

NCETM PROGRESSION IN SKILLS

NUMBER and PLACE VALUE

Year 1	Year 2	Year 3	Year 4
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number			count backwards through zero to include negative numbers
count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward	count from 0 in multiples of 4, 8, 50 and 100;	count in multiples of 6, 7, 9, 25 and 1000
given a number, identify one more and one less		find 10 or 100 more or less than a given number	find 1000 more or less than a given number
use the language of: equal to, more than, less than (fewer), most, least	compare and order numbers from 0 up to 100; use <, > and = signs	compare and order numbers up to 1000	order and compare numbers beyond 1000
			<i>compare numbers with the same number of decimal places up to two decimal places (copied from Fractions)</i>
identify and represent numbers using objects and pictorial representations including the number line	identify, represent and estimate numbers using different representations, including the number line	identify, represent and estimate numbers using different representations	identify, represent and estimate numbers using different representations

Reading and Writing Numbers (incl Roman Numerals)

Year 1	Year 2	Year 3	Year 4
read and write numbers from 1 to 20 in numerals and words.	read and write numbers to at least 100 in numerals and in words	read and write numbers up to 1000 in numerals and in words	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.
		<i>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks (copied from Measurement)</i>	

Understanding Place Value

	recognise the place value of each digit in a two-digit number (tens, ones)	recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
			<i>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 (copied from Fractions)</i>

ROUNDING

Year 1	Year 2	Year 3	Year 4
			round any number to the nearest 10, 100 or 1 000
			<i>round decimals with one decimal place to the nearest whole number (copied from Fractions)</i>

PROBLEM SOLVING

	use place value and number facts to solve problems	solve number problems and practical problems involving these ideas.	solve number and practical problems that involve all of the above and with increasingly large positive numbers
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ADDITION and SUBTRACTON			
NUMBER BONDS			
Year 1	Year 2	Year 3	Year 4
represent and use number bonds and related subtraction facts within 20	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100		
MENTAL CALCULATION			
add and subtract one-digit and two-digit numbers to 20, including zero	add and subtract numbers using concrete objects, pictorial representations, and mentally, including: * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers	add and subtract numbers mentally, including: * a three-digit number and ones * a three-digit number and tens * a three-digit number and hundreds	
read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods)	show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot		
WRITTEN METHODS			
Year 1	Year 2	Year 3	Year 4
read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Mental Calculation)		add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
INVERSE OPERATIONS, ESTIMATING AND CHECKING ANSWERS			
	recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	estimate the answer to a calculation and use inverse operations to check answers	estimate and use inverse operations to check answers to a calculation

PROBLEM SOLVING			
Year 1	Year 2	Year 3	Year 4
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$	<p>solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> * using concrete objects and pictorial representations, including those involving numbers, quantities and measures * applying their increasing knowledge of mental and written methods <hr/> <p><i>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (copied from Measurement)</i></p>	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

MULTIPLICATION and DIVISION FACTS			
Year 1	Year 2	Year 3	Year 4
<i>count in multiples of twos, fives and tens (copied from Number and Place Value)</i>	<i>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward (copied from Number and Place Value)</i>	<i>count from 0 in multiples of 4, 8, 50 and 100 (copied from Number and Place Value)</i>	<i>count in multiples of 6, 7, 9, 25 and 1000 (copied from Number and Place Value)</i>
	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	recall multiplication and division facts for multiplication tables up to 12×12
MENTAL CALCULATION			
		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 (appears also in Written Methods)	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

	show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot		recognise and use factor pairs and commutativity in mental calculations (appears also in Properties of Numbers)
WRITTEN CALCULATION			
Year 1	Year 2	Year 3	Year 4
	calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs	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 (appears also in Mental Methods)	multiply two-digit and three-digit numbers by a one-digit number using formal written layout
PROPERTIES OF NUMBERS: MULTIPLES, FACTORS, PRIMES, SQUARE AND CUBE NUMBERS			
Year 1	Year 2	Year 3	Year 4
			recognise and use factor pairs and commutativity in mental calculations (repeated)
INVERSE OPERATIONS, ESTIMATING AND CHECKING ANSWERS			
		<i>estimate the answer to a calculation and use inverse operations to check answers</i> (copied from Addition and Subtraction)	<i>estimate and use inverse operations to check answers to a calculation</i> (copied from Addition and Subtraction)
PROBLEM SOLVING			
Year 1	Year 2	Year 3	Year 4
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	solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	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	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

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Counting in Fractional Steps			
Year 1	Year 2	Year 3	Year 4
	<i>Pupils should count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line (Non Statutory Guidance)</i>	count up and down in tenths	count up and down in hundredths
RECOGNISING FRACTIONS			
recognise, find and name a half as one of two equal parts of an object, shape or quantity	recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
		recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10.	
recognise, find and name a quarter as one of four equal parts of an object, shape or quantity		recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	
COMPARING FRACTIONS			
		compare and order unit fractions, and fractions with the same denominators	
COMPARING DECIMALS			
Year 1	Year 2	Year 3	Year 4
			compare numbers with the same number of decimal places up to two decimal places
ROUNDING INCLUDING DECIMALS			
			round decimals with one decimal place to the nearest whole number
EQUIVALENCE (INCLUDING FRACTIONS, DECIMALS AND PERCENTAGES)			

	write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	recognise and show, using diagrams, equivalent fractions with small denominators	recognise and show, using diagrams, families of common equivalent fractions
			recognise and write decimal equivalents of any number of tenths or hundredths
			recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$
ADDITION AND SUBTRACTION OF FRACTIONS			
Year 1	Year 2	Year 3	Year 4
		add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)	add and subtract fractions with the same denominator
MULTIPLICATION AND DIVISION OF DECIMALS			
Year 1	Year 2	Year 3	Year 4
			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 ones, tenths and hundredths
PROBLEM SOLVING			
Year 1	Year 2	Year 3	Year 4
		solve problems that involve all of the above	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
			solve simple measure and money problems involving fractions and decimals to two decimal places.

COMPARING AND ESTIMATING

Year 1	Year 2	Year 3	Year 4
<p>compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> * lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] * mass/weight [e.g. heavy/light, heavier than, lighter than] * capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter] * time [e.g. quicker, slower, earlier, later] 	<p>compare and order lengths, mass, volume/capacity and record the results using >, < and =</p>		<p>estimate, compare and calculate different measures, including money in pounds and pence (also included in Measuring)</p>
<p>sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p>	<p>compare and sequence intervals of time</p>	<p>compare durations of events, for example to calculate the time taken by particular events or tasks</p>	
		<p>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 (appears also in Telling the Time)</p>	

MEASURING and CALCULATING			
Year 1	Year 2	Year 3	Year 4
measure and begin to record the following: * lengths and heights * mass/weight * capacity and volume * time (hours, minutes, seconds)	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	measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	estimate, compare and calculate different measures , including money in pounds and pence (appears also in Comparing)
		measure the perimeter of simple 2-D shapes	measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
MEASURING and CALCULATING MONEY			
Year 1	Year 2	Year 3	Year 4
recognise and know the value of different denominations of coins and notes	recognise and use symbols for pounds (£) and pence (p) ; combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	add and subtract amounts of money to give change, using both £ and p in practical contexts	
			find the area of rectilinear shapes by counting squares

TELLING THE TIME			
Year 1	Year 2	Year 3	Year 4
tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	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.	tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	read, write and convert time between analogue and digital 12 and 24-hour clocks (appears also in Converting)
recognise and use language relating to dates, including days of the week, weeks, months and years	know the number of minutes in an hour and the number of hours in a day. (appears also in Converting)	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 (appears also in Comparing and Estimating)	
			solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (appears also in Converting)
CONVERTING			
Year 1	Year 2	Year 3	Year 4
	know the number of minutes in an hour and the number of hours in a day. (appears also in Telling the Time)	know the number of seconds in a minute and the number of days in each month, year and leap year	convert between different units of measure (e.g. kilometre to metre; hour to minute)
			read, write and convert time between analogue and digital 12 and 24-hour clocks (appears also in Converting)
			solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (appears also in Telling the Time)

IDENTIFYING SHAPES AND THIER PROPERTIES

Year 1	Year 2	Year 3	Year 4
recognise and name common 2-D and 3-D shapes, including: * 2-D shapes [e.g. rectangles (including squares), circles and triangles] * 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].	identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line		identify lines of symmetry in 2-D shapes presented in different orientations
	identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces		
	identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]		

DRAWING AND CONSTRUCTING

		draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	complete a simple symmetric figure with respect to a specific line of symmetry
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COMPARING AND CLASSIFYING

Year 1	Year 2	Year 3	Year 4
	compare and sort common 2-D and 3-D shapes and everyday objects		compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes

ANGLES

		recognise angles as a property of shape or a description of a turn	
		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	identify acute and obtuse angles and compare and order angles up to two right angles by size
		identify horizontal and vertical lines and pairs of perpendicular and parallel lines	

POSITION, DIRECTION AND MOVEMENT

Year 1	Year 2	Year 3	Year 4
describe position, direction and movement, including half, quarter and three-quarter turns.	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)		describe positions on a 2-D grid as coordinates in the first quadrant
			describe movements between positions as translations of a given unit to the left/right and up/down
			plot specified points and draw sides to complete a given polygon

PATTERN

	order and arrange combinations of mathematical objects in patterns and sequences		
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ALGEBRA - EQUATIONS

Year 1	Year 2	Year 3	Year 4
<p><i>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$</i> (copied from Addition and Subtraction)</p>	<p><i>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</i> (copied from Addition and Subtraction)</p>	<p><i>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</i> (copied from Addition and Subtraction)</p>	
		<p><i>solve problems, including missing number problems, involving multiplication and division, including integer scaling</i> (copied from Multiplication and Division)</p>	
	<p><i>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</i> (copied from Addition and Subtraction)</p>		
<p><i>represent and use number bonds and related subtraction facts within 20</i> (copied from Addition and Subtraction)</p>			

FORMULAE			
Year 1	Year 2	Year 3	Year 4
			<p>Perimeter can be expressed algebraically as $2(a + b)$ where a and b are the dimensions in the same unit. (Copied from NSG measurement)</p>
SEQUENCES			
<p>sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (copied from Measurement)</p>	<p>compare and sequence intervals of time (copied from Measurement)</p>		