Years 1-6 Mathematics Ready to Progress Criteria

Year 1 Ready to Progress Criteria					
Number and Place Value Pupils should be expected to…	**Number Facts Pupils should be expected to…**	**Addition and Subtraction Pupils should be expected to…**	**Multiplication & Division Pupils should be expected to…**	**Fractions Pupils should be expected to…**	**Geometry Pupils should be expected to…**
Count within 100, forwards and backwards, starting with any number	Develop fluency in addition and subtraction facts within 10	Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers			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
Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	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	Read, write and interpret equations containing addition ( ), subtraction ( ) and equals ( ) symbols, and relate additive expressions and equations to real-life contexts			Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations

Year 2 Ready to Progress Criteria					
Number and Place Value Pupils should be expected to…	**Number Facts Pupils should be expected to…**	**Addition and Subtraction Pupils should be expected to…**	**Multiplication & Division Pupils should be expected to…**	**Fractions Pupils should be expected to…**	**Geometry Pupils should be expected to…**
Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and nonstandard partitioning	Secure fluency in addition and subtraction facts within 10, through continued practice	Add and subtract across 10	Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables		Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties
Reason about the location of any two digit number		Recognise the subtraction structure of 'difference'	Relate grouping problems where the number of		

in the linear number system, including identifying the previous and next multiple of 10		and answer questions of the form, "How many more…?"	groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division)		
		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			
		Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two digit numbers			
Year 3 Ready to Progress Criteria					
Number and Place Value Pupils should be expected to…	**Number Facts Pupils should be expected to…**	**Addition and Subtraction Pupils should be expected to…**	**Multiplication & Division Pupils should be expected to…**	**Fractions Pupils should be expected to…**	**Geometry Pupils should be expected to…**
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	Secure fluency in addition and subtraction facts that bridge 10, through continued practice	Calculate complements to 100	Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division	Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts	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
Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using	Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these	Add and subtract up to three-digit numbers using columnar methods		Find unit fractions of quantities using known division facts (multiplication tables fluency	Draw polygons by joining marked points, and identify parallel and perpendicular sides

standard and non-standard partitioning	multiplication tables as multiples of the corresponding number				
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	Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10)	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		Reason about the location of any fraction within 1 in the linear number system	
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				Add and subtract fractions with the same denominator, within 1	

Year 4 Ready to Progress Criteria

Number and Place Value Pupils should be expected to…	**Number Facts Pupils should be expected to…**	**Addition and Subtraction Pupils should be expected to…**	**Multiplication & Division Pupils should be expected to…**	**Fractions Pupils should be expected to…**	**Geometry Pupils should be expected to…**
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	Recall multiplication and division facts up to 12X12 and recognise products in multiplication tables as multiples of the corresponding number		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	Reason about the location of mixed numbers in the linear number system	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
Recognise the place value of each digit in four-digit numbers, and compose	Solve division problems, with two-digit dividends and one-digit divisors,		Manipulate multiplication and division equations, and understand and apply	Convert mixed numbers to improper fractions and vice versa	Draw polygons, specified by coordinates in the first

and decompose four-digit numbers using standard and nonstandard partitioning	that involve remainders, and interpret remainders appropriately according to the context		the commutative property of multiplication		quadrant, and translate within the first quadrant.
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	Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100)		Understand and apply the distributive property of multiplication	Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers	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
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					
Year 5 Ready to Progress Criteria					
Number and Place Value Pupils should be expected to…	**Number Facts Pupils should be expected to…**	**Addition and Subtraction Pupils should be expected to…**	**Multiplication & Division Pupils should be expected to…**	**Fractions Pupils should be expected to…**	**Geometry Pupils should be expected to…**
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	Secure fluency in multiplication table facts, and corresponding division facts, through continued practice		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	Find non-unit fractions of quantities	Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.

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 nonstandard partitioning	Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth)		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	Find equivalent fractions and understand that they have the same value and the same position in the linear number system	Compare areas and calculate the area of rectangles (including squares) using standard units.
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			Multiply any whole number with up to 4 digits by any one-digit number using a formal written method	Recall decimal fraction equivalents for ½, ¼, 1/5 and 1/10 for multiples of these proper fractions	
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			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		
Convert between units of measure, including using common decimals and fractions			Find non-unit fractions of quantities		
Year 6 Ready to Progress Criteria					
Number and Place Value **Pupils should be expected to…**	**Number Facts** **Pupils should be expected to…**	**Addition and Subtraction** **Pupils should be expected to…**	**Multiplication & Division** **Pupils should be expected to…**	**Fractions** **Pupils should be expected to…**	**Geometry** **Pupils should be expected to…**
Understand the relationship between powers of 10 from 1 hundredth to 10 million,		Understand that 2 numbers can be related additively or multiplicatively, and	For year 6, MD ready-to progress criteria are combined with AS ready to-progress criteria	Recognise when fractions can be simplified, and use common factors to simplify fractions.	Draw, compose, and decompose shapes according to given properties, including

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)		quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number).			dimensions, angles and area, and solve related problems.
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 nonstandard partitioning		Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding		Express fractions in a common denomination and use this to compare fractions that are similar in value.	
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		Solve problems involving ratio relationships		Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy	
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		Solve problems with 2 unknowns.			