

# Curriculum Area Progression Summary

## Area of Learning: Maths – Number



Stage	Summary of key skills and knowledge to be acquired
4	<ul style="list-style-type: none"> <li>● Recites some number names in sequence.</li> <li>● Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</li> <li>● Uses some language of quantities, such as 'more' and 'a lot' to make comparisons</li> </ul>
5	<ul style="list-style-type: none"> <li>● Recites numbers in order to 10.</li> <li>● Sometimes matches numeral and quantity correctly.</li> <li>● Shows an interest in number problems.</li> <li>● Shows curiosity about numbers by offering comments or asking questions.</li> <li>● Knows that numbers identify how many objects are in a set.</li> </ul>
6	<ul style="list-style-type: none"> <li>● Consolidates knowledge of numerals 1-5, recognising them consistently by name.</li> <li>● Develops knowledge of number and counting to up to 10 objects, beginning to count beyond 10.</li> <li>● Develops knowledge of estimation, estimating how many objects they see and counting to check (within 10).</li> <li>● Demonstrates knowledge of the concepts of 'more' and 'fewer' to compare two sets of objects.</li> <li>● Develops knowledge of sharing and is able to share a group of objects with peers.</li> </ul>
7	<ul style="list-style-type: none"> <li>● Count reliably from 1 to 20.</li> <li>● Develop and apply knowledge of addition by adding 2 numbers (groups of objects) and counting to find total (within 10).</li> <li>● Develops knowledge of the commutative law (e.g. <math>3 + 2 = 5</math>, therefore <math>2 + 3 = 5</math>).</li> <li>● Demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if <math>3 + 2 = 5</math>, then <math>5 - 2 = 3</math>).</li> <li>● Apply developing knowledge of numbers and equations to include problems involving doubling, halving and sharing.</li> </ul>
8	<ul style="list-style-type: none"> <li>● Read and write numbers in numerals up to 100</li> <li>● Develops knowledge of place value, applying these skills to partition a two-digit number into tens and ones using structured resources to support.</li> <li>● Demonstrates developing knowledge of addition and subtraction with two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. <math>23 + 5</math>; <math>46 + 20</math>; <math>16 - 5</math>; <math>88 - 30</math>)</li> <li>● Count in groups of twos, fives and tens from 0 and use this to solve problems</li> </ul>
9	<ul style="list-style-type: none"> <li>● Uses developing knowledge of place value and partitioning, to partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus</li> <li>● Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If <math>7 + 3 = 10</math>, then <math>17 + 3 = 20</math>; if <math>7 - 3 = 4</math>, then <math>17 - 3 = 14</math>; leading to if <math>14 + 3 = 17</math>, then <math>3 + 14 = 17</math>, <math>17 - 14 = 3</math> and <math>17 - 3 = 14</math>)</li> <li>● Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary</li> </ul>

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	<ul style="list-style-type: none"> <li>Develop knowledge of fractions, applying these skills to recognise, find, name and write fractions (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>) of a set of objects, write simple fractions e.g. <math>\frac{1}{2}</math> of 6 = 3,</li> </ul>
<b>10</b>	<ul style="list-style-type: none"> <li>To develop knowledge of rounding to round two-digit numbers to the nearest 10</li> <li>Demonstrate knowledge of place value to compare, order and recognise the place value of a 3-digit numbers and begin to partition (hundreds, tens, ones)</li> <li>Compare and order numbers up to 1000</li> <li>Show an understanding of negative numbers including be able to count backwards through 0</li> <li>Find 10 or 100 more or less from a given number</li> <li>Solve problems, including missing number problems, using number facts and place value etc with increasingly large positive numbers</li> <li>Begin to understand multiplication facts for 3, 4 and 8</li> <li>Recognise, find and write fractions of a discrete set of objects, compare and order fractions with same denomination, add and subtract fractions with same denomination within one whole.</li> </ul>
<b>11</b>	<ul style="list-style-type: none"> <li>To be able to count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>read and write numbers up to 1000 in numerals and in words</li> <li>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</li> <li>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> <li>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.</li> <li>Recognise and write decimal equivalents of any number of tenths or hundredths.</li> </ul>
<b>12</b>	<ul style="list-style-type: none"> <li>Count in multiples of 6, 7, 9, 25 and 1000.</li> <li>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).</li> <li>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</li> <li>Multiplication and Division recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</li> <li>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.</li> <li>Recognise and write decimal equivalents of any number of tenths or hundredths.</li> <li>Round decimals with one decimal place to the nearest whole number.</li> </ul>
<b>13</b>	<ul style="list-style-type: none"> <li>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.</li> <li>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.</li> <li>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</li> <li>Add and subtract numbers mentally with increasingly large numbers.</li> </ul>

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	<ul style="list-style-type: none"><li>● Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</li><li>● Read, write, order and compare numbers with up to three decimal places.</li></ul>
<b>14</b>	<ul style="list-style-type: none"><li>● Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</li><li>● 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.</li><li>● Solve problems involving addition, subtraction, multiplication and division.</li><li>● Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</li> <li>● Use written division methods in cases where the answer has up to two decimal places.</li><li>● Solve problems which require answers to be rounded to specified degrees of accuracy.</li></ul>