**Curriculum prioritisation in primary maths 2020/21**Evaluation document: Current Year 6 pupils

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|  |  | **Year 5 ready-to-progress criteria** | **Chris Quigley**  **Milestone 3** | **Notes on provision, and priority for teaching** |  | **Year 6 ready-to-progress criteria** | **Chris Quigley**  **Milestone 3** | **Notes on provision, and priority for teaching** |
| **Number and Place Value** |  | **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. | Read, write, order and compare numbers with up to three decimal places. (2 decimal places in Year 5) |  |  | **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). | Read numbers up to 10 000 000.  Write numbers up to 10 000 000  Read, write, order and compare numbers with up to three decimal places. |  |
|  | **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. | Read numbers up to 10 000 000. (100,000 in Year 5)  Write numbers up to 10 000 000 (100,000 in Year 5) |  |  | **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. | Read numbers up to 10 000 000.  Write numbers up to 10 000 000  Identify the value of each digit in numbers given to three decimal places. |  |
|  | **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. | Order and compare numbers up to 10 000 000. (100,000 in Year 5)  Determine the value of each digit in any number.  Round any whole number to a required degree of accuracy. |  |  | **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. | Order and compare numbers up to 10 000 000.  Round any whole number to a required degree of accuracy.  Determine the value of each digit in any number. |  |
|  | **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. | Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. |  |  | **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. | Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. |  |
|  | **5NPV–5** Convert between units of measure, including using common decimals and fractions. | Convert between different units of metric measure. |  |  |  |  |  |
| **Number Facts** |  | **5NF–1** Secure fluency in multiplication table facts, and corresponding division facts, through continued practice. | **Consolidation of Milestone 2** |  |  |  |  |  |
|  | **5NF–2** Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth). | Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. |  |  |  |  |  |
| **Addition and Subtraction** |  |  |  |  |  | **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). | Add and subtract whole numbers with more than 4 digits, including using formal written methods. (columnar addition and subtraction) |  |
|  |  |  |  |  | **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. | Add and subtract numbers mentally with increasingly large numbers. |  |
|  |  |  |  |  | **6AS/MD–3** Solve problems involving ratio relationships. | Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. |  |
|  |  |  |  |  | **6AS/MD–4** Solve problems with 2 unknowns. | Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. |  |
| **Multiplication and Division** |  | **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. | Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.  (10 & 100 in year 5) |  |  | For Year 6, MD ready-to-progress criteria are combined with AS ready to-progress criteria (please see above). |  |  |
|  | **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. | Identify common factors, common multiples and prime numbers.  Solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes. |  |  |  |  |  |
|  | **5MD–3** Multiply any whole number with up to 4 digits by any one-digit number using a formal written method. | Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.  (one digit at Year 5) |  |  |  |  |  |
|  | **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. | Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.(one digit at Year 5) |  |  |  |  |  |
| **Fractions** |  | **5F–1** Find non-unit fractions of quantities. |  |  |  | **6F–1** Recognise when fractions can be simplified and use common factors to simplify fractions. | Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.  Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number. |  |
|  | **5F–2** Find equivalent fractions and understand that they have the same value and the same position in the linear number system. | Compare and order fractions whose denominators are all multiples of the same number.  Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. |  |  | **6F–2** Express fractions in a common denomination and use this to compare fractions that are similar in value. | Compare and order fractions whose denominators are all multiples of the same number. |  |
|  | **5F–3** Recall decimal fraction equivalents for , , and and for multiples of these proper fractions. | Read and write decimal numbers as fractions.  Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. |  |  | **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. | Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number.  Recognise the percent symbol (%) and understand that percent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal. |  |