

Progression in Fluency Y1 – Y6

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
By the end of year 1, pupils should be fluent in addition and subtraction facts within 10 and be able to count in multiples of 2, 5 and 10.	Subitise groups up to 5 items. Subitise structured arrangements for quantities 6-10 Recognise quantities 1-10 in a tens frame.	Automatically show given numbers to 10 using fingers and begin to count forwards to and beyond 20. Composition of numbers within 1-5. Composition of numbers within 6 and 7.	Identify 'one more' and 'one less' within 20. Focus on the facts: +1, -1. Composition of numbers within 8 and 9.	Compose and partition numbers to 10 into parts. Develop fluency with addition facts within 10. Focus on the facts: 0+10, 1+9, 2+8, 3+7, 4+6, 5+5, 6+4, 7+3, 8+2, 9+1, 10+0 Develop a sense of the number system by counting to 100, pausing at multiples of 10.	Develop fluency in the 66 addition facts within 10 and their corresponding subtraction facts. See table below. Develop fluency with doubles and near doubles. Focus on facts: 0+0, 1+1, 2+2, 3+3, 4+4, 5+5, Develop fluency with consecutive numbers. Focus on facts: 0+1, 1+2, 2+3, 3+4, 4+5,	Count fluently in multiples of 2, 5 and 10 (up to the 10th multiple). Count through the odd number sequence. Develop fluency with two more, two less (odds and evens) facts. Focus on facts: 0+2, +3, 2+4, 3+5, 4+6,
	Count to and across 100, forwards and backwards, beginning with 0 or 1, or any given number Understand the cardinal value of number words up to 100. Read and write numbers from 1 – 20 in numerals and words Days of the week Months of the year					

66 fluency facts for addition and subtraction

Taken from the DfE Ready to Progress, non-statutory guidance, Pg24

[illegible]

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
By the end of year 2, pupils should secure fluency facts within 10 and recall the 2, 5 and 10 multiplication tables.	<i>Revise counting in 2s, 5s and 10s up to the 10th multiple forwards and backwards.</i> Secure and maintain automatic recall of addition and subtraction facts within 10. <i>Focus on facts covered in Year 1: +1, -1, bonds to 10, doubles, near doubles, two more and two less.</i>	Count in steps of 2, 3 and 5 from 0, and in tens from any number forwards and backwards.	Recall and use number bonds to 20 fluently. <i>Focus on using bond to 10 to support</i>	Recall doubles of 6, 7, 8 and 9 and their corresponding halves (e.g. half of 14 is 7). Focus on: 6+6, 7+7, 8+8, 9+9, 12/2, 14/2, 16/2, 18/2	Develop fluency in adding and subtracting across 10 (e.g. 8+5 =13, 13-5 = 8). Find $\frac{1}{4}$ by halving and halving again.	Secure automatic recall of multiplication and division facts for the 2, 5 and 10 tables. Begin to count in multiples of 3.
	Read and write numbers to at least 100 in numerals and words Counting in metric intervals and exploring conversions e.g. 100 cm/1 m, 1000g/ 1kg, 1000ml/1l Counting in 5minutes to 60 and conversion to 1 hour. 24 hours in a day					

Taken from the DfE Ready to Progress, non-statutory guidance, Pg332

+	0	1	2	3	4	5	6	7	8	9	10
0	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10
2	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10
3	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10
4	4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10
5	5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10
6	6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10
7	7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10
8	8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10
9	9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10
10	10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
By the end of Year 3, pupils should secure additive facts that bridge 10 and master the 3, 4 and 8 multiplication tables .	Revise and continue to secure automatic recall of multiplication and division facts for the 2, 5 and 10 tables.	Secure automatic recall of addition and subtraction facts that bridge 10. Recall multiplication and division facts for the 2 4 and 8 multiplication tables.	Count in multiples of 3, 6 and 9. Find 1, 10 or 100 more or less than a given number.	Calculate complements to 100 (e.g. $46 + ? = 100$). Count forwards and backwards in tenths.	Recall multiplication and division facts for the 3, 6 and 9 tables.	Apply place value knowledge to scale known additive and multiplicative facts by 10 (e.g. if $3 \times 4 = 12$, then $30 \times 4 = 120$).
	Counting in metric intervals and conversions – $100\text{cm} = 1\text{m}$, $10\text{mm} = 1\text{cm}$, $1000\text{g} = 1\text{kg}$, $500\text{g} = \frac{1}{2}\text{kg}$, $1000\text{ml} = 1\text{l}$, $500\text{ml} = \frac{1}{2}\text{litre}$. Count in fractions on a number line ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ etc.) Begin to recall number of days in months of the year.					

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
By the end of Year 4, pupils should automatically recall all multiplication tables up to 12x12.	Count in multiple of 6, 7, 9, 25 and 1000. Recall multiplication and division facts for 2, 4 and 8 tables.	Count in multiples of 7, 11 and 12 – linking to multiplication tables. Count in multiples identified through AfL to support multiplication tables.	Recall multiplication and division facts for the 7, 11 and 12 tables. Counting backwards through zero to include negative numbers.	Ensure automatic recall of a multiplication and division facts up to 12x12. Count up and down in hundredths.	Use multiplication facts to solve division problems with remainder (e.g. $74 \div 9 = 8 \text{ r } 2$)	Apply place value knowledge to scale know additive and multiplicative facts by 100 (e.g. $800 + 600 = 14000$)
	Counting in metric intervals and conversions – $100\text{cm} = 1\text{m}$, $10\text{mm} = 1\text{cm}$, $1000\text{g} = 1\text{kg}$, $500\text{g} = \frac{1}{2}\text{kg}$, $1000\text{ml} = 1\text{l}$, $500\text{ml} = \frac{1}{2}\text{litre}$. Number of days in each month of the year. Count in fractions on a number line. Count in decimals.					

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
By the end of Year 5, pupils should maintain multiplication fluency while extending facts to include decimals, squares, and cubes.	Count forwards and backwards in steps of powers of 10 for any number up to 1,000,000. Count forwards and backwards with positive and negative whole numbers including through zero.	Maintain a secure fluency in all multiplication and division facts up to 12x12 through regular practice.	Recall square numbers and cube numbers, including using correct notation (.e.g. 5²)	Count in multiples of 0.1, 0.2, 0.25 and 0.5.	Apply place value knowledge to scale known facts by 0.1 or 0.01 (e.g. 0.8 + 0.6 = 1.4, 0.03 x 4 = 0.12).	Divide 1 into 2, 4, 5 and 10 equal parts and recall decimal equivalents (0.5, 0.25, 0.2, 0.1).
	Times tables up to 12x12. Count in metric intervals and conversions – 100cm = 1m, 10mm = 1cm, 1000g = 1kg, 500g = ½ kg, 1000ml = 1l, 500ml = ½ litre etc. Count in fractions Count in decimals					

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
By the end of Year 6, pupils should be fluency in all additive and multiplicative facts .	Understand relationships between powers of 10 from 0.01 up to 10 million. Count forwards and backwards through zero (negative numbers)	Maintain automaticity in all addition, subtraction, multiplication and division facts.	Recall equivalenced between simple fractions, decimals, and percentages (e.g. $0.5 = 50\% = \frac{1}{2}$).	Recall and use common factors to simplify fractions fluently.	Use automatic recall of facts to solve multi-step problems involving all four operations.	Final review of all factual fluency prerequisites from AfL to ensure readiness for the KS3 curriculum.
	Count forwards and backwards, starting from any number up to 10million Multiplication and division facts up to 12x12. Count in metric intervals and conversions Count in fractions Count in decimals					