Maths curriculum progression map

Y6

- **Calculation x and ÷:** I can x and ÷ multi- digit numbers up to 4-digits by a 2-digit whole number using the written methods.
- **Number:** I can compare and order fractions, + and -, x and ÷ fractions with different denominators.
- **Times Tables:** I can recall x and ÷ facts for tables up to 13 x 13.
- **Calculation + - x ÷:** I can solve problems using all four operations.
- **Calculation + and -:** I can + and - numbers using written methods, checking using estimation and inverse operations.
- **Number and Place Value**: I can read, write and compare numbers up to 10,000,000 and determine the value of each digit. (ones 1)

Y5

- **Number and Place Value**: I can read, write and compare numbers up to 1,000,000 and determine the value of each digit.
- **Calculation + and -:** I can + and - numbers with more than 4-digits using the written methods.
- **Calculation x and ÷**: I can apply fluency skills of +, -, x, ÷ to solve multi-step problems including fractions.
- **Calculation x and ÷**: I can ÷ 2-digit numbers by 1-digit numbers using a written method.
- **Number**: I can compare and order fractions, + and - fractions with different denominators.
- **Calculation x**: I can multiply multi- digit numbers up to 4-digits by 1 or 2 digit whole numbers using the written method for long multiplication.

Y4

- **Calculation x**: I can x 2-digit and 3-digit numbers by a 1-digit number using a written layout.
- **Number**: I can + and - fractions with the same denominator and round and compare decimals to 2dp.
- **Times Tables**: I can recall x and ÷ facts for tables up to 12 × 12.
- **Calculation x and ÷**: I can ÷ 2-digit numbers by 1-digit numbers using a written method.
- **Calculation + and -** : I can + and - numbers with up to 4 digits using the written methods and use inverse operations.
- **Number and Place Value**: I can order and compare numbers beyond 1000, and count backwards through zero to include negative numbers. (ones 1)

Y3

- **Number and Place Value**: I can order and recognise the place value of numbers up to 1000. (ones 1)
- **Calculation + and -** : I can + and -, both mentally and written, up to 3-digits by 3-digits.
- **Calculation x and ÷**: I can solve problems, including missing numbers, involving x and ÷.
- **Times Tables**: I know x and ÷ facts for the 2, 3 4, 5, 8 and 10 times tables.
- **Number**: I can + and - fractions with the same denominator within one whole.
- **Calculation x**: I can use written methods to x 2-digit numbers by 1-digit numbers.
- **Calculation + and -**: I can add and subtract any 2-digit number using an efficient strategy.
- **Number:** I can identify 1/4, 1/3, 1/2, 2/4, and 3/4 of a number.
- **Times Tables:** I know my 2s, 5s and 10s.

Y2

- **Calculation x and ÷**: I can solve simple x and ÷ problems including 2s, 5s & 10s.
- **Calculation +:** I can recall and reason using number bonds to 20.
- **Number and Place Value:** I can partition a 2-digit number using an efficient strategy. (ones 1)
- **Number and Place Value**: I can count, read & write numbers to 100. (ones 1)
- **Calculation +**: I can recall number bonds to 10.
- **Calculation x and ÷**: I can solve x and ÷ problems using concrete & pictorial methods.

Y1

- **Times Tables:** I can count in 1s, 2s, 5s and 10s.
- **Number and Place Value:** I can identify one more and one less than a given number. (ones 1)
- **Calculation + and -** : I can add and subtract one-digit and two-digit numbers to 20, including zero.
- I can **+ and - 2 single digit numbers** by using objects to help me.
- I can find **one more or one less from a group of objects.**
- I can recognise numbers 0-10 and count an irregular arrangement of up to 10 objects.

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- I can solve problems including **doubling, halving and sharing**.
- I can use the vocabulary involved in the **+ and -** of numbers.
- I can find the **total number of items in two groups** by counting all of them.
- I can **recite number names in order to ten**.
- I can separate a group of **3 to 4 objects in different ways**, beginning to recognise that its total is still the same.
- I can begin to **represent numbers**.

N

- I realise that **anything can be counted**, e.g. claps, jumps, steps.
- I can show curiosity about numbers by offering **comments or asking questions**.
- I can show an interest in **number problems**.

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