Burford School: Maths Progression Chart

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition:	Practical activities Finding one more than a number from 1 to 10 Introducing vocabulary of addition	Counting on using a number line Beginning to use the + and = signs to record mental calculations Knowing by heart all the number bonds to 10 (eg: 1+9, 2+8) Knowing that addition can be done in any order (eg: 1+2 = 2+1)	Adding three digit numbers mentally Knowng by heart all the number bonds to at least 20 Using + and = to record mental calculations Using a number line to makes informal jottings: 24+16 +10 +6 24 34 40	Using informal pencil and paper methods (jottings) Using number line addition 36+17 = 53 36 46 50 53 +10 +4 +3 Introducing vertical addition for TU+TU and moving into HTU (most significant digit added first) 83+42 83 + 42 120 (80+40) 5 (3+2) 125 Partitioning 83+42 80+40 = 120 3+2 = 5 125	Using number line addition Using vertical addition (least significant digit first) 368+493 368 + 493 11 (8+3)U 150 (60+90)T 700 (300+400)H Partitioning 368+493 8+3 = 11 60+90 = 150 400+300 = 700 861	Using number line addition Using vertical addition involving carrying 368+493 368 + 493 861 1 1	Using number line addition Using compact vertical addition involving carrying 42.86+29.48 42.86 +29.48 72.34 , , ,
Subtraction:	Practical activities Finding one less than a number from 1 to 10 Beginning to relate subtraction to taking away	Counting back on a number line Beginning to use the - and = sign to record mental calculations Knowing by heart all subtraction facts to 10	Knowing all the subtraction facts to 20 Using a number line to subtract by counting back 44 - 25 = 19 +4 +10 +10 19 20 24 34 44	Using informal pencil and paper methods (jottings) Using number line subtraction 84-56 "How many do I have to count on from 56 to 84?" +4 +20 +4 56 60 80 84 ANS = 28	Using number line subtraction Using vertical subtraction 563 - 248 500 + 60 + 3 -200 + 40 + 8 300 + 10 + 5 ANS = 315	Using number line subtraction Using vertical subtraction involving decomposition 647 - 389 647 - 389 258	Using number line subtraction Using vertical subtraction (including decimals) involving decomposition 32.04 - 18.13 32.04 -18.13 13.91

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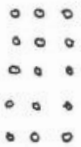
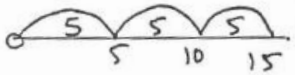
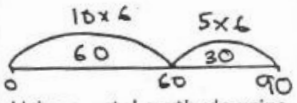
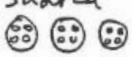
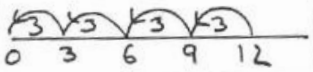
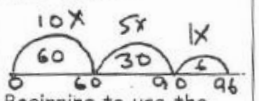
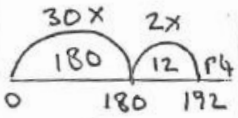
Multiplication:	Practical doubling activities	Knowing by heart doubles to at least 5+5	Understand multiplication as repeated addition 3x5 = 3 lots of 5 = 5+5+5 Using arrays: 3 x 5 = 15   Knowing by heart the multiplication facts for the 10, 2 and 5 times tables (or Cracking Times Tables) Beginning to use number line multiplication 3 x 5 = 15 	Knowing by heart the multiplication facts for the 10,2,5,3, and 4 times tables 15 x 6 = 90 Using number line multiplication  Using mental methods using partitioning 15x6 = (10x6) + (5x6) Introducing the grid method x | 10 5 6 | 60 30 → 90 15 x 6 = 90	Knowing by heart the multiplication facts up to 10x10 Money problems involving decimals Using the grid method for bigger numbers TUxTU 27 x 56 x | 50 6 20 | 1000 120 → 1120 7 | 350 42 → 392 27 x 56 = 1512	Using the grid method Introducing vertical multiplication linked to the grid method, including decimals 27 x 56 27 x 56 1000 (20x50) 120 (20x6) 350 (7x50) 42 (7x6) 1512	Using the grid method Consolidating vertical multiplication (see left) 38.6 x 9 38.6 x 9 270.0 (30x9) 72.0 (8x9) 5.4 (0.6x9) 347.4
Division:	Practical sharing activities	Separating a given number of objects into equal groups Recording results informally	Understand division as grouping or sharing Grouping 12 ÷ 3 "How many groups of 3 are there in 12?" ooo ooo ooo ooo = 4 Sharing 12 ÷ 3 "What is 12 shared between 3?"  Introducing number line division 12 ÷ 3 = 4 	Using the + and = signs recording horizontally 12 - 3 = 4 Consolidating number line division 68 ÷ 4 40 ÷ 4 = 10 28 ÷ 4 = 7 17	Using number line division 96 ÷ 6 = 16 "How many 6s are there in 96?"  ← Beginning to use the 'chunking/repeated subtraction' method 192 ÷ 8 192 − 80 (10x8) 112 − 80 (10x8) 32 − 32 (4x8) 0 ANS = 24	Using number line division 196 ÷ 6 = 32 r4  Using the 'chunking' method 196 ÷ 6 196 − 180 (30x6) 16 − 12 (2x6) 4 ANS 32 r4	Using number line division Using the 'chunking' method Increasing efficiency Expressing remainders as fractions/decimals 196 ÷ 6 196 − 180 (30x6) 16 − 12 (2x6) 4 Ans = 32 4/6 = 32 2/3 = 32.6