

## Year 1

<b>1</b>	<p><b>Previous Reception experiences and counting within 100</b></p> <ul style="list-style-type: none"> <li>• 1NPV-1 Count within 100, forwards and backwards, starting with any number.</li> <li>• 1.9 Composition of numbers: 20-100</li> </ul>
<b>2</b>	<p><b>Comparison of quantities and part-whole relationships</b></p> <ul style="list-style-type: none"> <li>• 1NPV-1 Count within 100, forwards and backwards, starting with any number.</li> <li>• 1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using &lt; &gt; and =.</li> <li>• 1.1 Comparison of quantities and measures</li> <li>• 1.2 Introducing 'whole' and 'parts': part-part-whole</li> </ul>
<b>3</b>	<p><b>Numbers 0 to 5</b></p> <ul style="list-style-type: none"> <li>• 1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using &lt; &gt; and =.</li> <li>• 1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.</li> <li>• 1.3 Composition of numbers: 0-5</li> </ul>
<b>4</b>	<p><b>Recognise, compose, decompose and manipulate 2D and 3D shapes</b></p> <ul style="list-style-type: none"> <li>• 1G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.</li> <li>• 1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.</li> </ul>
<b>5</b>	<p><b>Numbers 0 to 10</b></p> <ul style="list-style-type: none"> <li>• 1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using &lt; &gt; and =.</li> <li>• 1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.</li> <li>• 1.4 Composition of numbers: 6-10</li> </ul>
<b>6</b>	<p><b>Additive structures</b></p> <ul style="list-style-type: none"> <li>• 1AS-2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.</li> <li>• 1.5 Additive structures: introduction to aggregation and partitioning</li> <li>• 1.6 Additive structures: introduction to augmentation and reduction</li> </ul>
<b>7</b>	<p><b>Addition and subtraction facts within 10</b></p> <ul style="list-style-type: none"> <li>• 1NF-1 Develop fluency in addition and subtraction facts within 10.</li> <li>• 1.7 Addition and subtraction: strategies within 10</li> </ul>
<b>8</b>	<p><b>Numbers 0 to 20</b></p> <ul style="list-style-type: none"> <li>• 1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using &lt; &gt; and =.</li> <li>• 1.10 Composition of numbers: 11-19</li> </ul>
<b>9</b>	<p><b>Unitising and coin recognition</b></p> <ul style="list-style-type: none"> <li>• 1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.</li> <li>• 2.1 Counting, unitising and coins</li> </ul>
<b>10</b>	<p><b>Position and direction</b></p> <ul style="list-style-type: none"> <li>• This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials.</li> </ul>
<b>11</b>	<p><b>Time</b></p> <ul style="list-style-type: none"> <li>• This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials.</li> </ul>

	Number and place value
	Number facts
	Addition and subtraction
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	Geometry
	Other

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## Year 2

<b>1</b>	<b>Numbers 10 to 100</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 1.8 Composition of numbers: multiples of 10 up to 100</li> <li>• 1.9 Composition of numbers: 20–100</li> </ul>
<b>2</b>	<b>Calculations within 20</b> <ul style="list-style-type: none"> <li>• 2AS–1 Add and subtract across 10.</li> <li>• 2AS–2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".</li> <li>• 1.11 Addition and subtraction: bridging 10</li> <li>• 1.12 Subtraction as difference</li> </ul>
<b>3</b>	<b>Fluently add and subtract within 10</b> <ul style="list-style-type: none"> <li>• 2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice.</li> <li>• 1.7 Addition and subtraction: strategies within 10</li> </ul>
<b>4</b>	<b>Addition and subtraction of two-digit numbers (1)</b> <ul style="list-style-type: none"> <li>• 2AS–3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.</li> <li>• 1.13 Addition and subtraction: two-digit and single-digit numbers</li> <li>• 1.14 Addition and subtraction: two-digit numbers and multiples of ten</li> </ul>
<b>5</b>	<b>Introduction to multiplication</b> <ul style="list-style-type: none"> <li>• 2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.</li> <li>• 2.2 Structures: multiplication representing equal groups</li> <li>• 2.3 Times tables: groups of 2 and commutativity (part 1)</li> <li>• 2.4 Times tables: groups of 10 and of 5, and factors of 0 and 1</li> <li>• 2.5 Commutativity (part 2), doubling and halving</li> </ul>
<b>6</b>	<b>Introduction to division structures</b> <ul style="list-style-type: none"> <li>• 2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).</li> <li>• 2.6 Structures: quotitive and partitive division</li> </ul>
<b>7</b>	<b>Shape</b> <ul style="list-style-type: none"> <li>• 2G–1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.</li> </ul>
<b>8</b>	<b>Addition and subtraction of two-digit numbers (2)</b> <ul style="list-style-type: none"> <li>• 2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.</li> <li>• 1.15 Addition: two-digit and two-digit numbers</li> <li>• 1.16 Subtraction: two-digit and two-digit numbers</li> </ul>
<b>9</b>	<b>Money</b> <ul style="list-style-type: none"> <li>• This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery Professional Development Materials.</li> </ul>
<b>10</b>	<b>Fractions</b> <ul style="list-style-type: none"> <li>• 3.0 Guidance on the teaching of fractions in Key Stage 1</li> </ul>
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<b>12</b>	<b>Position and direction</b> <ul style="list-style-type: none"> <li>• This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery Professional Development Materials.</li> </ul>
<b>13</b>	<b>Multiplication and division – doubling, halving, quotitive and partitive division</b> <ul style="list-style-type: none"> <li>• 2.5 Commutativity (part 2), doubling and halving</li> <li>• 2.6 Structures: quotitive and partitive division</li> </ul>
<b>14</b>	<b>Sense of measure – capacity, volume, mass</b> <ul style="list-style-type: none"> <li>• This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery Professional Development Materials.</li> </ul>

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## Year 3

<b>1</b>	<p><b>Adding and subtracting across 10</b></p> <ul style="list-style-type: none"> <li>2AS-1 Add and subtract across 10.</li> <li>3NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.</li> <li>1.11 Addition and subtraction: bridging 10</li> </ul>
<b>2</b>	<p><b>Numbers to 1,000</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>3NPV-2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.</li> <li>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.</li> <li>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.</li> <li>3AS-1 Calculate complements to 100.</li> <li>3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).</li> <li>1.17 Composition and calculation: 100 and bridging 100</li> <li>1.18 Composition and calculation: three-digit numbers</li> </ul>
<b>3</b>	<p><b>Right angles</b></p> <ul style="list-style-type: none"> <li>3G-1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.</li> </ul>
<b>4</b>	<p><b>Manipulating the additive relationship and securing mental calculation</b></p> <ul style="list-style-type: none"> <li>3AS-3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.</li> <li>1.19 Securing mental strategies: calculation up to 999</li> </ul>
<b>5</b>	<p><b>Column addition</b></p> <ul style="list-style-type: none"> <li>3AS-2 Add and subtract up to three-digit numbers using columnar methods.</li> <li>1.20 Algorithms: column addition</li> </ul>
<b>6</b>	<p><b>2, 4, 8 times tables</b></p> <ul style="list-style-type: none"> <li>3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.</li> <li>3NF-2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.</li> <li>3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).</li> <li>2.7 Times tables: 2, 4 and 8, and the relationship between them</li> </ul>
<b>7</b>	<p><b>Column subtraction</b></p> <ul style="list-style-type: none"> <li>3AS-2 Add and subtract up to three-digit numbers using columnar methods.</li> <li>1.21 Algorithms: column subtraction</li> </ul>
<b>8</b>	<p><b>Unit fractions</b></p> <ul style="list-style-type: none"> <li>3F-1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.</li> <li>3F-2 Find unit fractions of quantities using known division facts (multiplication tables fluency).</li> <li>3F-3 Reason about the location of any fraction within 1 in the linear number system.</li> <li>3.1 Preparing for fractions: the part-whole relationship</li> <li>3.2 Unit fractions: identifying, representing and comparing</li> </ul>
<b>9</b>	<p><b>Non-unit fractions</b></p> <ul style="list-style-type: none"> <li>3F-1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.</li> <li>3F-3 Reason about the location of any fraction within 1 in the linear number system.</li> <li>3F-4 Add and subtract fractions with the same denominator, within 1.</li> <li>3.3 Non-unit fractions: identifying, representing and comparing</li> <li>3.4 Adding and subtracting within one whole</li> </ul>
<b>10</b>	<p><b>Parallel and perpendicular sides in polygons</b></p> <ul style="list-style-type: none"> <li>3G-2 Draw polygons by joining marked points, and identify parallel and perpendicular sides.</li> </ul>
<b>11</b>	<p><b>Time</b></p> <ul style="list-style-type: none"> <li>This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials.</li> </ul>

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## Year 4

<b>1</b>	<p><b>Review of column addition and subtraction</b></p> <ul style="list-style-type: none"> <li>• 3AS–2 Add and subtract up to three-digit numbers using columnar methods.</li> <li>• 1.20 Algorithms: column addition</li> <li>• 1.21 Algorithms: column subtraction</li> </ul>
<b>2</b>	<p><b>Numbers to 10,000</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 4NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100).</li> <li>• 1.22 Composition and calculation: 1,000 and four-digit numbers</li> </ul>
<b>3</b>	<p><b>Perimeter</b></p> <ul style="list-style-type: none"> <li>• 4G–2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons.</li> <li>• 2.16 Multiplicative contexts: area and perimeter 1</li> </ul>
<b>4</b>	<p><b>3, 6, 9 times tables</b></p> <ul style="list-style-type: none"> <li>• 4NF–1 Recall multiplication and division facts up to <math>12 \times 12</math>, and recognise products in multiplication tables as multiples of the corresponding number.</li> <li>• 2.8 Times tables: 3, 6 and 9, and the relationship between them</li> </ul>
<b>5</b>	<p><b>7 times table and patterns</b></p> <ul style="list-style-type: none"> <li>• 4NF–1 Recall multiplication and division facts up to <math>12 \times 12</math>, and recognise products in multiplication tables as multiples of the corresponding number.</li> <li>• 2.9 Times tables: 7 and patterns within/across times tables</li> </ul>
<b>6</b>	<p><b>Understanding and manipulating multiplicative relationships</b></p> <ul style="list-style-type: none"> <li>• 4MD–1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.</li> <li>• 4MD–2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.</li> <li>• 4MD–3 Understand and apply the distributive property of multiplication.</li> <li>• 4NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100)</li> <li>• 2.10 Connecting multiplication and division, and the distributive law</li> <li>• 2.13 Calculation: multiplying and dividing by 10 or 100</li> </ul>
<b>7</b>	<p><b>Coordinates</b></p> <ul style="list-style-type: none"> <li>• 4G–3 Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.</li> </ul>
<b>8</b>	<p><b>Review of fractions</b></p> <ul style="list-style-type: none"> <li>• 3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.</li> <li>• 3.1 Preparing for fractions: the part-whole relationship</li> </ul>
<b>9</b>	<p><b>Fractions greater than 1</b></p> <ul style="list-style-type: none"> <li>• 4F–1 Reason about the location of mixed numbers in the linear number system.</li> <li>• 4F–2 Convert mixed numbers to improper fractions and vice versa.</li> <li>• 4F–3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.</li> <li>• 3.5 Working across one whole: improper fractions and mixed numbers</li> </ul>
<b>10</b>	<p><b>Symmetry in 2D shapes</b></p> <ul style="list-style-type: none"> <li>• 4G–3 Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.</li> </ul>
<b>11</b>	<p><b>Time</b></p> <ul style="list-style-type: none"> <li>• This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials.</li> </ul>
<b>12</b>	<p><b>Division with remainders</b></p> <ul style="list-style-type: none"> <li>• 4NF–2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders.</li> <li>• 2.12 Division with remainders</li> </ul>

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## Year 5

### Decimal fractions

- 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.
- 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.
- 5NPV-3 Reason about the location of any number with up to 2 decimal 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.
- 5NPV-4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.
- 5NF-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).
- 1.23 Composition and calculation: tenths
- 1.24 Composition and calculation: hundredths and thousandths

### Money

- 1.25 Addition and subtraction: money

### Negative numbers

- 1.27 Negative numbers: counting, comparing and calculating

### Short multiplication and short division

- 5MD-3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.
- 5MD-4 Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.
- 2.14 Multiplication: partitioning leading to short multiplication
- 2.15 Division: partitioning leading to short division

### Area and scaling

- 5G-2 Compare areas and calculate the area of rectangles (including squares) using standard units.
- 2.16 Multiplicative contexts: area and perimeter 1
- 2.17 Structures: using measures and comparison to understand scaling

### Calculating with decimal fractions

- 5MD-1 Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.
- 2.19 Calculation:  $\times/\div$  decimal fractions by whole numbers
- 2.29 Decimal place-value knowledge, multiplication and division

### Factors, multiples and primes

- 5MD-2 Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.
- 2.20 Multiplication with three factors and volume
- 2.21 Factors, multiples, prime numbers and composite numbers

### Fractions

- 5NPV-5 Convert between units of measure, including using common decimals and fractions.
- 5F-1 Find non-unit fractions of quantities.
- 5F-2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system.
- 5F-3 Recall decimal fraction equivalents for  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$  and  $\frac{1}{10}$ , and for multiples of these proper fractions.
- 3.6 Multiplying whole numbers and fractions
- 3.7 Finding equivalent fractions and simplifying fractions
- 3.10 Linking fractions, decimals and percentages

### Converting units

- 5NPV-5 Convert between units of measure, including using common decimals and fractions.

### Angles and transformations

- 5G-1 Compare angles, estimate and measure angles in degrees ( $^{\circ}$ ) and draw angles of a given size.

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## Year 6

### 1 Calculating using knowledge of structures (1)

- 6AS/MD–1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number).
- 6AS/MD–2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.
- 1.28 Common structures and the part–part–whole relationship
- 1.29 Using equivalence and the compensation property to calculate

### 2 Multiples of 1,000

- 1.26 Composition and calculation: multiples of 1,000 up to 1,000,000

### 3 Numbers up to 10,000,000

- 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).
- 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.
- 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.
- 6NPV–4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.
- 1.30 Composition and calculation: numbers up to 10,000,000

### 4 Draw, compose and decompose shapes

- 6G–1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.

### 5 Multiplication and division

- 6AS/MD–2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.
- 2.18 Using equivalence to calculate
- 2.23 Multiplication strategies for larger numbers and long multiplication
- 2.24 Division: dividing by two-digit divisors
- 2.25 Using compensation to calculate

### 6 Area, perimeter, position and direction

- 2.30 Multiplicative contexts: area and perimeter 2

### 7 Fractions and percentages

- 6F–1 Recognise when fractions can be simplified, and use common factors to simplify fractions.
- 6F–2 Express fractions in a common denomination and use this to compare fractions that are similar in value.
- 6F–3 Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.
- 3.8 Common denomination: more adding and subtracting
- 3.9 Multiplying fractions and dividing fractions by a whole number
- 3.10 Linking fractions, decimals and percentages

### 8 Statistics

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### 9 Ratio and proportion

- 6AS/MD–3 Solve problems involving ratio relationships.
- 2.27 Scale factors, ratio and proportional reasoning

### 10 Calculating using knowledge of structures (2)

- 6AS/MD–2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.
- 1.29 Using equivalence and the compensation property to calculate

### 11 Solving problems with two unknowns

- 6AS/MD–4 Solve problems with 2 unknowns.
- 1.31 Problems with two unknowns

### 12 Order of operations

- 2.22 Combining multiplication with addition and subtraction
- 2.28 Combining division with addition and subtraction

### 13 Mean average

- 2.26 Mean average and equal shares

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