Mathletics Progression Framework for the Primary National Curriculum 2014

We have created a reference framework for attainment and progress based on the **National Curriculum for England and the Test Assessment Framework.** This document shows progression across KS1 and 2. The framework is linked to Mathletics performance descriptors which aim to describe the typical characteristics of children whose test performance is at the threshold of the expected standard for that key stage.

You'll find references to Mathletics performance descriptors in the curriculum reports associated with Mathletics Assessments.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Value, Estimation & Rounding	**1N1a** Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	**2N1** Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.		**4N1** Count in multiples of 6, 7, 9, 25 and 1000.	**5N1** Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.	
	1N1b Count in multiples of twos, fives and tens.		**3N1b** Count from 0 in multiples of 4, 8, 50 and 100			
	1N2a Count, read and write numbers to 100 in numerals.	**2N2a** Read and write numbers to at least 100 in numerals and in words	**3N2a** Compare and order numbers up to 1000; read and write numbers up to 1000 in numerals and in words.	**4N2a** Order and compare numbers beyond 1000.	**5N2** Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.	**6N2** Read, write, order and compare numbers up to 10 000 000.
	1N2b Given a number, identify one more and one less.	**2N2b** Compare and order numbers from 0 up to 100; use <, > and = signs	**3N2b** Find 10 or 100 more or less than a given number.	**4N2b** Find 1000 more or less than a given number.		
	1N2c Read and write numbers from 1 to 20 in numerals and words.					
		2N3 Recognise the place value of each digit in a two-digit number (tens, ones).	**3N3** Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).	**4N3a** Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).	**5N3a** Determine the value of each digit in numbers up to 1 000 000.	**6N3** Determine the value of each digit in numbers up to 10 000 000.

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Place Value, Estimation & Rounding				**4N3b** 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.	**5N3b** Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	
	1N4 Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	**2N4** Identify, represent and estimate numbers using different representations, including the number line.	**3N4** Identify, represent and estimate numbers using different representations.	**4N4a** Identify, represent and estimate numbers using different representations.	**5N4** Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.	**6N4** Round any whole number to a required degree of accuracy.
				4N4b Round any number to the nearest 10, 100 or 1000.		
				4N5 Count backwards through zero to include negative numbers.	**5N5** Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero.	**6N5** Use negative numbers in context, and calculate intervals across zero.
		2N6 Use place value and number facts to solve problems.	**3N6** Solve number problems and practical problems involving these ideas.	**4N6** Solve number and practical problems that involve all of the above and with increasingly large positive numbers.	**5N6** Solve number problems and practical problems that involve all of the above.	**6N6** Solve number and practical problems that involve 6N2 – 6N5.
Calculation	**1C1** Represent and use number bonds and related subtraction facts within 20.	**2C1a** Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.	**3C1** Add and subtract numbers mentally including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds.		**5C1** Add and subtract numbers mentally with increasingly large numbers.	

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Calculation		**2C1b** Add and subtract numbers mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers.				
	1C2a Add and subtract one-digit and two-digit numbers to 20, including zero.	**2C2** Add and subtract numbers using concrete objects, pictorial representations, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers.	**3C2** Add and subtract numbers with up to three digits using formal written methods of columnar addition and subtraction.	**4C2** Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.	**5C2** Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).	
	1C2b Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.					
		2C3 Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.	**3C3** Estimate the answer to a calculation and use inverse operations to check answers.	**4C3** Estimate and use inverse operations to check answers to a calculation.	**5C3** Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.	**6C3** Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
	1C4 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 =_ - 9.	**2C4** Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.	**3C4** Solve problems, including missing number problems using number facts, place value, and more complex addition and subtraction.	**4C4** Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	**5C4** Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	**6C4** Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

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Calculation					**5C5a** Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.	**6C5** Identify common factors, common multiples and prime numbers.
					5C5b Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.	
					5C5c Establish whether a number up to 100 is prime and recall prime numbers up to 19.	
					5C5d Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}).	
		2C6 Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.	**3C6** Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	**4C6a** Recall multiplication and division facts for multiplication tables up to 12 × 12.	**5C6a** Multiply and divide numbers mentally drawing upon known facts.	**6C6** Perform mental calculations, including with mixed operations and large numbers.
				4C6b Use place value, known and derived facts to multiply and divide mentally including: multiplying by 0 and 1; dividing by 1; multiplying three numbers.	**5C6b** Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.	
				4C6c Recognise and use factor pairs and commutativity in mental calculations.		

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Calculation		**2C7** Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.	**3C7** 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.	**4C7** Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.	**5C7a** 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.	**6C7a** Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
					5C7b Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.	**6C7b** 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, decimals or by rounding as appropriate for the context.
						6C7c 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.
	1C8 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.	**2C8** Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	**3C8** Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.	**4C8** 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 how n objects are connected to m objects.	**5C8a** Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.	**6C8** Solve problems involving addition, subtraction, multiplication and division.

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Calculation					**5C8b** Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.	
					5C8c Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	
		2C9a Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.				**6C9** Use their knowledge of the order of operations to carry out calculations involving the four operations.
		2C9b Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.				
Fractions	**1F1a** Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	**2F1a** Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.	**3F1a** Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.	**4F1** Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.		
	1F1b Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	**2F1b** Write simple fractions e.g. 1/2 of 6 = 3.	**3F1b** Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.			

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Fractions			**3F1c** Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.			
		2F2 Recognise the equivalence of 2/4 and 1/2.	**3F2** Recognise and show, using diagrams, equivalent fractions with small denominators.	**4F2** Recognise and show, using diagrams, families of common equivalent fractions.	**5F2b** Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.	**6F2** Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
					5F2a Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. 2/5 + 4/5 = 6/5 = 1 1/5).	
			3F3 Compare and order unit fractions and fractions with the same denominators.		**5F3** Compare and order fractions whose denominators are all multiples of the same number.	**6F3** Compare and order fractions, including fractions >1
			3F4 Add and subtract fractions with the same denominator within one whole (e.g. 5/7 + 1/7 = 6/7).	**4F4** Add and subtract fractions with the same denominator.	**5F4** Add and subtract fractions with the same denominator and multiples of the same number.	**6F4** Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
					5F5 Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	**6F5a** Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. 1/4 × 1/2 = 1/8).

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Fractions						**6F5b** Divide proper fractions by whole numbers (e.g. 1/3 ÷ 2 = 1/6).
				4F6a Recognise and write decimal equivalents to ¼ ½ ¾.	**5F6a** Read and write decimal numbers as fractions (e.g. 0.71 = 71/100).	**6F6** Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8).
				4F6b Recognise and write decimal equivalents of any number of tenths or hundredths.	**5F6b** Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.	
				4F7 Round decimals with one decimal place to the nearest whole number.	**5F7** Round decimals with two decimal places to the nearest whole number and to one decimal place.	
				4F8 Compare numbers with the same number of decimal places up to two decimal places.	**5F8** Read, write, order and compare numbers with up to three decimal places.	
				4F9 Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths.		**6F9a** Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
						6F9b Multiply one-digit numbers with up to two decimal places by whole numbers.
						6F9c Use written division methods in cases where the answer has up to two decimal places.

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Fractions			3F10 Solve problems that involve fractions.	4F10a Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	5F10 Solve problems involving number up to three decimal places.	6F10 Solve problems which require answers to be rounded to specified degrees of accuracy.
				4F10b Solve simple measure and money problems involving fractions and decimals to two decimal places.		
					5F11 Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator hundred, and as a decimal fraction.	6F11 Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
					5F12 Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25.	
Ratio	Year 6 content					6R1 Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
						6R2 Solve problems involving the calculation of percentages (e.g. of measures) such as 15% of 360 and the use of percentages for comparison.

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Ratio	Year 6 content					**6R3** Solve problems involving similar shapes where the scale factor is known or can be found. **6R4** Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
Algebra	Year 6 content					**6A1** Express missing number problems algebraically. **6A2** Use simple formulae. **6A3** Generate and describe linear number sequences. **6A4** Find pairs of numbers that satisfy number sentences involving two unknowns. **6A5** Enumerate all possibilities of combinations of two variables.
Measurement	**1M1** Compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half); mass or weight (e.g. heavy/light, heavier than, lighter than); capacity/volume (full/empty, more than, less than, quarter); and time (quicker, slower, earlier, later)	**2M1** Compare and order lengths, mass, volume/capacity and record the results using >, < and =	**Y3M1a** Compare lengths (m/cm/mm).	**4M1** Compare different measures, including money in pounds and pence.		
			3M1b Compare mass (kg/g).			
			3M1c Compare volume/ capacity (l/ml).			

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Measurement	**1M2** Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; and time (hours, minutes, seconds).	**2M2** Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.	**3M2a** Measure lengths (m/cm/mm).	**4M2** Estimate different measures, including money in pounds and pence.		
			3M2b Measure mass (kg/g).			
			3M2c Measure volume/capacity (l/ml)			
	1M3 Recognise and know the value of different denominations of coins and notes.	**2M3a** Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.	Key Stage 1 content			
		2M3b Find different combinations of coins that equal the same amounts of money.				
	1M4a Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	**2M4a** Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.	**3M4a** Tell and write the time from an analogue clock: 12-hour clocks.	**4M4a** Read, write and convert time between analogue and digital 12-hour clocks.	**5M4** Solve problems involving converting between units of time.	
	1M4b Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.	**2M4b** Compare and sequence intervals of time.	**3M4b** Tell and write the time from an analogue clock: 24-hour clocks.	**4M4b** Read, write and convert time between analogue and digital 24-hour clocks.		
	1M4c Recognise and use language relating to dates, including days of the week, weeks, months and years.	**2M4c** Know the number of minutes in an hour and the number of hours in a day.	**3M4c** Tell and write the time from an analogue clock, including using Roman numerals from I to XII.	**4M4c** Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.		

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Measurement			**3M4d** Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight.			
			3M4e Know the number of seconds in a minute and the number of days in each month, year and leap year.			
			3M4f Compare durations of events, for example to calculate the time taken by particular events or tasks.			
				4M5 Convert between different units of measure (e.g. kilometre to metre; hour to minute).	**5M5** Convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).	**6M5** Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.
					5M6 Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.	**6M6** Convert between miles and kilometres.
			3M7 Measure the perimeter of simple 2-D shapes.	**4M7a** Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.	**5M7a** Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.	**6M7a** Recognise that shapes with the same areas can have different perimeters and vice versa.

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Measurement				**4M7b** Find the area of rectilinear shapes by counting squares.	**5M7b** Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes.	**6M7b** Calculate the area of parallelograms and triangles.
						6M7c Recognise when it is possible to use formulae for area and volume of shapes.
					5M8 Estimate volume (e.g. using $1cm^3$ blocks to build cubes and cuboids) and capacity (e.g. using water).	**6M8a** Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units such as mm^3 and km^3.
						6M8b Recognise when it is possible to use formulae for area and volume of shapes.
		2M9 Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	**3M9a** Add and subtract amounts of money to give change, using both £ and p in practical contexts.	**4M9** Calculate different measures, including money in pounds and pence.	**5M9a** Use all four operations to solve problems involving measure (for example length, mass, volume, money) using decimal notation, including scaling.	**6M9** Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
			3M9b Add and subtract lengths (m/cm/mm).		**5M9b** Use all four operations to solve problems involving measure (e.g. mass) using decimal notation, including scaling.	

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Measurement			**3M9c** Add and subtract mass (kg/g).		**5M9c** Use all four operations to solve problems involving measure (e.g. volume) using decimal notation, including scaling.	
			3M9d Add and subtract volume/capacity (l/ml).		**5M9d** Use all four operations to solve problems involving measure (e.g. money) using decimal notation, including scaling.	
Geometry - Properties of Shapes	**1G1a** Recognise and name common 2-D shapes [e.g. rectangles (including squares), circles and triangles].	**2G1a** Compare and sort common 2-D shapes and everyday objects.	Key Stage 1 content			
	1G1b Recognise and name common 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].	**2G1b** Compare and sort 3-D shapes and everyday objects.				
		2G2a Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.	**3G2** Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	**4G2a** Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.	**5G2a** Use the properties of rectangles to deduce related facts and find missing lengths and angles.	**6G2a** Compare and classify geometric shapes based on their properties and sizes.
		2G2b Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.		**4G2b** Identify lines of symmetry in 2-D shapes presented in different orientations.	**5G2b** Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	**6G2b d**escribe simple 3-D shapes.
				4G2c Complete a simple symmetric figure with respect to a specific line of symmetry.		
		2G3 Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid.	**3G3a** Draw 2-D shapes.			**6G3a** Draw 2-D shapes using given dimensions and angles.

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Geometry - Properties of Shapes			**3G3b** Make3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.		**3G3b** Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.	**6G3b** Recognise and build simple 3-D shapes, including making nets.
			3G4a Recognise that angles are a property of shape or a description of a turn.	**4G4** Identify acute and obtuse angles and compare and order angles up to two right angles by size.	**5G4a** Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.	**6G4a** Find unknown angles in any triangles, quadrilaterals, and regular polygons.
			3G4b Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.		**5G4b** Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and ½ a turn (total 180°), other multiples of 90°.	**6G4b** Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
					5G4c Draw given angles, and measure them in degrees (°).	
						6G5 Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.

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Geometry - Position and Direction		2P1 Order and arrange combinations of mathematical objects in patterns and sequences.				
	1P2 Describe position, directions and movements, including half, quarter and three-quarter turns.	2P2 Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).		4P2 Describe movements between positions as translations of a given unit to the left/right and up/down.	5P2 Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	6P2 Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
				4P3a Describe positions on a 2-D grid as coordinates in the first quadrant.		6P3 Describe positions on the full coordinate grid (all four quadrants).
				4P3b Plot specified points and draw sides to complete a given polygon.		
Statistics		2S1 Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.	3S1 Interpret and present data using bar charts, pictograms and tables.	4S1 Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	5S1 Complete, read and interpret information in tables, including timetables.	6S1 Interpret and construct pie charts and line graphs and use these to solve problems.
		2S2 Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.	3S2 Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts, pictograms and tables.	4S2 Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	5S2 Solve comparison, sum and difference problems using information presented in a line graph.	
		2S3 Ask and answer questions about totalling and comparing categorical data.				6S3 Calculate and interpret the mean as an average.