

## Year 1-6 Maths Progression Document

National Curriculum		
KS1	Lower KS2	Upper KS2
<ul style="list-style-type: none"> <li>The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the 4 operations, including with practical resources [for example, concrete objects and measuring tools].</li> <li>At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.</li> <li>By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.</li> <li>Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.</li> </ul>	<ul style="list-style-type: none"> <li>The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the 4 operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.</li> <li>At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.</li> <li>By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12-multiplication table and show precision and fluency in their work.</li> <li>Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word-reading knowledge and their knowledge of spelling.</li> </ul>	<ul style="list-style-type: none"> <li>The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.</li> <li>At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.</li> <li>By the end of year 6, pupils should be fluent in written methods for all 4 operations, including long multiplication and division, and in working with fractions, decimals and percentages.</li> <li>Pupils should read, spell and pronounce mathematical vocabulary correctly.</li> </ul>

### Maths Overview

#### Disciplines:

Fluency	Reason mathematically	Application	Oracy	Problem Solving
---------	-----------------------	-------------	-------	-----------------

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<b>Number</b> Place Value Within 10  <b>Geometry</b> Shape (1 week)  <b>Consolidation</b> (1 week)	<b>Number</b> Addition and Subtraction  <b>Within 10</b> (5 weeks)  <b>Geometry</b> Shape (1 week)  <b>Consolidation</b> (1 week)	<b>Number</b> Place Value Within 20  <b>Number</b> Addition and Subtraction  <b>Within 20</b> (3 weeks)	<b>Number</b> Place Value Within 50  <b>Measurement</b> Length and Height (2 weeks)  <b>Measurement</b> Mass and Volume (2 weeks)	<b>Number</b> Multiplication and Division (3 weeks)  <b>Number</b> Fractions (2 weeks)  <b>Geometry</b> Position and Direction (1 week)	<b>Number</b> Place Value Within 100 (2 weeks)  <b>Measurement</b> Money (1 week)  <b>Measurement</b> Time (2 weeks)  <b>Consolidation</b> (1 week)
Year 2	<b>Number</b> Place Value  <b>Geometry</b> Shape (3 weeks)	<b>Number</b> Addition and Subtraction (5 weeks)  <b>Geometry</b> Shape (3 weeks)	<b>Measurement</b> Money (2 weeks)  <b>Number</b> Multiplication and Division (4 weeks)	<b>Measurement</b> Length and Height (2 weeks)  <b>Measurement</b> Mass, Capacity and Temperature (3 weeks)	<b>Number</b> Fractions (3 weeks)  <b>Measurement</b> Time (3 weeks)	<b>Statistics</b> (3 weeks)  <b>Geometry</b> Position and Direction (3 weeks)  <b>Consolidation</b> (1 week)

## Year 1-6 Maths progression document

Year 3	<b>Number</b> Place Value (3 weeks)	<b>Number</b> Addition and Subtraction (2 weeks)	<b>Number</b> Multiplication and Division (3 weeks)	<b>Number</b> Fractions (3 weeks)	<b>Number</b> Fractions (2 weeks)	<b>Measurement</b> Time (1 week)
	<b>Number</b> Addition and Subtraction (4 weeks)	<b>Number</b> Multiplication and Division (4 weeks)	<b>Measurement</b> Length and Perimeter (3 weeks)	<b>Measurement</b> Mass and Capacity (3 weeks)	<b>Measurement</b> Money (2 weeks)	<b>Geometry</b> Shape (2 weeks)
		<b>Consolidation</b> (1 week)			<b>Measurement</b> Time (2 weeks)	<b>Statistics</b> (3 weeks)
Year 4	<b>Number</b> Place Value (4 weeks)	<b>Measurement</b> Area (1 week)	<b>Number</b> Multiplication and Division (3 weeks)	<b>Number</b> Fractions (4 weeks)	<b>Number</b> Decimals (2 weeks)	<b>Geometry</b> Shape (2 weeks)
	<b>Number</b> Addition and Subtraction (3 weeks)	<b>Number</b> Multiplication and Division (4 weeks)	<b>Measurement</b> Length and Perimeter (3 weeks)	<b>Number</b> Decimals (2 weeks)	<b>Measurement</b> Money (2 weeks)	<b>Statistics</b> (2 weeks)
		<b>Consolidation</b> (2 weeks)			<b>Measurement</b> Time (2 weeks)	<b>Geometry</b> Position and Direction (3 weeks)
						<b>Consolidation</b> (1 week)

## Year 1-6 Maths progression document

<b>Year 5</b>	<b>Number</b> Place Value (3 weeks)	<b>Number</b> Multiplication and Division (2 weeks)				<b>Number</b> Decimals (2 weeks)	
	<b>Number</b> Addition and Subtraction (2 weeks)	<b>Number</b> Fractions (4 weeks)	<b>Number</b> Multiplication and Division (3 weeks)	<b>Number</b> Decimals and Percentages (2 weeks)	<b>Geometry</b> Shape (3 weeks)	<b>Number</b> Negative Numbers (1 week)	
	<b>Consolidation</b> (1 week)		<b>Number</b> Fractions (2 weeks)	<b>Measurement</b> Perimeter and Area (2 weeks)	<b>Geometry</b> Position and Direction (2 weeks)	<b>Measurement</b> Converting Units (2 weeks)	
			<b>Number</b> Decimals and Percentages (1 week)	<b>Statistics</b> (2 weeks)	<b>Number</b> Decimals (1 week)	<b>Measurement</b> Volume (1 week)	<b>Consolidation</b> (1 week)

## Year 1-6 Maths progression document

<b>Year 6</b>	<b>Number</b> Place Value (2 weeks)	<b>Number</b> Fractions (4 weeks)	<b>Number</b> Ratio (2 weeks)	<b>Number</b> Fractions, Decimals and Percentages (2 weeks)	<b>Geometry</b> Shape (3 weeks)	<b>Consolidation, Themed Projects and Problem-Solving Activities</b>	
	<b>Number</b> Addition, Subtraction, Multiplication and Division (5 weeks)	<b>Measurement</b> Converting Units (2 weeks)	<b>Number</b> Algebra (2 weeks)	<b>Measurement</b> Area, Perimeter and Volume (2 weeks)	<b>Geometry</b> Position and Direction (1 week)		