St. Michael and All Angels VA School Basic Skills Progression Document

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| **Skills Focus** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Number Bonds** | Partition a set of 5 objects in different ways | Represent and use number bonds and related subtraction facts within 20  -5  -10  -20 | Recall and use number bonds for multiples of 5  totalling 60  Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. | Recall/use addition/subtraction facts for 100 (multiples of 5and10)  Derive and use addition and subtraction facts for 100  Derive and use addition and subtraction facts for multiples of 100  totalling 1000 | Recall and use addition and subtraction facts for 100  Recall and use  +/- facts for multiples of 100  totalling 1000  Derive and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place) | Recall and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place)  Derive and use addition and subtraction facts for 1 (with decimal numbers to two decimal places) | Recall and use addition and subtraction facts for 1 (with decimals to two decimal places) |
| **Place Value** | Recognise and identify numerals 0 to 20  Select the numeral that represents a set of objects  Order numerals 0 to 20 Count reliably with  numbers from 1 | Begin to recognise the place value of numbers beyond 20 (tens and ones)  Order numbers to 50 | Recognise the place value of each digit in a two- digit number (tens, ones)  Understand the connection between the 10 multiplication table and place value | Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)  Partition numbers in different ways (e.g. 146 = 100+ 40+6  and 146 = 130+16)  Identify the value of | Partition numbers in different ways (e.g. 2.3 = 2+0.3 &  1+1.3)  Identify the value of each digit to two decimal places  Recognise the place value of | Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit  Read, write, order and compare numbers with up to 3 decimal places | Read, write, order and compare numbers up to 10 000 000 and  determine the value of each digit  Identify the value of each digit to three  decimal places |

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|  | to 20, place them in order. |  | Partition numbers in different ways (e.g. 23 = 20 + 3  and23 = 10 + 13) | each digit to one decimal place | each digit in a four-digit number | Identify the value of each digit to three decimal places  Recognise and use thousandths and relate them to tenths,  hundredths and decimal equivalents |  |
| **Adding and Subtracting 1 and Powers of 10** | Say which number is one more or one less than a given number.  Say a number between two given numbers | Given a number, identify one more and one less  Given a number identify ten more or less | Find 1 or 10 more or less than a given number | Find 1,10 or 100 more or less than a given number | Find 0.1, 1, 10,  100 or 1000 more or less than a given number | Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000  Find 0.01, 0.1, 1, 10,  100, 100 and other powers of 10 more or less than a given number | Find 0.001,  0.01, 0.1, 1, 10  and powers of 10 more/less than a given number |
| **Multiplying and Dividing by 10, 100 and 1000** |  |  | Recall and use multiplication and division facts for 10 multiplication tables, including recognising odd and even numbers | Find the effect of multiplying a one-or two-digit number by 10 and 100, identify the value of the digits in the answer | Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten | Multiply/divide whole numbers and decimals by 10, 100  and 1000 | Multiply and divide numbers by 10, 100 and  1000 giving answers up to three decimal places |
| **Counting in Whole Steps** | Rote count from 1 | Count to and across 100, forwards and  backwards, | Count in steps of 2, 3, and 5 from 0, and in tens from  any number, | Count from 0 in multiples of 4, 8, 50  and 100 | Count in multiples of 6, 7,  9, 25 and 1000 | Describe and extend number sequences including those with  multiplication/division | Count forwards or backwards in steps of integers, |



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|  | Rote count on from a given number between 1 and 20  Rote count back from 20 to 0  Rote count back from a given number between 0and 20  Recognise patterns in the counting sequence i.e. 6,  7, 8, 9 and 16, 17,  18, 19 | beginning with 0 or 1, or from any given number  Count in multiples of twos, fives and tens | forward and backward  Describe and extend simple sequences involving counting on or back in different steps | Describe and extend number sequences involving counting on or back in different steps | Count backwards through zero to include negative numbers  Describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps | steps and where the step size is a decimal | decimals, powers of 10 |
| **Counting in Fractional and Decimal Steps** |  | Recognise, find and name a half as one of two equal parts of an object shape or quantity (including measure)  Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity | Count on and back in steps of 1/2 and 1/4 | Count up and down in tenths  Count on and back in steps of 1/2, 1/4and 1/3 | Count up and down in hundredths  Count on and back in steps of unit fractions  Compare and order unit fractions and fractions with the same denominators (including on a  number line) | Count forwards and backwards in decimal steps  Count on and back in mixed number steps such as 11/2  Describe and extend number sequences including those with multiplication/division steps and where the step size is a decimal | Count forwards or backwards in steps of integers, decimals, powers of 10  Describe and extend number sequences including those with multiplication and division steps, |



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|  |  | (including measure) |  |  | Add and subtract fractions with the same denominator (using diagrams) |  | inconsistent steps, alternating steps and those where the step size is a decimal |

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**Progression in Multiplicative Reasoning**

