

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask and answer questions about totalling and comparing categorical data	• solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables	• solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	• solve comparison, sum and difference problems using information presented in a line graph	• calculate and interpret the mean as an average
	Summer 3	Summer 5	Summer 5	Spring 5	Spring 6

Foundation 2

Year 1


Week 1
Week 2
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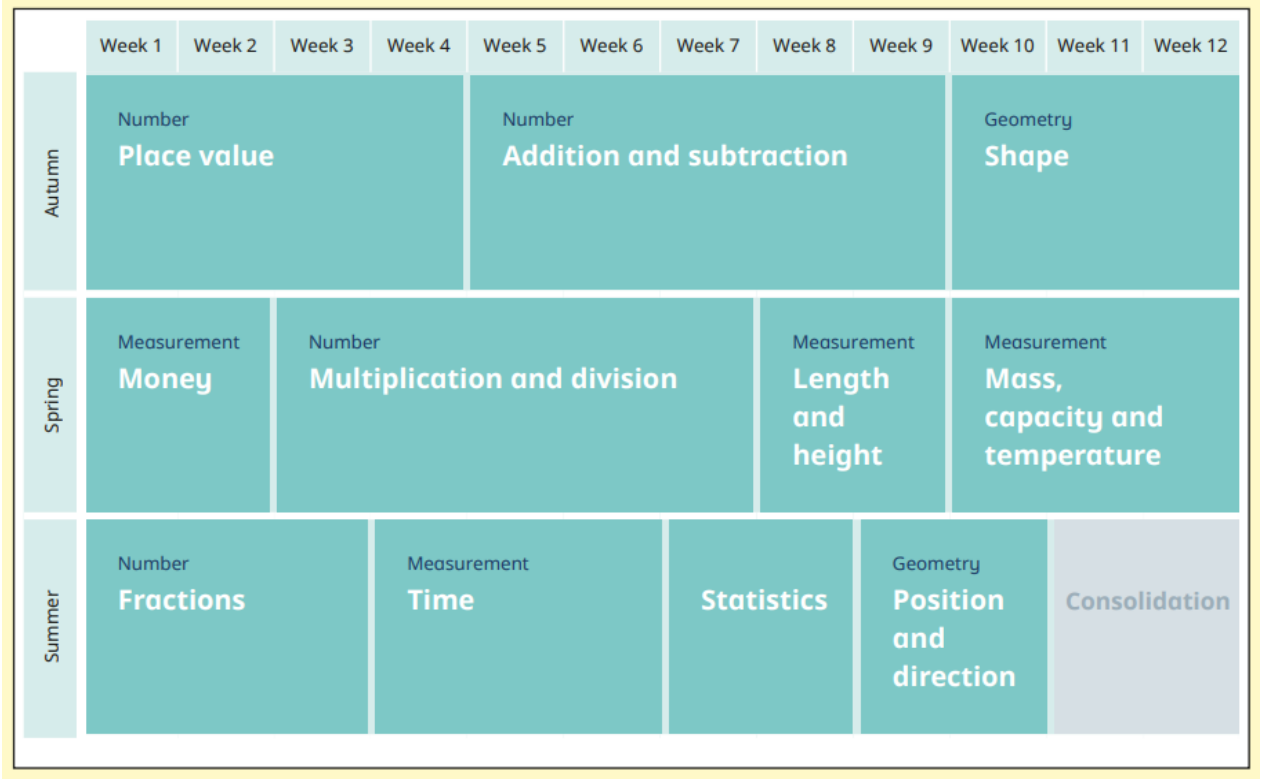
Week 6
Week 7
Week 8
Week 9
Week 10
Week 11
Week 12
Autumn
Number
Place value (within 10)
Number
Addition and subtraction (within 10)
Geometry
Shape
Consolidation
Spring
Number
Place value (within 20)
Number
Addition and subtraction (within 20)
Number
Place value (within 50)
Measurement
Length and height
Measurement
Mass and volume
Summer
Number
Multiplication and division
Number
Fractions
Geometry
Position and direction
Number
Place value (within 100)
Measurement
Money
Measurement
Time
Consolidation

Year 2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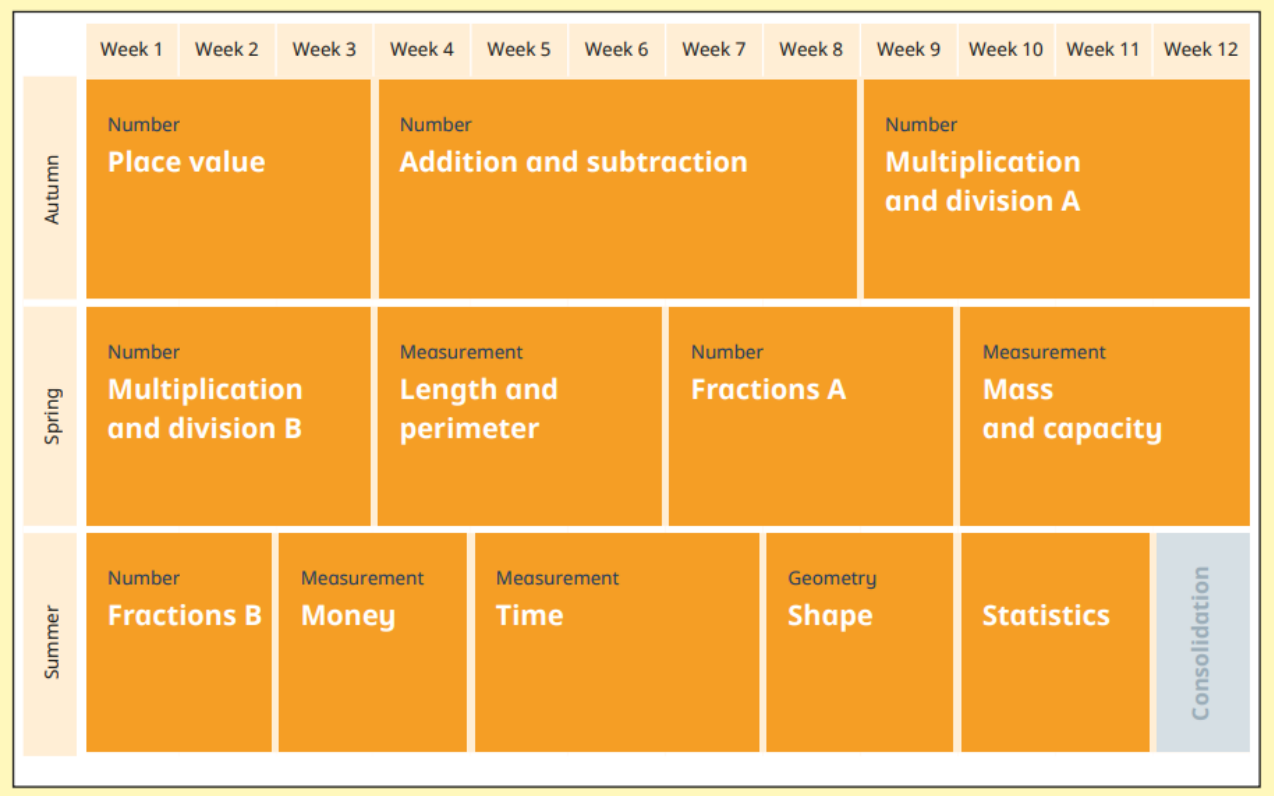
Week 10
Week 11
Week 12
Autumn
Number
Place value
Number
Addition and subtraction
Geometry
Shape
Spring
Measurement
Money
Number
Multiplication and division
Measurement
Length and height
Measurement
Mass, capacity and temperature
Summer
Number
Fractions
Measurement
Time
Statistics
Geometry
Position and direction
Consolidation

Year 3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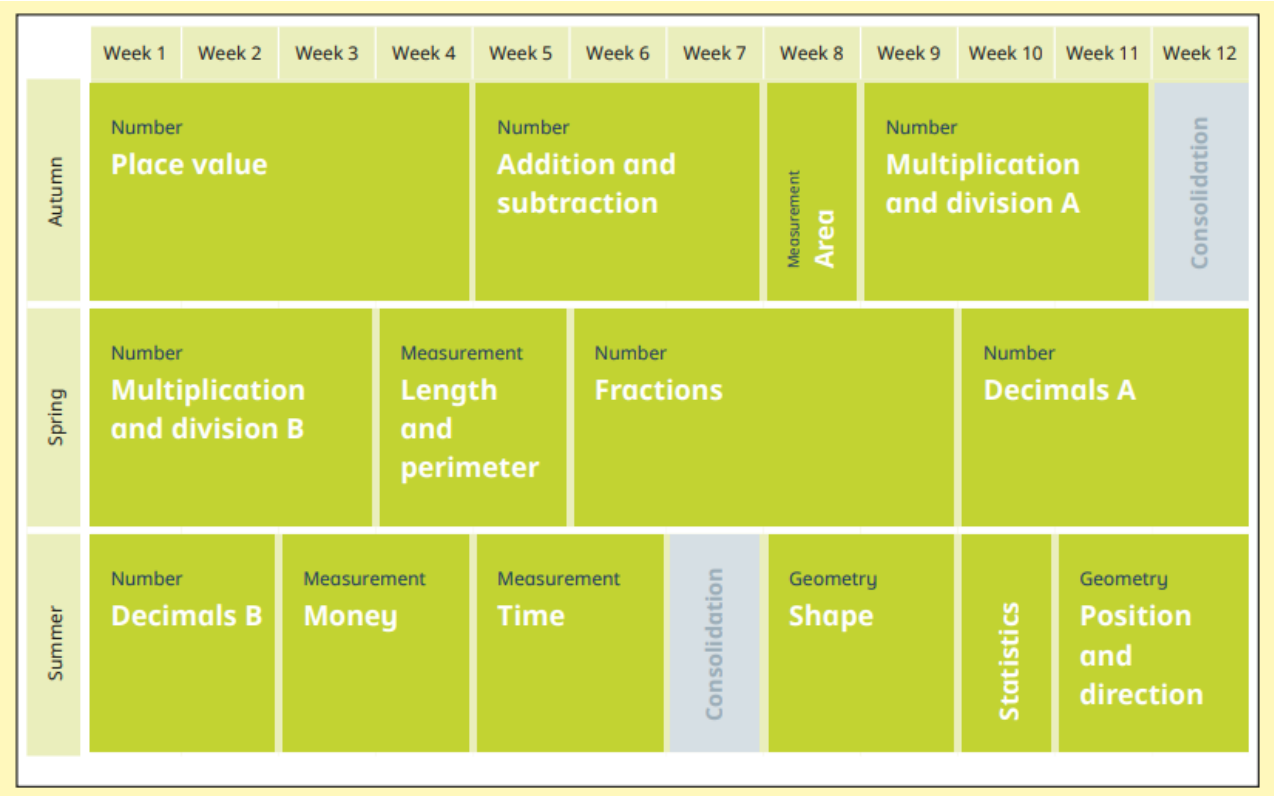
Week 11
Week 12
Autumn
Number
Place value
Number
Addition and subtraction
Number
Multiplication and division A
Spring
Number
Multiplication and division B
Measurement
Length and perimeter
Number
Fractions A
Measurement
Mass and capacity
Summer
Number
Fractions B
Measurement
Money
Measurement
Time
Geometry
Shape
Statistics
Consolidation

Year 4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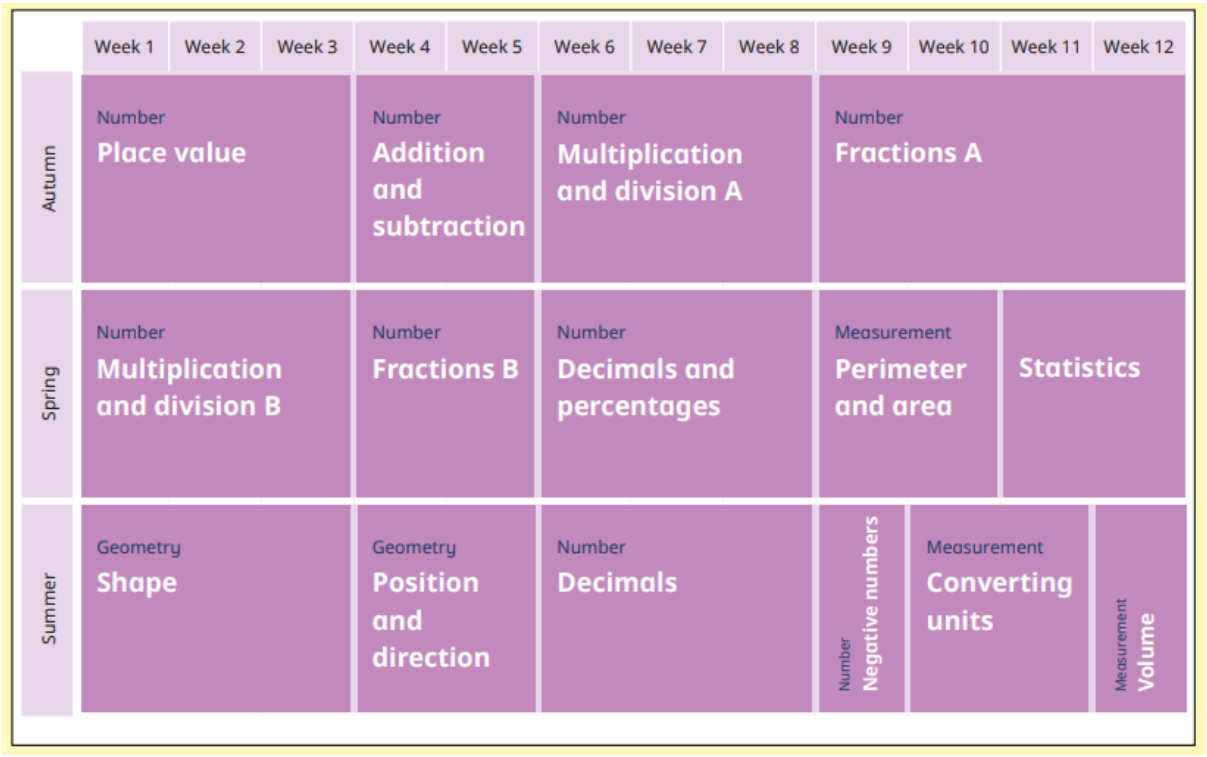
Week 11
Week 12
Autumn
Number
Place value
Number
Addition and subtraction
Measurement
Area
Number
Multiplication and division A
Consolidation
Spring
Number
Multiplication and division B
Measurement
Length and perimeter
Number
Fractions
Number
Decimals A
Summer
Number
Decimals B
Measurement
Money
Measurement
Time
Consolidation
Geometry
Shape
Statistics
Geometry
Position and direction

Year 5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Week 8
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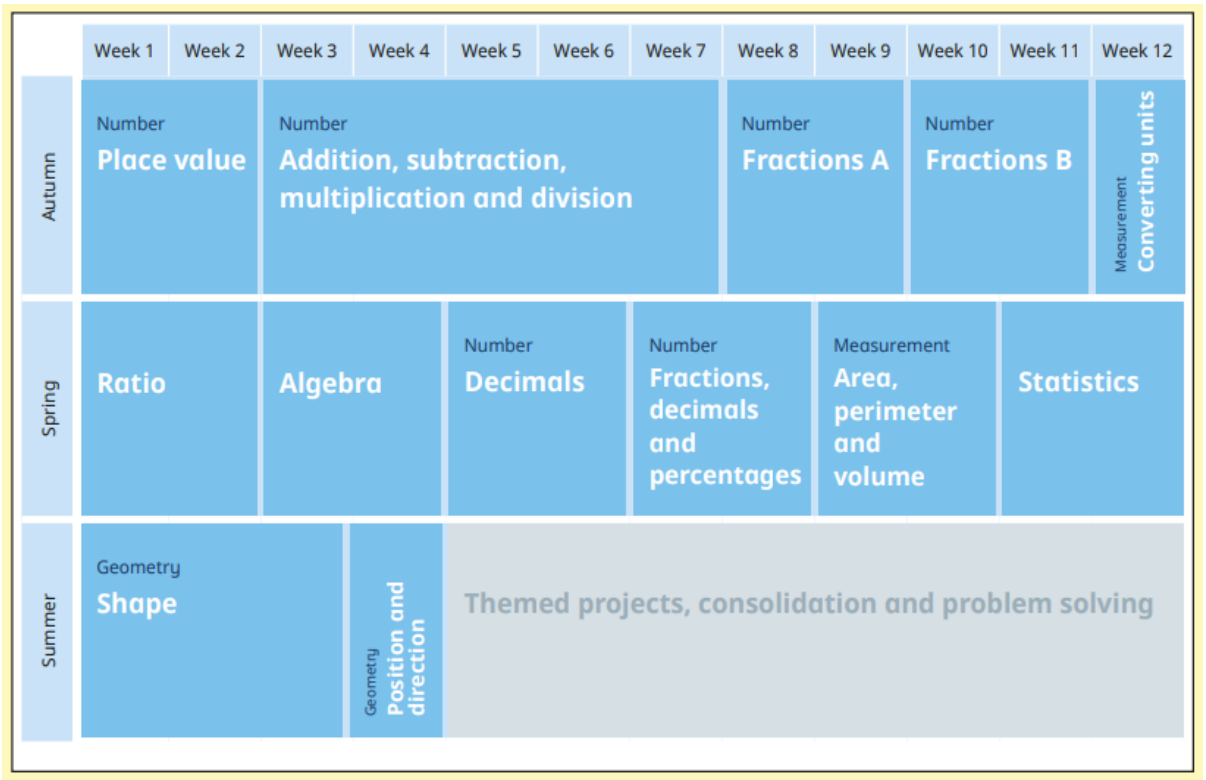
Week 10
Week 11
Week 12
Autumn
Number
Place value
Number
Addition and subtraction
Number
Multiplication and division A
Number
Fractions A
Spring
Number
Multiplication and division B
Number
Fractions B
Number
Decimals and percentages
Measurement
Perimeter and area
Statistics
Summer
Geometry
Shape
Geometry
Position and direction
Number
Decimals
Number
Negative numbers
Measurement
Converting units
Measurement
Volume

Year 6


Week 1
Week 2
Week 3
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Week 6
Week 7
Week 8
Week 9
Week 10
Week 11
Week 12
Autumn
Number
Place value
Number
Addition, subtraction, multiplication and division
Number
Fractions A
Number
Fractions B
Measurement
Converting units
Spring
Ratio
Algebra
Number
Decimals
Number
Fractions, decimals and percentages
Measurement
Area, perimeter and volume
Statistics
Summer
Geometry
Shape
Geometry
Position and direction
Themed projects, consolidation and problem solving

Year Group Weekly Objectives

Year F2 - Autumn

Week 1	**Getting to know you** *Take this time to play and get to know the children. Explore maths equipment around the classroom and outside.*	Week 2	**Getting to know you** *Take this time to play and get to know the children. Explore maths equipment around the classroom and outside.*
Week 3	**Match, Sort and Compare** • Match objects • Match pictures and objects • Identify a set	Week 4	**Match, Sort and Compare** • Sort objects to a type • Explore sorting techniques • Create sorting rules • Compare amounts
Week 5	**Talk about measure and pattern** • Compare size • Compare mass • Compare capacity	Week 6	**Talk about measure and pattern** • Explore simple patterns • Copy and continue simple patterns • Create simple patterns

Year F2 - Autumn

Week 7	**It's me 1, 2, 3** • Find 1, 2 and 3 • Subitise 1, 2 and 3 • Represent 1, 2 and 3	Week 8	**It's me 1, 2, 3** • Step 4 1 more • Step 5 1 less • Step 6 Composition of 1, 2 and 3
Week 9	**Circles and triangles** • Identify and name circles and triangles • Compare circles and triangles • Shapes in the environment • Describe position	Week 10	**1, 2, 3, 4, 5** • Find 4 and 5 • Subitise 4 and 5 • Represent 4 and 5
Week 11	**1, 2, 3, 4, 5** • 1 more • 1 less • Composition of 4 and 5 • Composition of 1–5	Week 12	**Shapes with 4 sides** • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment • My day and night

Year F2 - Spring

Week 1	**Alive in 5!** • Introduce zero • Find 0 to 5 • Subitise 0 to 5 • Represent 0 to 5	Week 2	**Alive in 5!** • 1 more • 1 less • Composition • Conceptual subitising to 5
Week 3	**Mass and Capacity** • Compare mass • Find a balance • Explore capacity • Compare capacity	Week 4	**Growing 6,7,8** • Find 6, 7 and 8 • Represent 6, 7 and 8 • 1 more • 1 less
Week 5	**Growing 6,7,8** • Composition of 6, 7 and 8 • Make pairs – odd and even • Double to 8 (find a double) • Double to 8 (make a double)	Week 6	•

Year F2 - Spring

Week 7	• Explore length • Compare length • Explore height • Compare height	Week 8	• Talk about time • Order and sequence time • Find 9 and 10 • Compare numbers to 10
Week 9	• Represent 9 and 10 • Conceptual subitising to 10 • 1 more • 1 less	Week 10	• Composition to 10 • Bonds to 10 (2 parts) • Make arrangements of 10 • Bonds to 10 (3 parts) • Doubles to 10 (find a double)
Week 11	• Doubles to 10 (make a double) • Explore even and odd • Recognise and name 3-D shapes • Find 2-D shapes within 3-D shapes	Week 12	• Use 3-D shapes for tasks • 3-D shapes in the environment • Identify more complex patterns • Copy and continue patterns • Patterns in the environment

Year F2 - Summer

Week 1	**To 20 and beyond** • To build numbers beyond 10	Week 2	**To 20 and beyond** • To count patterns beyond 10
Week 3	**To 20 and beyond** • To develop spatial reasoning • To match, rotate and manipulate shapes	Week 4	**First, then, now** • To add more to a group of objects
Week 5	**First, then, now** • To take away from a group of objects	Week 6	**First, then, now** • To fit shapes together to make new shapes

Year F2 - Summer

Week 7	**Find my pattern** • To understand doubles • To explore sharing fairly	Week 8	**Find my pattern** • To link even and odd to sharing equally.
Week 9	**Find my pattern** • To use positional language when recreating spaces they know	Week 10	**On the move** • Begin to develop critical thinking skills
Week 11	**On the move** • To explore the relationship between shapes and numbers	Week 12	**On the move** • To explore and use maps

Year 1 - Autumn

Week 1 Block 1: Place Value	• Sort objects • Count objects • Count objects from a larger group	**Week 2** Block 1: Place Value	• Represent objects • Recognise numbers as words • Count on from any number
Week 3 Block 1: Place Value	• 1 more • Count backwards within 10 • 1 less	**Week 4** Block 1: Place Value	• Compare groups by matching • Fewer, more, same • Less than, greater than, equal to
Week 5 Block 1: Place Value	• Compare numbers • Order objects and numbers • The number line	**Week 6** Block 2: Addition and Subtraction	• Introduce parts and wholes • Part-whole model • Write number sentences • Fact families - addition facts

Year 1 - Autumn

Week 7 Block 2: Addition and Subtraction	• Number bonds within 10 • Systematic number bonds within 10 • Number bonds to 10	**Week 8** Block 2: Addition and Subtraction	• Addition - add together • Addition - add more • Addition problems
Week 9 Block 2: Addition and Subtraction	• Addition - add together • Addition - add more • Addition problems	**Week 10** Block 2: Addition and Subtraction	• Subtraction - take away/crossing out (How many left?) • Subtraction - take away (How many left?) • Subtraction on a number line • Add or subtract 1 or 2
Week 11 Block 3: Shape	• Recognise and name 3-D shapes • Sort 3-D shapes • Recognise and name 2-D shapes • Sort 2-D shapes • Patterns with 2-D and 3-D shapes	**Week 12**	Consolidation Week/Assessment

Year 1 - Spring

Week 1 Block 1: Place Value	• Count within 20 • Understand 10 • Understand 11, 12 and 13 • Understand 14, 15, 16	**Week 2** Block 1: Place Value	• Understand 17, 18, 19 • Understand 20 • 1 more and 1 less • The number line to 20
Week 3 Block 1: Place Value	• Use a number line to 20 • Estimate on a number line to 20 • Compare numbers to 20 • Order numbers to 20	**Week 4** Block 2: Addition and Subtraction	• Add by counting on within 20 • Add ones using number bonds • Find and make number bonds to 20
Week 5 Block 2: Addition and Subtraction	• Doubles • Near doubles • Subtract ones using number bonds • Subtraction – counting back	**Week 6** Block 2: Addition and Subtraction	• Subtraction – finding the difference • Related facts • Missing number problems

Year 1 - Spring

Week 7 Block 3: Place Value	• Count from 20 to 50 • 20, 30, 40 and 50 • Count by making groups of tens • Groups of tens and ones	**Week 8** Block 3: Place Value	• Partition into tens and ones • The number line to 50 • Estimate on a number line to 50 • 1 more, 1 less
Week 9 Block 4: Length and Height	• Compare lengths and heights • Measure length using objects	**Week 10** Block 4: Length and Height	• Measure length in centimetres
Week 11 Block 5: Mass and Volume	• Heavier and lighter • Measure mass • Compare mass	**Week 12** Block 5: Mass and Volume	Full and empty Compare volume Measure capacity Compare capacity

Year 1 - Summer

Week 1 Block 1: Multiplication and Division	• Count in 2s • Count in 10s • Count in 5s	**Week 2** Block 1: Multiplication and Division	• Recognise equal groups • Add equal groups • Make arrays
Week 3 Block 1: Multiplication and Division	• Make doubles • Make equal groups - grouping • Make equal groups - sharing	**Week 4** Block 2: Fractions	• Recognise a half of an object or a shape • Find a half of an object or a shape • Recognise a half of a quantity • Find a half of a quantity
Week 5 Block 2: Fractions	• Recognise a half of an object or a shape • Find a half of an object or a shape • Recognise a half of a quantity • Find a half of a quantity	**Week 6** Block 3: Position and Direction	• Describe turns • Describe position – left and right • Describe position – forwards and backwards • Describe position – above and below • Ordinal numbers

Year 1 - Summer

Week 7 Block 4: Place Value	• Count from 50 to 100 • Tens to 100 • Partition into tens and ones	**Week 8** Block 4: Place Value	• The number line to 100 • 1 more, 1 less • Compare numbers with the same number of tens • Compare any two numbers
Week 9 Block 5: Money	• Unitising • Recognise coins • Recognise notes • Count in coins	**Week 10** Block 6: Time	• Before and after • Days of the week • Months of the year
Week 11 Block 6: Time	• Before and after • Days of the week • Months of the year	**Week 12**	Consolidation/Assessment

Year 2 -Autumn

Week 1 Block 1: Place Value	• Numbers to 20 • Count objects to 100 by making 10s • Recognise tens and ones • Use a place value chart	**Week 2** Block 1: Place Value	• Partition numbers to 100 • Write numbers to 100 in words • Flexibly partition numbers to 100 • Write numbers to 100 in expanded form
Week 3 Block 1: Place Value	• 10s on the number line to 100 • 10s and 1s on the number line to 100 • Estimate numbers on a number line • Compare objects	**Week 4** Block 1: Place Value	• Compare numbers • Order objects and numbers • Count in 2s, 5s and 10s • Count in 3s
Week 5 Block 2: Addition and Subtraction	• Bonds to 10 • Fact families – addition and subtraction bonds within 20 • Related facts • Bonds to 100 (tens)	**Week 6** Block 2: Addition and Subtraction	• Add and subtract 1s • Add by making 10 • Add three 1-digit numbers • Add to the next 10

Year 2 - Autumn

Week 7 Block 2: Addition and Subtraction	• Add across a 10 • Subtract across 10 • Subtract from a 10 • Subtract a 1-digit number from a 2-digit number (across a 10) • 10 more, 10 less	**Week 8** Block 2: Addition and Subtraction	• Add and subtract 10s • Add two 2-digit numbers (not across a 10) • Add two 2-digit numbers (across a 10) • Subtract two 2-digit numbers (not across a 10)
Week 9 Block 2: Addition and Subtraction	• Subtract two 2-digit numbers (across a 10) • Mixed addition and subtraction • Compare number sentences • Missing number problems	**Week 10** Block 3: Shape	• Recognise 2-D and 3-D shapes • Count sides on 2-D shapes • Count vertices on 2-D shapes • Draw 2-D shapes
Week 11 Block 3: Shape	• Lines of symmetry on shapes • Use lines of symmetry to complete shapes • Sort 2-D shapes • Count faces on 3-D shapes	**Week 12** Block 3: Shape	• Count edges on 3-D shapes • Count vertices on 3-D shapes • Sort 3-D shapes • Make patterns with 2-D and 3-D shapes

Year 2 - Spring

Week 1 Block 1: Money	• Count money - pence • Count money - pounds (notes and coins) • Count money - pounds and pence • Choose notes and coins • Make the same amount	**Week 2** Block 1: Money	• Compare amounts of money • Calculate with money • Make a pound • Find change • Two-step problems
Week 3 Block 2: Multiplication and Division	• Recognise equal groups • Make equal groups • Add equal groups	**Week 4** Block 2: Multiplication and Division	• Introduce the multiplication symbol • Multiplication sentences • Use arrays
Week 5 Block 2: Multiplication and Division	• Make equal groups – grouping • Make equal groups – sharing • The 2 times-table	**Week 6** Block 2: Multiplication and Division	• Divide by 2 • Doubling and halving • Odd and even numbers • The 10 times-table

Year 2 - Spring

Week 7 Block 2: Multiplication and Division	• Divide by 10 • The 5 times-table • Divide by 5 • The 5 and 10 times-tables	**Week 8** Block 3: Length and Height	• Measure in centimetres • Measure in metres
Week 9 Block 3: Length and Height	• Compare lengths and heights • Order lengths and heights • Four operations with lengths and heights	**Week 10** Block 4: Mass, Capacity and Temperature	• Compare mass • Measure in grams • Measure in kilograms
Week 11 Block 4: Mass, Capacity and Temperature	• Four operations with mass • Compare volume and capacity • Measure in millilitres	**Week 12** Block 4: Mass, Capacity and Temperature	• Measure in litres • Four operations with volume and capacity • Temperature

Year 2 - Summer

Week 1 Block 1: Fractions	• Introduction to parts and whole • Equal and unequal parts • Recognise a half • Find a half • Recognise a quarter	**Week 2** Block 1: Fractions	• Find a quarter • Recognise a third • Find a third • Find the whole • Unit fractions
Week 3 Block 1: Fractions	• Non-unit fractions • Recognise the equivalence of a half and two-quarters • Recognise three-quarters • Find three-quarters • Count in fractions up to a whole	**Week 4** Block 2: Time	• O'clock and half past • Quarter past and quarter to
Week 5 Block 2: Time	• Tell time past the hour • Tell time to the hour	**Week 6** Block 2: Time	• Tell the time to 5 minutes • Minutes in an hour • Hours in a day

Year 2 - Summer

Week 7 Block 3: Statistics	• Make tally charts • Tables • Block diagrams • Draw pictograms (1-1)	**Week 8** Block 3: Statistics	• Interpret pictograms (1-1) • Draw pictograms (2, 5 and 10) • Interpret pictograms (2, 5 and 10)
Week 9 Block 4: Position and Direction	• Language of position • Describe movement • Describe turns	**Week 10** Block 4: Position and Direction	• Describe movement and turns • Shape patterns with turns
Week 11	• Consolidation week	**Week 12**	• Consolidation week

Year 3 - Autumn

Week 1 Block 1: Place Value	• Represent numbers to 100 • Partition numbers to 100 • Number line to 100 • Hundreds • Represent numbers to 1,000	**Week 2** Block 1: Place Value	• Partition numbers to 1,000 • Flexible partitioning of numbers to 1000 • Hundreds, tens and ones • Find 1, 10 or 100 more or less • Number line to 1,000
Week 3 Block 1: Place Value	• Estimating on a number line to 1,000 • Compare numbers to 1,000 • Order numbers to 1,000 • Count in 50s	**Week 4** Block 2: Addition and Subtraction	• Apply number bonds within 10 • Add and subtract 1s • Add and subtract 10s • Add and subtract 100s • Spot the pattern
Week 5 Block 2: Addition and Subtraction	• Add 1s across a 10 • Add 10s across a 100 • Subtract 1s across a 10 • Subtract 10s across a 100	**Week 6** Block 2: Addition and Subtraction	• Make connections • Add two numbers (no exchange) • Subtract two numbers (no exchange) • Add two numbers (across a 10) • Add two numbers (across a 100)

Year 3 - Autumn

Week 7 Block 2: Addition and Subtraction	• Subtract two numbers (across a 10) • Subtract two numbers (across a 100) • Add 2-digit and 3-digit numbers • Subtract a 2-digit number from a 3-digit number	**Week 8** Block 2: Addition and Subtraction	• Complements to 100 • Estimate answers • Inverse operations • Make decisions
Week 9 Block 3: Multiplication and Division **A**	• Multiplication - equal groups • Use arrays • Multiples of 2 • Multiples of 5 and 10	**Week 10** Block 3: Multiplication and Division **A**	• Sharing and grouping • Multiply by 3 • Divide by 3 • The 3 times-table
Week 11 Block 3: Multiplication and Division **A**	• Multiply by 4 • Divide by 4 • The 4 times-table	**Week 12** Block 3: Multiplication and Division **A**	• Multiply by 8 • Divide by 8 • The 8 times-table • The 2, 4 and 8 times-tables

Year 3 - Spring

Week 1 Block 1: Multiplication and Division **B**	• Multiples of 10 • Related calculations • Reasoning about multiplication • Multiply a 2-d	**Week 2** Block 1: Multiplication and Division **B**	• Multiply a 2-digit number by a 1-digit number – with exchange • Link multiplication and division • Divide a 2-digit number by a 1-digit number – no exchange • Divide a 2-digit number by a 1-digit number – flexible partitioning
Week 3 Block 1: Multiplication and Division **B**	• Divide a 2-digit number by a 1-digit number – with reminders • Scaling • How many ways?	**Week 4** Block 2: Length and Perimeter	• Measure in metres and centimetres • Measure in millimetres • Measure in centimetres and millimetres • Metres, centimetres and millimetres
Week 5 Block 2: Length and Perimeter	• Equivalent lengths (metres and centimetres) • Equivalent lengths (centimetres and millimetres) • Compare lengths • Add lengths • Subtract lengths	**Week 6** Block 2: Length and Perimeter	• What is perimeter? • Measure perimeter • Calculate perimeter

Year 3 - Spring

Week 7 Block 3: Fractions **A**	• Understand the denominators of unit fractions • Compare and order unit fractions • Understand the numerators of non-unit fractions	**Week 8** Block 3: Fractions **A**	• Understand the whole • Compare and order non-unit fractions • Fractions and scales
Week 9 Block 3: Fractions **A**	• Fractions on a number line • Count in fractions on a number line • Equivalent fractions on a number line • Equivalent fractions as bar models	**Week 10** Block 4: Mass and Capacity	• Use scales • Measure mass in grams • Measure mass in kilograms and grams • Equivalent masses (kilograms and grams)
Week 11 Block 4: Mass and Capacity	• Compare mass • Add and subtract mass • Measure capacity and volume in millilitres • Measure capacity and volume in litres and millilitres	**Week 12** Block 4: Mass and Capacity	• Equivalent capacities and volumes (litres and millilitres) • Compare capacity and volume • Add and subtract capacity and volume

Year 3 - Summer

Week 1 Block 1: Fractions **B**	• Add fractions • Subtract fractions • Partition the whole	**Week 2** Block 1: Fractions **B**	• Unit fractions of a set of objects • Non-unit fractions of a set of objects • Reasoning with fractions of an amount
Week 3 Block 2: Money	• Pounds and pence • Convert pounds and pence	**Week 4** Block 2: Money	• Add money • Subtract money • Find change
Week 5 Block 3: Time	• Roman numerals to 12 • Tell the time to 5 minutes • Tell the time to the minute • Read time on a digital clock	**Week 6** Block 3: Time	• Use am and pm • Years, months and days • Days and hours • Hours and minutes – use start and end times

Year 3 - Summer

Week 7 Block 3: Time	• Hours and minutes – use durations • Minutes and seconds • Units of time • Solve problems with time	**Week 8** Block 4: Shape	• Turns and angles • Right angles • Compare angles • Measure and draw accurately • Horizontal and vertical
Week 9 Block 4: Shape	• Parallel and perpendicular • Recognise and describe 2-D shapes • Draw polygons • Recognise and describe 3-D shapes • Make 3-D shapes	**Week 10** Block 5: Statistics	• Interpret pictograms • Draw pictograms • Interpret bar charts
Week 11 Block 5: Statistics	• Draw bar charts • Collect and represent data • Two-way tables	**Week 12**	• Consolidation

Year 4 – Autumn

Week 1 Block 1: Place Value	• Represent numbers to 1,000 • Partition numbers to 1,000 • Number line to 1,000 • Thousands	**Week 2** Block 1: Place Value	• Represent numbers to 10,000 • Partition numbers to 10,000 • Flexible partitioning of numbers to 10,000 • Find 1, 10, 100, 1,000 more or less
Week 3 Block 1: Place Value	• Number line to 10,000 • Estimate on a number line to 10,000 • Compare numbers to 10,000 • Order numbers to 10,000 • Roman numerals	**Week 4** Block 1: Place Value	• Round to the nearest 10 • Round to the nearest 100 • Round to the nearest 1,000 • Round to the nearest 10, 100 or 1,000
Week 5 Block 2: Addition and Subtraction	• Add and subtract 1s, 10s, 100s and 1,000s • Add up to two 4-digit numbers - no exchange • Add two 4-digit numbers - one exchange	**Week 6** Block 2: Addition and Subtraction	• Add two 4-digit numbers– more than one exchange • Subtract two 4-digit numbers - no exchange • Subtract two 4-digit numbers - one exchange

Year 4 – Autumn

Week 7 Block 2: Addition and Subtraction	• Subtract two 4-digit numbers – more than one exchange • Efficient subtraction • Estimate answers • Checking strategies	**Week 8** Block 3: Area	• What is area? • Counting squares • Make shapes • Compare area
Week 9 Block 4: Multiplication and Division **A**	• Multiples of 3 • Multiply and divide by 6 • 6 times-table and division facts • Multiply and divide by 9 • 9 times-table and division facts	**Week 10** Block 4: Multiplication and Division **A**	• The 3, 6 and 9 times-tables • Multiply and divide by 7 • 7 times-table and division facts • 11 times-table and division facts
Week 11 Block 4: Multiplication and Division **A**	• 12 times-table and division facts • Multiply by 1 and 0 • Divide by 1 and itself • Multiply three numbers	**Week 12**	• Consolidation

Year 4 – Spring

Week 1 Block 1: Multiplication and Division **B**	• Factor pairs • Use factor pairs • Multiply by 10 • Multiply by 100 • Divide by 10	**Week 2** Block 1: Multiplication and Division **B**	• Divide by 100 • Related facts – multiplication and division • Informal written methods for multiplication • Multiply a 2-digit number by a 1-digit number • Multiply a 3-digit number by a 1-digit number
Week 3 Block 1: Multiplication and Division **B**	• Divide a 2-digit number by a 1-digit number (1) • Divide a 2-digit number by a 1-digit number (2) • Divide a 3-digit number by a 1-digit number • Correspondence problems • Efficient multiplication	**Week 4** Block 2: Length and Perimeter	• Measure in kilometres and metres • Equivalent lengths (kilometres and metres) • Perimeter on a grid • Perimeter of a rectangle • Perimeter of rectilinear shapes
Week 5 Block 2: Length and Perimeter	• Find missing lengths in rectilinear shapes • Calculate the perimeter of rectilinear shapes • Perimeter of regular polygons • Perimeter of polygons	**Week 6** Block 3: Fractions	• Understand the whole • Count beyond 1 • Partition a mixed number

Year 4 – Spring

Week 7 Block 3: Fractions	• Number lines with mixed numbers • Compare and order mixed numbers • Understand improper fractions • Convert mixed numbers to improper fractions	**Week 8** Block 3: Fractions	• Convert improper fractions to mixed numbers • Equivalent fractions on a number line • Equivalent fraction families • Add two or more fractions
Week 9 Block 3: Fractions	• Add fractions and mixed numbers • Subtract two fractions • Subtract from whole amounts • Subtract from mixed numbers	**Week 10** Block 4: Decimals **A**	• Tenths as fractions • Tenths as decimals • Tenths on a place value chart • Tenths on a number line
Week 11 Block 4: Decimals **A**	• Divide a 1-digit number by 10 • Divide a 2-digit number by 10 • Hundredths as fractions	**Week 12** Block 4: Decimals **A**	• Hundredths as decimals • Hundredths on a place value chart • Divide a 1 or 2-digit number by 100

Year 4 – Summer

Week 1 Block 1: Decimals **B**	• Make a whole with tenths • Make a whole with hundredths • Partition decimals • Flexibly partition decimals	**Week 2** Block 1: Decimals **B**	• Compare decimals • Order decimals • Round to the nearest whole number • Halves and quarters as decimals
Week 3 Block 2: Money	• Write money using decimals • Convert between pounds and pence • Compare amounts of money	**Week 4** Block 2: Money	• Estimate with money • Calculate with money • Solve problems with money
Week 5 Block 3: Time	• Years, months, weeks and days • Hours, minutes and seconds	**Week 6** Block 3: Time	• Convert between analogue and digital times • Convert to the 24-hour clock • Convert from the 24-hour clock

Year 4 – Summer

Week 7 Block 4:	• Consolidation	**Week 8** Block 4: Shape	• Understand angles as turns • Identify angles • Compare and order angles • Triangles
Week 9 Block 4: Shape	• Quadrilaterals • Polygons • Lines of symmetry • Complete a symmetric figure	**Week 10** Block 5: Statistics	• Interpret charts • Comparison, sum and difference • Interpret line graphs • Draw line graphs
Week 11 Block 6: Position and Direction	• Describe position using coordinates • Plot coordinates	**Week 12** Block 6: Position and Direction	• Draw 2-D shapes on a grid • Translate on a grid • Describe translation on a grid

Year 5 – Autumn

Week 1 Block 1: Place Value	• Roman numerals to 1,000 • Numbers to 10,000 • Numbers to 100,000 • Numbers to 1,000,000	**Week 2** Block 1: Place Value	• Read and write numbers to 1,000,000 • Powers of 10 • 10/100/1,000/10,000/100,000 more or less • Partition numbers to 1,000,000 • Number line to 1,000,000
Week 3 Block 1: Place Value	• Compare and order numbers to 100,000 • Compare and order numbers to 1,000,000 • Round to the nearest 10, 100 or 1,000 • Round within 100,000 • Round within 1,000,000	**Week 4** Block 2: Addition and Subtraction	• Mental strategies • Add whole numbers with more than four digits • Subtract whole numbers with more than four digits • Round to check answers
Week 5 Block 2: Addition and Subtraction	• Inverse operations (addition and subtraction) • Multi-step addition and subtraction problems • Compare calculations • Find missing numbers	**Week 6** Block 3: Multiplication and Division **A**	• Multiples • Common multiples • Factors • Common factors

Year 5 – Autumn

Week 7 Block 3: Multiplication and Division ***A***	• Prime numbers • Square numbers • Cube numbers	**Week 8** Block 3: Multiplication and Division ***A***	• Multiply by 10, 100 and 1,000 • Divide by 10, 100 and 1,000 • Multiples of 10, 100 and 1,000
Week 9 Block 4: Fractions ***A***	• Find fractions equivalent to a unit fraction • Find fractions equivalent to a non-unit fraction • Recognise equivalent fractions • Convert improper fractions to mixed numbers • Convert mixed numbers to improper fractions	**Week 10** Block 4: Fractions ***A***	• Compare fractions less than 1 • Order fractions less than 1 • Compare and order fractions greater than 1 • Add and subtract fractions with the same denominator
Week 11 Block 4: Fractions ***A***	• Add fractions within 1 • Add fractions with total greater than 1 • Add to a mixed number • Add two mixed numbers	**Week 12** Block 4: Fractions ***A***	• Subtract fractions • Subtract from a mixed number • Subtract from a mixed number - breaking the whole • Subtract two mixed numbers

Year 5 – Spring

Week 1 Block 1: Multiplication and Division **B**	• Multiply up to a 4-digit number by a 1-digit number • Multiply a 2-digit number by a 2-digit number (area model) • Multiply a 2-digit number by a 2-digit number • Multiply a 3-digit number by a 2-digit number	**Week 2** Block 1: Multiplication and Division **B**	• Multiply a 4-digit number by a 2-digit number • Solve problems with multiplication • Short division • Divide a 4-digit number by a 1-digit number
Week 3 Block 1: Multiplication and Division **B**	• Divide with remainders • Efficient division • Solve problems with multiplication and division	**Week 4** Block 2: Fractions **B**	• Multiply a unit fraction by an integer • Multiply a non-unit fraction by an integer • Multiply a mixed number by an integer • Calculate a fraction of a quantity
Week 5 Block 2: Fractions **B**	• Fraction of an amount • Find the whole • Use fractions as operators	**Week 6** Block 3: Decimals and Percentages	• Decimals up to 2 decimal places • Equivalent fractions and decimals (tenths) • Equivalent fractions and decimals (hundredths) • Equivalent fractions and decimals • Thousandths as fractions

Year 5 – Spring

Week 7 Block 3: Decimals and Percentages	• Thousandths as decimals • Thousandths on a place value chart • Order and compare decimals (same number of decimal places) • Order and compare any decimals with up to 3 decimal places • Round to the nearest whole number	**Week 8** Block 3: Decimals and Percentages	• Round to 1 decimal place • Understand percentages • Percentages as fractions • Percentages as decimals • Equivalent fractions, decimals and percentages
Week 9 Block 4: Perimeter and Area	• Perimeter of rectangles • Perimeter of rectilinear shapes • Perimeter of polygons	**Week 10** Block 4: Perimeter and Area	• Area of rectangles • Area of compound shapes • Estimate area
Week 11 Block 5: Statistics	• Draw line graphs • Read and interpret line graphs • Read and interpret tables	**Week 12** Block 5: Statistics	• Two-way tables • Read and interpret timetables

Year 5 – Summer

Week 1 Block 1: Shape	• Understand and use degrees • Classify angles • Estimate angles • Measure angles up to 180°	**Week 2** Block 1: Shape	• Draw lines and angles accurately • Calculate angles around a point • Calculate angles on a straight line
Week 3 Block 1: Shape	• Lengths and angles in shapes • Regular and irregular polygons • 3-D shapes	**Week 4** Block 2: Position and Direction	• Read and plot coordinates • Problem solving with coordinates • Translation
Week 5 Block 2: Position and Direction	• Translation with coordinates • Lines of symmetry • Reflection in horizontal and vertical lines	**Week 6** Block 3: Decimals	• Use known facts to add and subtract decimals within 1 • Complements to 1 • Add and subtract decimals across 1 • Add decimals with the same number of decimal places

Year 5 – Summer

Week 7 Block 3: Decimals	• Subtract decimals with the same number of decimal places • Add decimals with different numbers of decimal places • Subtract decimals with different numbers of decimal places • Efficient strategies for adding and subtracting decimals	**Week 8** Block 3: Decimals	• Decimal sequences • Multiply by 10, 100 and 1,000 • Divide by 10, 100 and 1,000 • Multiply and divide decimals - missing values
Week 9 Block 4: Negative Numbers	• Understand negative numbers • Count through zero in 1s • Count through zero in multiples • Compare and order negative numbers • Find the difference	**Week 10** Block 4: Converting Units	• Kilograms and kilometres • Millimetres and millilitres • Convert units of length
Week 11 Block 4: Converting Units	• Convert between metric and imperial units • Convert units of time • Calculate with timetables	**Week 12** Block 5: Volume	• Cubic centimetres • Compare volume • Estimate volume • Estimate capacity

Year 6 – Autumn

Week 1 Block 1: Place Value	• Numbers to 1,000,000 • Numbers to 10,000,000 • Read and write numbers to 10,000,000 • Powers of 10	**Week 2** Block 1: Place Value	• Number line to 10,000,000 • Compare and order any integers • Round any integers • Negative numbers
Week 3 Block 2: Addition, Subtraction, Multiplication and Division	• Add and subtract integers • Common factors • Common multiples • Rules of divisibility	**Week 4** Block 2: Addition, Subtraction, Multiplication and Division	• Primes to 100 • Square and cube numbers • Multiply up to a 4-digit number by a 2-digit number • Solve problems with multiplication
Week 5 Block 2: Addition, Subtraction, Multiplication and Division	• Short division • Division using factors • Introduction to long division	**Week 6** Block 2: Addition, Subtraction, Multiplication and Division	• Long division with remainders • Solve problems with division • Solve multi-step problems

Year 6 – Autumn

Week 7 Block 2: Addition, Subtraction, Multiplication and Division	• Order of operations • Mental calculations and estimation • Reason from known facts	**Week 8** Block 3: Fractions **A**	• Equivalent fractions and simplifying • Equivalent fractions on a number line • Compare and order (denominator) • Compare and order (numerator)
Week 9 Block 3: Fractions **A**	• Add and subtract simple fractions • Add and subtract any two fractions • Add mixed numbers • Subtract mixed numbers • Multi-step problems	**Week 10** Block 4: Fractions **B**	• Multiply fractions by integers • Multiply fractions by fractions • Divide a fraction by an integer • Divide any fraction by an integer
Week 11 Block 4: Fractions **B**	• Mixed questions with fractions • Fraction of an amount • Fraction of an amount - find the whole	**Week 12** Block 5: Converting Units	• Metric measures • Convert metric measures • Calculate with metric measures • Miles and kilometres • Imperial measures

Year 6 – Spring

Week 1 Block 1: Ratio	• Add or multiply? Tom • Using ratio language First week • Introduction to the ratio symbol • Ratio and fractions • Scale drawing Week 2	Week 2 Block 1: Ratio	• Using scale factors James • Similar shapes James • Ratio problems James • Proportion problems James • Recipes
Week 3 Block 2: Algebra	• 1-step function machines Eleanor • 2-step function machines Eleanor • Form expressions Eleanor • Substitution Eleanor • Formulae Eleanor	Week 4 Block 2: Algebra	• Form equations Eleanor • Solve 1-step equations Eleanor • Solve 2-step equations Eleanor • Find pairs of values Eleanor • Solve problems with two unknowns Eleanor
Week 5 Block 3: Decimals	• Place value within 1 Kathryn • Place value – integers and decimals Kathryn • Round decimals Kathryn • Add and subtract decimals Kathryn • Multiply by 10, 100 and 1,000 Fluency	Week 6 Block 3: Decimals	• Divide by 10, 100 and 1,000 Fluency Fitness • Multiply decimals by integers Kathryn • Divide decimals by integers Kathryn • Multiply and divide decimals in context Kathryn

Year 6 – Spring

Week 7 Block 4: Fractions, Decimals and Percentages	• Decimal and fraction equivalents • Fraction as division • Understand percentages • Fractions to percentages • Equivalent fractions, decimals and percentages	**Week 8** Block 4: Fractions, Decimals and Percentages	• Order fractions, decimals and percentages • Percentage of an amount – one step • Percentage of an amount – multi-step • Percentages – missing values
Week 9 Block 5: Perimeter, Area and Volume	• Shapes – same area • Area and perimeter • Area of a triangle – counting squares • Area of a right-angled triangle	**Week 10** Block 5: Perimeter, Area and Volume	• Area of any triangle • Area of a parallelogram • Volume – counting cubes • Volume of a cuboid
Week 11 Block 6: Statistics	• Line graphs • Dual bar charts • Read and interpret pie charts • Pie charts with percentages • The mean	**Week 12** (Summer) Block 1: Shape	• Measure and classify angles • Calculate angles • Vertically opposite angles • Angles in a triangle • Angles in a triangle – special cases

Year 6 – Summer

Week 1 Block 1: Shape	• Angles in a triangle – missing angles • Angles in quadrilaterals • Angles in polygons • Circles • Draw shapes accurately • Nets of 3-D shapes	**Week 2** Block 2: Position and Direction	• The first quadrant • Read and plot points in four quadrants • Solve problems with coordinates • Translations • Reflections
Week 3	• Revision Week	**Week 4**	• SATs
Week 5	• Summer Holiday Planning • Climate (handling data) • Distance and conversions (units of measure) • Flight costs (Money)	**Week 6**	• Summer Holiday Planning • Accommodation (Money and Percentages) • Budget (Money) • Time

Year 6 – Summer

Week 7	• Bakery • Best Value (Percentages and money problems) • Profit Loss (Money) • Packaging (Properties of shape -volume) • Cooking Problems (Ratio)	Week 8	• Conwy • PS Stand-alone lesson • PS Stand-alone lesson • PS Stand-alone lesson
Week 9	• Conwy • PS Stand-alone lesson • PS Stand-alone lesson • PS Stand-alone lesson	Week 10	• Production • PS Stand-alone lesson • PS Stand-alone lesson • PS Stand-alone lesson
Week 11	• Production • PS Stand-alone lesson • PS Stand-alone lesson • PS Stand-alone lesson	Week 12	• Leavers • PS Stand-alone lesson • PS Stand-alone lesson • PS Stand-alone lesson