








Year 1	
1	<p><b>Previous Reception experiences and counting within 100</b></p> <ul style="list-style-type: none"> <li>• 1NPV-1 Count within 100, forwards and backwards, starting with any number.</li> <li>• 1.9 Composition of numbers: 20-100</li> </ul>
2	<p><b>Comparison of quantities and part-whole relationships</b></p> <ul style="list-style-type: none"> <li>• 1NPV-1 Count within 100, forwards and backwards, starting with any number.</li> <li>• 1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using <math>&lt;</math> <math>&gt;</math> and <math>=</math>.</li> <li>• 1.1 Comparison of quantities and measures</li> <li>• 1.2 Introducing 'whole' and 'parts': part-part-whole</li> </ul>
3	<p><b>Numbers 0 to 5</b></p> <ul style="list-style-type: none"> <li>• 1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using <math>&lt;</math> <math>&gt;</math> and <math>=</math>.</li> <li>• 1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.</li> <li>• 1.3 Composition of numbers: 0-5</li> </ul>
4	<p><b>Recognise, compose, decompose and manipulate 2D and 3D shapes</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.</li> </ul>
5	<p><b>Numbers 0 to 10</b></p> <ul style="list-style-type: none"> <li>• 1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using <math>&lt;</math> <math>&gt;</math> and <math>=</math>.</li> <li>• 1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.</li> <li>• 1.4 Composition of numbers: 6-10</li> </ul>
6	<p><b>Additive structures</b></p> <ul style="list-style-type: none"> <li>• 1AS-2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.</li> <li>• 1.5 Additive structures: introduction to aggregation and partitioning</li> <li>• 1.6 Additive structures: introduction to augmentation and reduction</li> </ul>
7	<p><b>Addition and subtraction facts within 10</b></p> <ul style="list-style-type: none"> <li>• 1NF-1 Develop fluency in addition and subtraction facts within 10.</li> <li>• 1.7 Addition and subtraction: strategies within 10</li> </ul>
8	<p><b>Numbers 0 to 20</b></p> <ul style="list-style-type: none"> <li>• 1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using <math>&lt;</math> <math>&gt;</math> and <math>=</math>.</li> <li>• 1.10 Composition of numbers: 11-19</li> </ul>
9	<p><b>Unitising and coin recognition</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 2.1 Counting, unitising and coins</li> </ul>
10	<p><b>Position and direction</b></p> <ul style="list-style-type: none"> <li>• This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials.</li> </ul>
11	<p><b>Time</b></p> <ul style="list-style-type: none"> <li>• This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials.</li> </ul>

	Number and place value
	Number facts
	Addition and subtraction
	Multiplication and division
	Fractions
	Geometry
	Other

Dark grey references are ready-to-progress criteria from the DfE Guidance 2020

Light grey references are from the NCETM Primary Mastery Professional Development materials

Both are available online

## Year 2

<b>1</b>	<p><b>Numbers 10 to 100</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 1.8 Composition of numbers: multiples of 10 up to 100</li> <li>• 1.9 Composition of numbers: 20-100</li> </ul>
<b>2</b>	<p><b>Calculations within 20</b></p> <ul style="list-style-type: none"> <li>• 2AS-1 Add and subtract across 10.</li> <li>• 2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".</li> <li>• 1.11 Addition and subtraction: bridging 10</li> <li>• 1.12 Subtraction as difference</li> </ul>
<b>3</b>	<p><b>Fluently add and subtract within 10</b></p> <ul style="list-style-type: none"> <li>• 2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice.</li> <li>• 1.7 Addition and subtraction: strategies within 10</li> </ul>
<b>4</b>	<p><b>Addition and subtraction of two-digit numbers (1)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 1.13 Addition and subtraction: two-digit and single-digit numbers</li> <li>• 1.14 Addition and subtraction: two-digit numbers and multiples of ten</li> </ul>
<b>5</b>	<p><b>Introduction to multiplication</b></p> <ul style="list-style-type: none"> <li>• 2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.</li> <li>• 2.2 Structures: multiplication representing equal groups</li> <li>• 2.3 Times tables: groups of 2 and commutativity (part 1)</li> <li>• 2.4 Times tables: groups of 10 and of 5, and factors of 0 and 1</li> <li>• 2.5 Commutativity (part 2), doubling and halving</li> </ul>
<b>6</b>	<p><b>Introduction to division structures</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• 2.6 Structures: quotitive and partitive division</li> </ul>
<b>7</b>	<p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>8</b>	<p><b>Addition and subtraction of two-digit numbers (2)</b></p> <ul style="list-style-type: none"> <li>• 2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.</li> <li>• 1.15 Addition: two-digit and two-digit numbers</li> <li>• 1.16 Subtraction: two-digit and two-digit numbers</li> </ul>
<b>9</b>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery Professional Development Materials.</li> </ul>
<b>10</b>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• 3.0 Guidance on the teaching of fractions in Key Stage 1</li> </ul>
<b>11</b>	<p><b>Time</b></p> <ul style="list-style-type: none"> <li>• This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery Professional Development Materials.</li> </ul>
<b>12</b>	<p><b>Position and direction</b></p> <ul style="list-style-type: none"> <li>• This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery Professional Development Materials.</li> </ul>
<b>13</b>	<p><b>Multiplication and division – doubling, halving, quotitive and partitive division</b></p> <ul style="list-style-type: none"> <li>• 2.5 Commutativity (part 2), doubling and halving</li> <li>• 2.6 Structures: quotitive and partitive division</li> </ul>
<b>14</b>	<p><b>Sense of measure – capacity, volume, mass</b></p> <ul style="list-style-type: none"> <li>• This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery Professional Development Materials.</li> </ul>

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