



Objectives	Y1	Y2	Y3	Y4	Y5	Y6
National curriculum objectives	<ul style="list-style-type: none"> -count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number -Count numbers to 100 in numerals; count in multiples of twos, fives and tens -identify and represent numbers using objects and pictorial representations -read and write numbers to 100 in numerals -read and write numbers from 1 to 20 in numerals and words -given a number, identify one more and one less 	<ul style="list-style-type: none"> -count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward -read and write numbers to at least 100 in numerals and in words -identify, represent and estimate numbers using different representations, including the number line -recognise the place value of each digit in a two-digit number (tens, ones) - compare and order numbers from 0 up to 100; use <, > and = signs -use place value and number facts to solve problems 	<ul style="list-style-type: none"> -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number -identify, represent and estimate numbers using different representations - read and write numbers up to 1000 in numerals and in words -recognise the place value of each digit in a three-digit number (hundreds, tens, ones) -compare and order numbers up to 1000 -solve number problems and practical problems involving these ideas 	<ul style="list-style-type: none"> -count in multiples of 6, 7, 9, 25 and 1000 -count backwards through zero to include negative numbers -identify, represent and estimate numbers using different representations -read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value -find 1000 more or less than a given number -recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) -order and compare numbers beyond 1000 -round any number to the nearest 10, 100 or 1000 -solve number and practical problems that involve all of the above 	<ul style="list-style-type: none"> -count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 -count forwards and backwards with positive and negative whole numbers, including through zero -read, write, (order and compare) numbers to at least 1 000 000 and determine the value of each digit - read Roman numerals to 1000 (M) and recognise years written in Roman numerals -(read, write) order and compare numbers to at least 1 000 000 and determine the value of each digit -interpret negative numbers in context - round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 - solve number problems and practical 	<ul style="list-style-type: none"> -read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit -(read, write), order and compare numbers up to 10 000 000 and determine the value of each digit -round any whole number to a required degree of accuracy - use negative numbers in context, and calculate intervals across zero - solve number and practical problems that involve all of the above

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				and with increasingly large positive numbers	problems that involve all of the above	
Dfe ready to progress criteria	<p>1NPV-1 Count within 100, forwards and backwards, starting with any number.</p> <p>1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$ -count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward -read and write numbers to at least 100 in numerals and in words - identify, represent and estimate numbers using different representations, including the number line</p>	<p>2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.</p> <p>2NPV-2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10</p>	<p>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</p> <p>3NPV-2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and nonstandard partitioning.</p> <p>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</p> <p>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.</p>	<p>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</p> <p>4NPV-2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning.</p> <p>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.</p> <p>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.</p>	<p>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</p> <p>5NPV-2 Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.</p> <p>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.</p> <p>5NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts,</p>	<p>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).</p> <p>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</p> <p>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.</p> <p>6NPV-4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number</p>

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					and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts. 5NPV-5 Convert between units of measure, including using common decimals and fractions.	lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.
Power Maths unit/s and when taught in school	<p>Textbook 1A Taught in Autumn Unit 1: Numbers to 10 – lessons 2,6,7,8 (1NPV-1) Lessons 11, 12 and 13 (1NPV-2) Unit 6: Numbers to 20 – lesson 1 and 7 (1NPV-1) Lesson 9,11,12 (1NPV - 2)</p> <p>Textbook 1B Taught in the Spring term Unit 8: Numbers to 50 – lessons 1 and 2 (1NPV-1)</p> <p>Textbook 1C Taught in the Summer term. Unit 14: Numbers to 100 – lesson 1 (1NPV-1)</p>	<p>Textbook 2A Taught in Autumn Unit 1: Numbers to 100 – lesson 3,4,6,7,8 (2NPV-1) Lesson 13,14,15 (2NPV-2)</p>	<p>Textbook 3A Taught in Autumn Unit 1: Place value within 1000 – lesson 3,4,5 (3NPV-1) Lessons 4-,7 (3NPV-2) Lesson 8-12 (3NPV-3) Lessons 8 and 9 (3NPV-4)</p> <p>Textbook 3B Taught in Spring Unit 6: Multiplication and division (3) lesson 1 (3NPV-1)</p>	<p>Textbook 4A Taught in Autumn Unit 1: Place value – 4 digit numbers (1) lessons 2,3 and 8 (4NPV-1) Lessons 5 and 6 (4NPV-2) Lesson 7 – (4NPV-3) Lesson 2 – (4NPV-4)</p> <p>Unit 2: Place value – 4 digit numbers (2) Lessons 1-6 and lesson 8 (4NPV-4)</p>	<p>Textbook 5A Taught in Autumn term Unit 5: Fractions (1)– lessons 6 and 7 (5NPV-4)</p> <p>Textbook 5B Taught in Spring Unit 9: Decimals & Percentages – lessons 4,6,7 (5NPV-1) Lessons 9-12 (5NPV-3)</p> <p>Textbook 5C Taught in Summer Unit 14 – Decimals – lesson 13 and 15 (5NPV-1) Unit 16: Measure – converting units Lessons 1-6 (5NPV-5)</p>	<p>Textbook 6A Taught in Autumn Unit 1: Place value within 10,000,000 – lessons 1,2,4 (6NPV-1) Lesson 5-7 (6NPV-3) Lesson 5 and 8 (6NPV-4)</p> <p>Textbook 6B Taught in Spring Unit 9: Decimals – lesson 4 and 5 (6NPV-1)</p> <p>Textbook 6C Taught in Summer Unity 12 – Statistics – lesson 1 and 2 (6NPV-4)</p>

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Other resources to aid teaching	-Daily Fluent in 5 tasks -White Rose -Autumn 1, Spring 1, Spring 3, Summer 4 -NCETM pages 9-12 https://www.ncetm.org.uk/media/qjpctp24/mastery_assessment_y1.pdf	-Daily Fluent in 5 tasks -White Rose – Autumn 1 -NCETM pages 9-11 https://www.ncetm.org.uk/media/dnobtk14/mastery_assessment_yr2.pdf	-Daily Fluent in 5 tasks -White Rose: Autumn 1, Autumn 3 -NCETM pages 9-12 https://www.ncetm.org.uk/media/oaqfcvjq/mastery_assessment_y3.pdf	-Daily Fluent in 5 tasks -White Rose: Autumn 1, Autumn 4 -NCETM pages 9-11 https://www.ncetm.org.uk/media/x45na0cs/mastery_assessment_y4.pdf	-Daily Fluent in 5 tasks -White Rose: Autumn 1, Summer 4 -NCETM pages 9-13 https://www.ncetm.org.uk/media/lp0o2lgv/mastery_assessment_y5.pdf	-Daily Fluent in 5 tasks -White Rose: Autumn 1 -NCETM pages 9-11 https://www.ncetm.org.uk/media/uitj1x5g/mastery_assessment_y6.pdf
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Links to further activities to aid teaching:
 White Rose materials link: <https://whiterosemaths.com/resources?year=year-1-new>
 NCETM materials link: <https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/>
 NCETM activities link: <https://www.ncetm.org.uk/classroom-resources/assessment-materials-primary/>
 NRICH - **PRIMARY CURRICULUM MAP FOR ALL TOPICS**
https://docs.google.com/spreadsheets/d/1blrDv1M9pKzoKrHeyxT5rkHbJUJJWjYug2k4Xe9_es/edit#gid=598691163

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

Red = counting
 Blue = Representing
 Green = Use and compare
 Orange = Problem solving/rounding