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Description automatically generated**Progression in Maths at St Luke’s CoE Primary School**

**Aims:**

To summarise the most important knowledge and understanding within each year group and make important connections between these mathematical topics as pupils progress from year 1 to year 6.

**Ready-to-progress criteria and the curriculum**

These important concepts are referred to as ready-to-progress criteria and provide a coherent, linked framework to support pupils’ mastery of the primary mathematics curriculum. By meeting the ready-to-progress criteria, pupils will be able to more easily access many of the elements of the curriculum that are not covered in this document but are detailed in the *St Luke’s Maths Overview Document*.

This document also aims to demonstrate progression in factual fluency in both addition and subtraction, as well as multiplication and division facts from years 1 to 6.

There is also explicit guidance on the introduction of key mathematical vocabulary from years 1 to 6.

**More information on progression in EYFS can be found on both the St Luke’s Maths Overview Document and the EYFS Curriculum Map.**

The ready-to-progress criteria in this document are organised into 6 strands, each of which has its own code for ease of identification. These are listed below. Measurement and Statistics are integrated as applications of number criteria, and elements of measurement that relate to shape are included in the geometry strand.

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**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.

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**Factual fluency progression:**

**Addition and subtraction facts**

From the start of the 2023/24 academic year, pupils will also take part in the **Mastering Number programme**. This will secure firm foundations in the development of good fluency in calculation and number sense for all children in Reception through to Year 1 and Year 2.

The full set of addition calculations that pupils need to be able to solve with automaticity are shown in the table below. Pupils must also be able to solve the corresponding subtraction calculations with automaticity. **Pupils must be fluent in these facts by the end of year 2** and should continue with regular practice through year 3 to secure and maintain fluency. It is essential that pupils have automatic recall of these facts before they learn the formal written methods of columnar addition and subtraction.

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**Factual fluency progression:**

**Multiplication and division facts**

Pupils should learn the multiplication tables in the ‘families’ described in the progression table below– making connections between the multiplication tables in each family will enable pupils to develop automatic recall more easily, and provide a deeper understanding of multiplication and division. **Pupils must be fluent in these facts by the end of year 4,** and this is assessed in the multiplication tables check. Pupils should continue with regular practice through year 5 to secure and maintain fluency.

At St Luke’s pupils are taught the multiplication tables through White Rose Maths lessons. The rehearsal and rapid re-call of these facts is then supplemented by the introduction of Times Table Rock Stars in Year 3. Pupils also take part in weekly Ninja Maths interventions to assess their progress with fluency facts from Years 3-5.

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**Vocabulary progression:**

Teaching and learning mathematical language are key to developing deep mathematical understanding. The ability to use words to explain, justify and communicate mathematically is important to help pupils clarify and organise their mathematical schema. Fluency in mathematical language not only allows a pupil to communicate their understanding accurately but also relieves cognitive load, permitting more focus on the lengthier tasks. For example, procedural computations or multi-step problems.

**Teachers should continue to use vocabulary from previous year groups and make explicit connections to new language.**

Words printed in red represent vocabulary introduced earlier than National Curriculum requirements.

Words printed in blue represent vocabulary which are in addition to National Curriculum requirements.

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