## Buckingham Park Cof E Primary School Maths Progression documents Multiplication and Division



Objectives	Y1	Y2	Y3	Y4	Y5	Y6
National curriculum objectives	-solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	-recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers -show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot -calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs -solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables -write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods -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	-recall multiplication and division facts for multiplication tables up to 12 × 12 -use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers -recognise and use factor pairs and commutativity in mental calculations -multiply two-digit and three-digit numbers by a one-digit number using formal written layout -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	-identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers -know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers -establish whether a number up to 100 is prime and recall prime numbers up to 19 -recognise and use square numbers, and the notation for squared (2) and cubed (3) -multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers -multiply and divide numbers mentally drawing upon known facts -divide numbers up to 4 digits by a one-digit	-identify common factors, common multiples and prime numbers -use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy -multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication - divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context - divide numbers up to 4 digits by a two-digit number using the formal written method of short division where

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number using the formal written method of short division and interpret remainders appropriate, interpreting remainders according to the context -perform mental calculations, including with mixed operations and division including whole numbers and those involving declimation and division including using their knowledge of factors and multiples, squares and cubes -solve problems involving multiplication and division, including station, and division, including station, and division and a combination of these, involving multiplication and division and a combination of these, including understanding the meaning of the repeated addition and subtraction, and division and a combination of these, including understanding the meaning of the repeated addition and subtraction facts that bridge 10, through continued practice.  The ready to progress subtraction or contexts, representing them with multiplication and addition and subtraction and division facts up to 12 × 12 and recognise products in multiplication and multiplicative and multiplication and multiplicative and multiplication and multiplicative and multiplicative and multiplicative.				COTETTITION SCHOOLINGER	3 · · · • 6 · • • • • · · · · · · · · · ·		_
division and interpret remainders appropriately for the context							
Por ready to progress criteria 1NF-1 Develop fluency to progress criteria 1NF-2 Count forwards 2 MF-2 Count forwa						written method of short	remainders according to
appropriately for the context -multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 -solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes -solve problems involving multiplication and division, including scaling by simple fractions and problems involving addition, subtraction, multiplication and division and a combination of these, including with mixed operations and division including using their knowledge of the order of operations to carry out calculations involving simple fractions and problems involving simple fraction, multiplication and division and a combination of these, including with mixed operations and those involving decimals by 10, 100 and 1000 -solve problems involving multiplication and division including using their knowledge of the order of operations to carry out calculations involving simple fractions and problems involving addition, subtraction, multiplication and division and a combination of these, including when the doperations and large numbers -solve problems involving addition, subtraction, multiplication and division and a combination of these, including when the doperations to carry out calculations involving the four operations  Pofeready to problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign flow that 2 numbers can be related additively or multiplication table facts, and corresponding division facts, through continued protection.  Pofeready to problems involving addition, and division and addition and subtraction and division and addition and subtraction facts within 10 addition and subtraction f						division and interpret	the context -perform
Context						remainders	mental calculations,
-multiply and divide whole numbers and those involving addition, subtraction, and division including using their knowledge of factors and multiplication and division including scaling by simple fractions and progress criteria facts within 10 1NF-2 Court forwards    The first products in the first products in the miltiplication and division facts up to 1NF-2 Court forwards    The first products in the miltiplication and division facts that bridge 10, through continued practice.   The first products in products in the miltiplication and division facts, through continued practice.   The first products in the miltiplication and division facts that products in the miltiplication and division facts, through continued practice.   The first products in the miltiplication and division facts and corresponding division facts, through continued practice.   The first products in the miltiplication and division facts and corresponding division facts, through continued practice.   The first products in the miltiplication and division facts and corresponding division facts, through continued practice.   The first products in the miltiplication and division facts and corresponding division facts, through continued practice.   The first products in the miltiplication and division facts and corresponding division facts, through continued practice.   The first products in the miltiplication and division facts and corresponding division facts, through continued practice.   The first products in the miltiplication and division facts and corresponding division facts, through continued practice.   The first products in the miltiplication and division facts and corresponding division facts, through continued practice.   The first products in the miltiplication and division facts and corresponding division facts, through continued practice.   The first products in the miltiplication and division facts and corresponding division facts and corresponding division facts that first products in the miltiplication and division facts and corres						appropriately for the	including with mixed
whole numbers and those involving decimals by 10, 100 and 1000 -solve problems involving addition, subtraction, multiplication and division including using their knowledge of factors and multiples, squares and cubes -solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates -solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates -solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign  Dife ready to in addition and subtraction facts that bridge 10, through continued practice.  Pofe ready to in April Develop fluency in addition and subtraction facts that bridge 10, through continued practice.  Pofe ready to in addition and subtraction and division facts up to 11×2 × 12 and recognise products in products in continued practice.						context	operations and large
those involving decimals by 10, 100 and 1000 -solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes -solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates -solve problems involving addition, subtraction, multiplication and division and a combination of these, including addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign    Dife ready to progress criteria facts within 10   1NF-2 Count forwards   1NF-1 Eccure fluency in them with multiplication and olivision facts that bridge 10, through continued practice.   12 × 12 and recognise continued practice.   13 × 15 × 15 × 15 × 15 × 15 × 15 × 15 ×						-multiply and divide	numbers
by 10, 100 and 1000 -solve problems involving multiplication and division including using their knowledge of factors and multiplication and division, including scaling by simple fractions and problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates -solve problems involving simple rates -solve problems involving simple rates -solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign  Dife ready to progress criteria facts within 10 INF-2 Count forwards  Subtraction Turbers can be facts and multiplication and division including using their knowledge of the order of operations involving multiplication and division, including scaling by simple fractions and problems involving multiplication and division, including scaling by simple fractions and problems involving multiplication and division and division and a combination of these, including understanding the meaning of the equals sign  SNF-1 Secure fluency in multiplication table facts, and corresponding division facts up to 12 × 12 and recognise products in products in multiplication table facts, and corresponding division facts, througed practice.  Fortieria facts within 10 progress criteria facts within 10 INF-2 Count forwards						whole numbers and	-solve problems
-solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes -solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes -solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates -solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign    Die ready to						those involving decimals	involving addition,
Dife ready to   INF-1 Develop fluency to   In addition and progress criteria   facts within 10   INF-2 Count forwards   Involving multiplication and division including squares and cubes -solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates -solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign   INF-1 Develop fluency in addition and subtraction facts that bridge 10, through continued practice.   INF-1 Develop fluency in multiplication and division facts up to 12 × 12 and recognise products in   INF-2 Count forwards   INF-2 C						by 10, 100 and 1000	subtraction,
Defeready to progress criteria facts within 10 and division and subtraction facts within 10 and facts within 10 and division and subtraction facts within 10 and						-solve problems	multiplication and
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Dife ready to progress criteria   INF-1 Develop fluency to progress criteria   The progress criteria						and division including	-use their knowledge of
Squares and cubes -solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates -solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign    Dife ready to						using their knowledge of	the order of operations
Dfe ready to in addition and subtraction progress criteria further in the progress criteria criteria further in the progress criteria further in the progress criteria criteria criteria criteria criteria further in the progress criteria criteri						factors and multiples,	to carry out calculations
Dfe ready to in addition and subtraction progress criteria facts within 10 them with multiplication and subtraction facts within 10 them with multiplication and subtraction facts within 10 1NF-2 Count forwards    Interval   Interva						squares and cubes	involving the four
Dfe ready to						-solve problems	operations
Dfe ready to   INF-1 Develop fluency to   in addition and subtraction   progress criteria   facts within 10   INF-2 Count forwards   IN						involving multiplication	
Dfe ready to progress criteria   INF-1 Develop fluency in addition and subtraction facts within 10 the progress criteria   INF-2 Count forwards   INF-2 Count forwards   INF-2 Count forwards   INF-2 Count forwards   INF-1 Develop fluency in fraction and division and a combination of these, including understanding the meaning of the equals sign multiplication and division facts up to addition and subtraction addition and subtraction facts within 10 them with multiplication and equations and   INF-2 Count forwards   INF-2 C						and division, including	
Dife ready to progress criteria   INF-1 Develop fluency in addition and subtraction facts within 10						scaling by simple	
Dife ready to progress criteria   INF-1 Develop fluency in addition and subtraction facts within 10 1NF-2 Count forwards   Subtraction and with multiplication and equations and ending involving addition, subtraction, multiplication, subtraction, multiplication and division and example involving addition, subtraction, multiplication and division and equations and example involving addition, subtraction, multiplication and division and example including understanding the equals sign equals sign equals in addition and subtraction facts that bridge 10, through continued practice.    ANF-1 Recall multiplication and division facts up to 12 × 12 and recognise products in equations and equations and equations and example in addition, subtraction, multiplication and division facts up to 12 × 12 and recognise products in equations and equations and equations and equations and equations and example in addition, subtraction, multiplication and division facts up to 12 × 12 and recognise products in equations and equations and equations and equations and example in addition, subtraction, multiplication and division facts up to 12 × 12 and recognise products in equations and equations and equations and equations and equations and equation an						•	
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Dife ready to progress criteria   INF-2 Count forwards   INF-2 Count forwards   INF-2 Count forwards   INF-1 Develop fluency in addition and subtraction equations and subtraction   INF-2 Count forwards   INF-1 Develop fluency in addition and subtraction facts within 10   INF-2 Count forwards   INF-1 Develop fluency in addition and subtraction facts within 10   INF-2 Count forwards   INF-1 Develop fluency in addition and subtraction and division facts up to addition and subtraction facts that bridge 10, through continued practice.   INF-1 Develop fluency in addition and subtraction and division facts up to addition and subtraction facts that bridge 10, through continued practice.   INF-1 Develop fluency in addition and subtraction and division facts up to 12 × 12 and recognise products in   INF-1 Develop fluency in addition and subtraction and division facts up to facts, and corresponding division facts, through continued practice.   INF-1 Develop fluency in addition and subtraction and division facts up to 12 × 12 and recognise products in   INF-1 Develop fluency in addition and subtraction and division facts up to 12 × 12 and recognise products in   INF-1 Develop fluency in addition and subtraction and division facts up to 12 × 12 and recognise products in   INF-1 Develop fluency in addition and subtraction and division facts up to 12 × 12 and recognise products in   INF-1 Develop fluency in addition and subtraction and division facts up to 12 × 12 and recognise products in   INF-1 Develop fluency in addition and subtraction and division facts up to 12 × 12 and recognise products in   INF-1 Develop fluency in addition and subtraction and division facts up to 12 × 12 and recognise products in   INF-1 Develop fluency in addition and subtraction and division facts up to 12 × 12 and recognise products in   INF-1 Develop fluency in addition and subtraction and division facts up to 12 × 12 and recognise products in   INF-1 Develop fluency in addition and subtraction and division facts up to 12 × 12 and recognise p						involving addition,	
Dfe ready to in addition and subtraction progress criteria facts within 10 1NF-2 Count forwards  Dfe ready to INF-1 Develop fluency in addition and subtraction facts within 10 1NF-2 Count forwards  Dfe ready to in 2MD-1 Recognise repeated addition addition and subtraction facts that bridge 10, through continued practice.  Dfe ready in addition and subtraction facts that bridge 10, through continued practice.  Dfe ready in addition and a combination of these, including understanding the meaning of the equals sign  ANF-1 Recall multiplication and division facts up to division facts up to 12 × 12 and recognise products in additively or multiplicatively, and quantify additive and						-	
Dfe ready to progress criteria Subtraction facts within 10 1NF-2 Count forwards    Dfe ready to progress criteria   1NF-2 Count forwards   1NF-2 Count forwards							
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Dfe ready to in addition and progress criteria facts within 10 1NF-2 Count forwards    Dfe ready to   1NF-1 Develop fluency in addition and subtraction facts within 10   1NF-2 Count forwards   1NF-1 Develop fluency in addition and subtraction facts within 10   1NF-2 Count forwards   1 NF-1 Develop fluency in addition and subtraction addition and subtraction facts that bridge 10, through continued practice.   1 NF-1 Develop fluency in addition and subtraction multiplication and division facts up to 12 × 12 and recognise products in   13 × 12 and recognise products in   14 × 12 and recognise products in   15 × 12 and recognise products							
Dfe ready to1NF-1 Develop fluency in addition and progress criteria1NF-1 Develop fluency in addition and subtraction facts within 103NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.4NF-1 Recall multiplication and division facts up to 12 × 12 and recognise products in5NF-1 Secure fluency in multiplication and division facts up to 12 × 12 and recognise products in6AS/MD-1 Understand that 2 numbers can be division facts, and corresponding through continued practice.							
to progress criteria in addition and facts within 10 them with multiplication and equations and subtraction facts.  In addition and subtraction facts that bridge 10, through continued practice.  In addition and subtraction facts up to division facts, and corresponding division facts, through division facts, through continued practice.  In addition and subtraction facts up to division facts, through division facts, through continued practice.							
progress criteria facts within 10 them with multiplication equations and facts that bridge 10, through continued practice.    The progress criteria   Subtraction facts within 10 them with multiplication equations and   Subtraction facts up to them with multiplication products in   Subtraction facts up to them with multiplication products in   Subtraction facts up to them with multiplication products in   Subtraction facts up to them with multiplication products in   Subtraction facts up to them with multiplication products in   Subtraction facts up to them with multiplication products in   Subtraction facts up to them with multiplication products in   Subtraction facts up to them with multiplication products in   Subtraction facts up to them with multiplication products in   Subtraction facts up to them with multiplication products in   Subtraction facts up to them with multiplication products in   Subtraction facts up to them with multiplication products in   Subtraction facts up to them with multiplication products in   Subtraction facts up to them with multiplication products in   Subtraction facts up to them with multiplication products in   Subtraction facts up to them with multiplication products in   Subtraction facts up to them with multiplication products in   Subtraction facts up to them with multiplication products in   Subtraction facts up to the products in   Subtraction facts up	•		_	•		·	
criteria facts within 10 them with multiplication practice. through continued practice. 12 × 12 and recognise products in division facts, through multiplicatively, and continued practice. multiplicatively, and quantify additive and			•		•	•	
1NF-2 Count forwards         equations and         practice.         products in         continued practice.         quantify additive and				_	-	_	-
	criteria		•	_	<u> </u>		1
and backwards in   calculating the product,   multiplication   multiplicative			•	practice.	•	continued practice.	-
		and backwards in	calculating the product,		multiplication		multiplicative

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multiples of 2, 5 and 10, within the 2, 5 and 10	3NF-2 Recall	tables as multiples of	<b>5NF-2</b> Apply place-value	relationships
up to 10 multiples, multiplication tables.	multiplication facts, and	the corresponding	knowledge to known	(multiplicative
beginning with any <b>2MD-2</b> Relate grouping	corresponding division	number.	additive and	relationships restricted
multiple, and count problems where the	facts, in the 10, 5, 2, 4	<b>4NF-2</b> Solve division	multiplicative number	to multiplication by a
forwards and backwards   number of groups is	and 8 multiplication	problems, with two-digit	facts (scaling facts by 1	whole number).
through the odd unknown to	tables, and recognise	dividends and one-digit	tenth or 1 hundredth).	6AS/MD-2 Use a given
numbers. multiplication equations	products in these	divisors, that involve	<b>5MD-1</b> Multiply and	additive or multiplicative
with a missing factor,	multiplication tables as	remainders, and	divide numbers by 10	calculation to derive or
and to division	multiples of the	interpret remainders	and 100; understand this	complete a related
equations (quotitive	corresponding number.	appropriately according	as equivalent to making	calculation, using
division).	<b>3NF-3</b> Apply place-value	to the context.	a number 10 or 100	arithmetic properties,
	knowledge to known	<b>4NF-3</b> Apply place-value	times the size, or 1 tenth	inverse relationships,
	additive and	knowledge to known	or 1 hundredth times	and place-value
	multiplicative number	additive and	the size.	understanding.
	facts (scaling facts by	multiplicative number	5MD-2 Find factors and	6AS/MD-3 Solve
	10).	facts (scaling facts by	multiples of positive	problems involving ratio
	3MD-1 Apply known	100).	whole numbers,	relationships.
	multiplication and	4MD-1 Multiply and	including common	6AS/MD-4 Solve
	division facts to solve	divide whole numbers	factors and common	problems with 2
	contextual problems	by 10 and 100 (keeping	multiples, and express a	unknowns.
	with different	to whole number	given number as a	
	structures, including	quotients); understand	product of 2 or 3 factors.	
	quotitive and partitive	this as equivalent to	5MD-3 Multiply any	
	division	making a number 10 or	whole number with up	
		100 times the size.	to 4 digits by any one-	
		4MD-2 Manipulate	digit number using a	
		multiplication and	formal written method.	
		division equations, and	<b>5MD-4</b> Divide a number	
		understand and apply	with up to 4 digits by a	
		the commutative	one-digit number using a	
		property of	formal written method,	
		multiplication.	and interpret	
		4MD-3 Understand and	remainders	
		apply the distributive	appropriately for the	
		property of	context.	
		multiplication		

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Power	Textbook 1A	Textbook 2B	Textbook 3A	Textbook 4A	Textbook 5A	Textbook 6A
Maths	Taught in Autumn	Taught in Spring	Taught in Autumn	Taught in Autumn	Taught in Autumn	Taught in Autumn
unit/s and	Unit 2: Part-whole	Unit 6: Multiplication &	Unit 2: Addition and	Unit 3: Addition and	Unit 4: Multiplication &	Unit 2: Four operations
when	within 10 – lesson 7	Division (1) – lesson 4	subtraction (1) – lesson	subtraction – lesson 1	Division (1) – lessons 8	(1) – lessons 4 and 5
taught in	(1NF-1)	(2MD-1)	6 and 8 (3NF-1)	(4NF-3)	and 9 (5MD-1)	(6AS/MD-1)
school	Unit 3: Addition within	Lessons 7 and 8 (2MD-2)	Lesson 1,3,4,5,10 (3NF-	Unit 5: Multiplication &	Lessons 1-4 (5MD-2)	Unit 3: Four operations
	10 – lesson 1,2,4 (1NF-1)	Unit 7: Multiplication &	3)	Division (1) – lesson 12	Lessons 3 and 4 (5NF-1)	(2) lessons 10 and 11 –
	Unit 4: Subtraction	Division (2) – lesson	Unit 3: Addition and	(4MD-2) lessons 1-11		(6AS/MD-1)
	within 10 – lesson 5	1,5,7 (2MD-1)	subtraction (2) – lesson	(4NF-1)	Textbook 5B	Lesson 12 (6AS/MD-2)
	(1NF-1)		3 and 5 (3NF-1)		Taught in Spring	
		Textbook 2C	Unit 4: Multiplication	Textbook 4B	Unit 7: Multiplication	Textbook 6B
	Textbook 1B	Taught in Summer	and division (1) – lesson	Taught in Spring	and division (2) Lesson 1	Taught in Spring
	Taught in Spring	Unit 12: Problem solving	3 and 4 (3NF-2)	Unit 6: Multiplication	(5MD-3)	Unit 7: Ratio &
	Unit 9: Numbers to 50	& efficient methods –	Unit 5: Multiplication	and division (2) – lesson	Lessons 6 and 7 – (5MD-	Proportion
		lesson 10 (2MD-2)	and division (2) lesson 4-	2 and 3 (4MD-1)	4)	Lessons 1,2,3,7,8,9
	Textbook 1C		9 (3NF-2) lesson 10 and	Lessons 6 and 7 (4MD-3)		(6AS/MD-3)
	Taught in Summer		11 (3MD-1)	Lessons 11-13 (4NF-2)	Textbook 5C	
	Unit 11: Multiplication			Lesson 4 and 5 (4NF-3)	Taught in Summer	
	and division – lessons 1-		Textbook 3B		Unit 12: Decimals –	
	3 (1NF-2)		Taught in Spring		lessons 1-4 (5NF-2)	
			Unit 6: Multiplication			
			and division (3) – lesson			
			7 (3NF-2) lesson 2 (3NF-			
			3)			
Other	-Daily Fluent in 5 tasks	-Daily Fluent in 5 tasks	-Daily Fluent in 5 tasks	-Daily Fluent in 5 tasks	-Daily Fluent in 5 tasks	-Daily Fluent in 5 tasks
resources	-White Rose – Summer 1	-White Rose – Spring 2	-White Rose – Autumn	-White Rose – Autumn	-White Rose – Autumn	-White Rose – Autumn 2
to aid	-NCETM pages 17 & 18	-NCETM pages 17-19	3, Spring 1	4, Spring 1	3, Spring 1	-NCETM pages 15 – 17
teaching	https://www.ncetm.org.	https://www.ncetm.org.	-NCETM pages 16 – 18	-NCETM pages 15 – 17	-NCETM pages 14 – 16	https://www.ncetm.org.
	uk/media/qjpctp24/mas	uk/media/dnobtk14/ma	https://www.ncetm.org.	https://www.ncetm.org.	https://www.ncetm.org.	uk/media/uitj1x5g/mast
	tery_assessment_y1.pdf	stery_assessment_yr2.p	uk/media/oaqfcvjq/mast	uk/media/x45na0cs/mas	uk/media/lp0o2lgv/mast	ery_assessment_y6.pdf
		<u>df</u>	ery_assessment_y3.pdf	tery_assessment_y4.pdf	ery_assessment_y5.pdf	

## Links to further activities to aid teaching:

White Rose materials link: <a href="https://whiterosemaths.com/resources?year=year-1-new">https://whiterosemaths.com/resources?year=year-1-new</a>
NCETM materials link: <a href="https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-">https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-">https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-">https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-">https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-">https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-">https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-">https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-">https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-">https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-">https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-">https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-">https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-">https://white-ncetm.org.uk/classroom-resources/exemplification-of-ready-to-">https://white-ncetm.org.uk/classroom-resources/exemplification-of-ready-to-">https://white-ncetm.org.uk/classroom-resources/exemplification-of-ready-to-">https://white-ncetm.org.uk/classroom-resources/exemplification-of-ready-to-">https://white-ncetm.org.uk/classroom-resources/exemplification-of-ready-to-">https://white-ncetm.org.uk/classroom-resources/exemplification-of-ready-to-">https://white-ncetm.org.uk/classroom-resources/exemplification-of-ready-to-">https://white-ncetm.org.uk/classroom-ready-to-">https://white-ncetm.org.uk/classroom-ready-to-">https://white-ncetm.org.uk/classroom-ready-to-">https://white-ncetm.org.uk/classroom-ready-to-">https://white-ncetm.org.uk/classroom-ready-to-">https://white-ncetm.org.uk/classroom-ready-to-">https://white-ncetm.org.uk/classroom-ready-to-">https://white-ncet

progress-criteria/

NCETM activities link: <a href="https://www.ncetm.org.uk/classroom-resources/assessment-materials-primary/">https://www.ncetm.org.uk/classroom-resources/assessment-materials-primary/</a>

NRICH - PRIMARY CURRICULUM MAP FOR ALL TOPICS

https://docs.google.com/spreadsheets/d/1blrdv1M9pKzoKrHeyxT5rkHbJUIJJWjYug2k4Xe9\_es/edit#gid=5 98691163

Key: Highlighted objectives above link to the topic of place value taught

Red = recall/use

Blue = calculations

Green = problems

Orange = addition, subtraction, multiplication and division combined