

Ready-to-progress criteria: year 1 to year 6

The table below is a summary of the ready-to-progress criteria for all year groups.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NPV	1NPV-1 Count within 100, forwards and backwards, starting with any number.		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.	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.	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.	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).
		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.	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.	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.	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.	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.
	1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	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.	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.	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.	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.	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.

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NPV			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.	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.	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.	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.
					5NPV-5 Convert between units of measure, including using common decimals and fractions.	
NF	1NF-1 Develop fluency in addition and subtraction facts within 10.	2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice.	3NF-1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.			
	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.		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.	4NF-1 Recall multiplication and division facts up to 12×12 , and recognise products in multiplication tables as multiples of the corresponding number.	5NF-1 Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.	
				4NF-2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.		
			3NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).	4NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100)	5NF-2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).	

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AS	1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.	2AS-1 Add and subtract across 10.	3AS-1 Calculate complements to 100.			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).
	1AS-2 Read, write and interpret equations containing addition (+), subtraction (−) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.	2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".	3AS-2 Add and subtract up to three-digit numbers using columnar methods.			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.
		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.	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.			6AS/MD-3 Solve problems involving ratio relationships.
		2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.				6AS/MD-4 Solve problems with 2 unknowns.

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MD		2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.	3MD-1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.	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. →	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.	For year 6, MD ready-to-progress criteria are combined with AS ready-to-progress criteria (please see above).
		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).		4MD-2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.	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.	
				4MD-3 Understand and apply the distributive property of multiplication. →	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.	

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F			3F-1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.			6F-1 Recognise when fractions can be simplified, and use common factors to simplify fractions.
			3F-2 Find unit fractions of quantities using known division facts (multiplication tables fluency). →		5F-1 Find non-unit fractions of quantities.	6F-2 Express fractions in a common denomination and use this to compare fractions that are similar in value.
			3F-3 Reason about the location of any fraction within 1 in the linear number system. →	4F-1 Reason about the location of mixed numbers in the linear number system.		6F-3 Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denominator as a comparison strategy.
				4F-2 Convert mixed numbers to improper fractions and vice versa.	5F-2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system.	
			3F-4 Add and subtract fractions with the same denominator, within 1. →	4F-3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.	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.	
G	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. →	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. →	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.		5G-1 Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.	

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G					5G-2 Compare areas and calculate the area of rectangles (including squares) using standard units.	
	1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations. →		3G-2 Draw polygons by joining marked points, and identify parallel and perpendicular sides. →	4G-1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant. →		6G-1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.
				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.		
				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.		