

Shillington Lower school and Stondon Lower school (Shillington and Stondon Federation)

Curriculum map/skills progression grid

Date	Maths Fluency Skills Progression Review date						Subject Leader
April 2021	September 2022						Sarah Comerford
<p>This document aims to give guidance on the progression of skills and knowledge across the year groups. It is used to support planning the year groups long term overviews that break up content into termly blocks. As children make progress through the school, it is expected that they can demonstrate a wider range of independent skills and knowledge in the 7 strands of maths across the curriculum. In maths, like in other subjects, we recognise the importance that a range of different teaching methods could be used in supporting pupils to know more, understand more and remember more. In maths we use the following approaches of small steps in learning to ensure that children build on previous learning, concrete equipment to support children to understand different processes and concepts, pictorial representations which build upon on the concrete and allow children to learn how to represent number in a variety of ways, written methods which use conceptual and procedural variation to extend children's thinking and problem solving and reasoning to develop children's verbal and written responses to solve different mathematical tasks. These will be evident in pupil discussion, observations and work in books in order that learning opportunities in maths are as effective as possible and that pupils make progress throughout the year and across different years.</p>							
Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Counting	Count reliably with numbers from 1 - 20	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. 1NPV-1 , 1NF-2	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 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. 3NPV-1	Count in multiples of 6, 7, 9, 25 and 1000 Count backwards through zero to include negative numbers Know that 10 hundred 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. 4NPV-1	Count forwards or backwards in steps of powers of 10. Count forwards and backwards with positive and negative whole numbers, including through zero	Use negative numbers in context, and calculate intervals across zero
Place Value	Say which number is one more or one less than a given number	Use language or more than and less than Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$ 1NPV-2	Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning. 2NPV-1 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.	Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning. 3NPV-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).	Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning. 4NPV-2 Apply place-value knowledge to known additive and multiplicative number	Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. 5NPV-1 Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. 5NPV-1 Know that 10 hundredths are equivalent to 1 tenth,	Recognise the place value of each digit in numbers up to 10 million, including decimal fractions 6NPV-2

			2NPV-2	3NF-3 Find 10 or 100 more or less than a given number 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. 3NPV-3	facts (scaling facts by 100) 4NF-3 Find 1000 more or less than a given number 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. 4NPV-3	and that 0.1 is 10 times the size of 0.01. 5NPV-1 Recognise the place value of each digit in numbers with up to 2 decimal places 5NPV-2	
Addition and Subtraction Facts	Using quantities and objects, add and subtract two single-digit numbers	Develop fluency in addition and subtraction facts within 10. 1NF-1	Secure fluency in addition and subtraction facts within 10, through continued practice. 2NF-1 Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 2AS-3	Secure fluency in addition and subtraction facts that bridge 10, through continued practice. 3NF-1 Continue to use number bonds to solve problems involving three -digit numbers	Continue to use number bonds to solve problems involving four-digit numbers	Apply place-value knowledge to known additive and multiplicative number facts 5NF-2	Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 6NPV-1
Times Tables	Solve problems including doubling, halving and sharing	Count in multiples of twos, fives and tens	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables 2MD-1	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. 3NF-2 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. 3NPV-4	Recall multiplication and division facts up to, and recognise products in multiplication tables as multiples of the corresponding number. 4NF-1 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. 4NPV-4 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context 4NF-2	Multiply and divide numbers mentally drawing upon known facts 5NF-1	Perform mental calculations, including with mixed operations and large numbers