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	EYFS	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
Counting & ordering	Count reliably to 10.	**Count to & across 100, forwards & backwards starting from any number. (1NPV-1)**			Count backwards through zero to include negative numbers.	Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000.	
	Order numbers 1 – 10.		Compare & order numbers up to 100 and use < > =.	Compare & order numbers up to 1,000.	Compare & order numbers beyond 1,000. Compare & order numbers with up to 2 decimal places.	Compare & order numbers up to 1,000,000. Compare & order numbers with 3 decimal places.	Compare & order numbers up to 10,000,000.
					Read Roman numerals to 100.	Read Roman numerals to 1,000	
				3NPV–1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10.	**4NPV–1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.**	**5NPV–1 Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1.** **Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01.** **Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.**	**6NPV–1 Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000).**
Numbers & more/less		Read & write numbers to 20 in numerals & words. Read & write numbers to 100 in numerals	Read & write all numbers to 100 in digits & words.	Read & write all numbers to 1,000 in digits & words.			
	Say 1 more/1 less to 10	Say 1 more/1 less to 100		Find 10 or 100 more/less than a given number	Find 1,000 more/less than a given number		
Tables & multiples		Count in multiples of 2, 5 & 10 **beginning with any multiple, and count forwards and backwards through the odd numbers (1NF–2)**	Count in steps of 2, 3 & 5 from 0 up to 100 and in 10s from any number (forward/backward).	Count from 0 in multiples of 4, 8, 50 & 100.	Count in multiples of 6, 7, 9, 25 & 1000.	**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.**	Identify common factors and common multiples
			Recall & use multiplication & division facts for 2, 5 & 10 table	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**	Recall & use multiplication & division facts all tables to 12x12, **and recognise products in multiplication tables as multiples of the**	**5NF–1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.**	

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				multiples of the corresponding number. 3NF–2	**corresponding number. 4NF–1**		
Bonds & Facts		Use bonds & subtraction facts to 20. **1NF–1 Develop fluency in addition and subtraction facts within 10.**	Recall & use +/- facts to 20. Derive & use related facts to 100 **2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice.**	**3NF–1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.**		Recognise & use square numbers.	**6NPV–2 Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning.** Identify value of each digit to 3dp
Place value & rounding			Recognise the PV of each digit in a 2-digit number (tens, ones) **and compose and decompose two-digit numbers using standard and non-standard partitioning. 2NPV–1**	Recognise PV of any 3-digit **number and compose and decompose three-digit numbers using standard and non-standard partitioning. 3NVP-2**	**Recognise PV of any 4-digit number and compose and decompose *four*-digit numbers using standard and non-standard partitioning. 4NPV–2**	**Recognise PV of any number up to 1,000,000 with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning. 5NPV–2**	**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.**
				3NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).	**4NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100)**	**5NF–2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).**	
		1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	**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.**	**3NPV–3 Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.**	**4NPV–3 Reason about the location of any *four*-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.** Round any number to the nearest 10, 100 or 1000)	**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.** Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 or 100000. Round decimals with 2dp to nearest whole number & 1dp	**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.** Round any whole number to a required degree of accuracy.
				3NPV–4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.	**4NPV–4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.**	**5NPV–4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.**	**6NPV–4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.**
Calculations + /-	Add & subtract two single digit numbers. Count on/back to find the answer.	Add & subtract: 1 digit & 2 digit numbers to 20, including zero. **1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts,**	Add & subtract: - 2-digit nos & ones - 2-digit nos & tens - Two 2-digit nos - Three 1-digit nos **(2AS–3 and 2AS–4)**	Add & subtract mentally: - 3-digit nos & ones - 3-digit nos & tens - 3-digit nos & hundreds **3AS–1 Calculate complements to 100.**	Add & subtract: - Numbers with up to 4- digits using written columnar method.	Add & subtract: - Numbers with more than 4-digits using formal written method.	Add & subtract: - Numbers with up to 3dp.

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		including recognising odd and even numbers. **1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.**	**2AS–1 Add and subtract across 10.** **2AS–2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more…?".** **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. **2AS–4** Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.	Add & subtract: - Numbers with up to 3- digits using written columnar method. **3AS–2** **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.**			**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).** **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.** **6AS/MD–3 Solve problems involving ratio relationships.** **6AS/MD–4 Solve problems with 2 unknowns.**
Calculations x/÷		Solve one-step multiplication & division using objects, pictorial representations and arrays.	Calculate & write multiplication & division calculations using multiplication tables.	Multiply: - 2-digit by 1-digit .	Multiply: - 2-digit by 1-digit - 3-digit by 1-digit Divide: 2 digits by 1 digit including **that involve remainders, and interpret remainders appropriately according to the context. 4NF–2**	Multiply: - 4-digits by 1 **5MD-3** -digit/ 2-digit Divide: - Up to 4-digits by 1-digit number **using a formal written method, and interpret remainders appropriately for the context.**	Multiply: - 4-digit by 2-digit Divide: - 4-digit by 2-digit
							For year 6, MD ready-to-progress criteria are combined with AS ready-to-progress criteria (please see above).
			2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.	**3MD–1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.**	**4MD–1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.**	Multiply & divide: - Whole numbers & decimals by 10, 100; **understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size. 5MD–1**	

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			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). Recognise & use inverse		**4MD–2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.** **4MD–3 Understand and apply the distributive property of multiplication**	.	
Fractions				**3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.**		**5NPV–5 Convert between units of measure, including using common decimals and fractions**	**6F–1 Recognise when fractions can be simplified, and use common factors to simplify fractions.**
				3F–2 Find unit fractions of quantities using known division facts (multiplication tables fluency).		**5F–1 Find non-unit fractions of quantities.**	**6F–2 Express fractions in a common denomination and use this to compare fractions that are similar in value.**
				3F–3 Reason about the location of any fraction within 1 in the linear number system.	**4F–1 Reason about the location of mixed numbers in the linear number system.**		**6F–3 Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.**
					4F–2 Convert mixed numbers to improper fractions and vice versa.	**5F–2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system.**	
				3F–4 Add and subtract fractions with the same denominator, within 1.	**4F–3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.**	**5F–3 Recall decimal fraction equivalents for 1/2 ,1/4 , 1/5 and 1/10, and for multiples of these proper fractions.**	
Geometry		**1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.**		**3G–1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.**	**4G–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.**	**5G–1 Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.**	**6G–1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.**

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		1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.		**3G–2 Draw polygons by joining marked points, and identify parallel and perpendicular sides.**	**4G–1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.**	**5G–2 Compare areas and calculate the area of rectangles (including squares) using standard units.**	
					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.		