

## Mathematics Mastery and Ready-to-Progress

### What are the Ready-to-Progress criteria?

The DfE have provided guidance which identifies core concepts in the National Curriculum for mathematics in years 1 – 6. The guidance summarises the most important conceptual knowledge and understanding that pupils need as they progress. These important concepts are referred to as **Ready-to-Progress Criteria (RtP)**.

It is important to note that the Ready-to-Progress criteria do not address the whole curriculum, only areas that have been identified as a priority. It is still a statutory requirement that the whole of the curriculum is taught. However, the guidance states that 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 the guidance.

The Ready-to-Progress criteria are organised into 6 strands each of which has its own code, shown below:

Ready-to-progress	Code
Number and place value	NPV
Number facts	NF
Addition and subtraction	AS
Multiplication and division	MD
Fractions	F
Geometry	G

Note: The guidance states that Measurement and Statistics are integrated as applications of number criteria, and elements of measurement that relate to shape are included in the Geometry strand.

The full DfE Guidance is available [here](#)

### How can they be used alongside Mathematics Mastery?

There are various ways a school may wish to use the Ready-to-Progress criteria to support the teaching of mathematics. When considering how you may want to implement this guidance into practice, or if you need to at all, schools should take into account their own circumstances and starting points of pupils. Some ways you could use them include:

- **To support assessment:** you may wish to use the criteria to support ongoing formative assessment for all or some pupils to assess if a pupil has the foundations needed before progressing into their next year group. The DfE guidance provides example assessment questions for each criterion that you may want to utilise.
- **To support small groups or individual pupils:** the criteria may be useful to use when planning for further practice or intervention for some pupils. [Mathematics Mastery have created RtP intervention materials to support with this.](#)
- **Adapting the programme of study:** in circumstances where it is not possible to cover the whole national curriculum, or if curriculum prioritisation is needed to embed foundations, you may want to use the criteria to inform adaptations to the programme of study for a particular cohort.



## MM Programmes of Study mapped to RtP criteria

Ready-to-Progress criteria references have been added to our Programmes of Study, to allow you to see how each unit links to the DfE guidance. This resource is useful for understanding key concepts within units that attention should be drawn to. This resource can also be used to support any school wanting to adapt or prioritise units within the Programme of Study, as it will clearly show which units have more/fewer links to the Ready-to Progress criteria.

Year 1			
	Unit title and description	DfE ready-to-progress criteria	Length of unit
1.1	<b>Numbers to 10</b> Representing, comparing and ordering numbers to 10. Investigating the composition of numbers to 10.	1NPV-1	2 weeks
1.2	<b>Addition and subtraction within 10</b> Addition is taught as combination (aggregation) and subtraction as partitioning. Pupils are formally taught the symbols +, - and =, with which they write abstract equations, linking this to the part-whole model.	1NPV-1 1NF-1 1AS-1 1AS-2	2 weeks
1.3	<b>Shape and patterns</b> Exploring shapes in different orientations and sizes and describing and classifying them. Describing position, direction and movement, including quarter turns.	1G-1 1G-2	2 weeks
1.4	<b>Numbers to 20</b> Representing, comparing and ordering numbers to 20. Investigating the composition of numbers to 20.	1NPV-1 1AS-1	2 weeks
1.5	<b>Addition and subtraction within 20</b> The 'change' additive structure is introduced through the use of 'First, then, now' contexts. Abstract equations are used to reflect these contexts, using concrete objects and pictorial representations to support them in developing conceptual understanding.	1NF-1 1AS-2	2 weeks
1.6	<b>Time</b> Telling the time to the hour and half hour. Describing position, direction and movement, including whole, half and quarter, with reference to the clock face.		2 weeks
1.7	<b>Exploring calculation strategies within 20</b> Deepening understanding of calculation strategies, such as deriving facts from known facts (related facts and derived teens facts) and the 'Make ten' strategy.	1NF-1 1AS-1 1AS-2	1 week
1.8	<b>Numbers to 50</b> Pupils explore place value of numbers to 50 by grouping numbers into tens and ones, comparing numbers and exploring number patterns.		2 weeks
1.9	<b>Addition and subtraction within 20 (comparison)</b> The comparison structure is introduced, and the number range is kept to 20 so that pupils can focus on understanding the language and relationships and how these can be recorded as equations.	1NF-1 1AS-1 1AS-2	2 weeks
1.10	<b>Fractions</b> Learning to recognise, find and name a half and a quarter as one of two/four equal parts of an object, shape and quantity. Applying their knowledge of halves and quarters to directional instructions.		1 week
1.11	<b>Measures (1): Length and mass</b> Pupils describe, compare, and solve practical problems involving length, height and mass/weight		2 weeks
1.12	<b>Numbers 50 to 100 and beyond</b> Representing numbers to 100 using objects and pictorial representations, including a number line and Dienes.	1NPV-1	2 weeks
1.13	<b>Addition and subtraction (applying strategies)</b> Applying understanding of number to add and subtract 1-digit and 2-digit numbers using a range of strategies.	1NF-1 1AS-1	2 weeks

1.14	<b>Money</b> Naming coins and notes and representing their values. Applying knowledge of addition and subtraction to money problems.		2 weeks
1.15	<b>Multiplication and division</b> Pupils are introduced to multiplication and division through grouping and sharing. Representing multiplication abstractly using repeated addition.	1NF-2	2 weeks
1.16	<b>Measures (2): Capacity and volume</b> Measuring and comparing capacity and volume using standard and non-standard units of measure.		2 weeks

Year 2			
	Unit title and description	DfE ready-to-progress criteria	Length of unit
2.1	<b>Numbers within 100</b> Place value of 2-digit numbers by exploring how to partition, compare and order numbers within 100.	2NPV-1 2NPV-2	2 weeks
2.2	<b>Addition and subtraction of 2-digit numbers</b> Using known facts to derive new facts. Adding and subtracting tens and ones. Adding three 1-digit numbers.	2NF-1 2AS-1 2AS-2 2AS-3	2 weeks
2.3	<b>Addition and subtraction word problems</b> Applying understanding of place value, number bonds, mental addition and subtraction strategies. Representing addition and subtraction word problems using bar models.	2AS-3	2 weeks
2.4	<b>Measures: Length</b> Comparing, estimating and measuring length using non-standard and standard measures. Solving measure problems.		2 weeks
2.5	<b>Graphs</b> Representing and interpreting data using tables, tally charts, pictograms and block diagrams.		1 week
2.6	<b>Multiplication and division: 2, 5 and 10</b> Representing multiplication and division concepts through part whole models, bar models, arrays and number lines. Writing multiplication and division equations, solving word problems and making connections between multiplication and division as inverse operations.	2MD-1 2MD-2	3 weeks
2.7	<b>Time</b> Explore how many hours are in one day and how many minutes are in one hour. Comparing and sequencing events and intervals of time to the nearest five minutes. Telling the time to quarter to and past the hour.		2 weeks
2.8	<b>Fractions</b> The focus of this unit is on recognising, finding, naming and writing fractions of a line, shape, object and quantity. (halves, quarters and thirds)		2 weeks
2.9	<b>Addition and subtraction of 2-digit numbers (regrouping and adjusting)</b> Applying number bonds to 20 knowledge and the Make ten, round and adjust and near doubles strategies.	2NF-1 2AS-3 2AS-4	2 weeks

2.10	<b>Money</b> Exploring coins and notes and their associated values. Applying understanding of numbers up to 100 and addition and subtraction in the context of money problems.		2 weeks
2.11	<b>Faces, shapes and patterns; lines and turns</b> Explore and describe the properties of 2-D and 3-D shapes including right angles and lines of symmetry within 2-D shapes. Developing understanding of rotations and turns in terms of quarter, half and three-quarter turns, both clockwise and anti-clockwise.	2G-1	3 weeks
2.12	<b>Numbers within 1000</b> Introduces 3-digit numbers. Exploring the components of 3-digit numbers and using the < and > signs to compare them.		1 week
2.13	<b>Measures: Capacity and volume</b> Introduces temperature and develops understanding of capacity and volume.		2 weeks
2.14	<b>Measures: Mass</b> Estimating and measuring mass using non-standard and standard units.		1 week
2.15	<b>Exploring calculation strategies</b> Consolidates calculation strategies from across the year and introduces the column method for addition and subtraction.	2AS-3 2AS-4	2 weeks
2.16	<b>Multiplication and division: 3 and 4</b> Representing multiplication and division concepts through part whole models, bar models, arrays and number lines. Writing multiplication and division equations, solving word problems and making connections between multiplication and division as inverse operations	2MD-2	3 weeks

Year 3			
	Unit title and description	DfE ready-to-progress criteria	Length of unit
3.1	<b>Number sense and exploring calculation strategies</b> Solve number and practical problems, including estimation and checking; add and subtract money to give change in pounds and pence.	3NF-1 3NPV-4	3 weeks
3.2	<b>Place value</b> Identify, represent and estimate numbers in different contexts, recognise and use place value of 3-digit numbers in calculations.	3NPV-4	2 weeks
3.3	<b>Graphs</b> Interpret and present data using charts and tables. Solve one and two-step problems using presented information.	3NPV-4	1 week
3.4	<b>Addition and subtraction</b> Calculate mentally and using formal written methods; solve problems using number facts and place value.	3NF-1 3AS-1 3AS-2 3AS-3	3 weeks
3.5	<b>Length and perimeter</b> Measure, compare, add/ subtract lengths; solve problems using appropriate tools and units.	3NPV-4	2 weeks
3.6	<b>Multiplication and division</b> Deepen understanding of multiplication and division and apply this to solve problems.	3NF-2	2 weeks

3.7	<b>Deriving multiplication and division facts</b> Calculate mathematical statements including for 2-digit numbers by 1-digit numbers; progress from mental to formal written methods.	3MD-1	3 weeks
3.8	<b>Time</b> Tell, record, write and compare the time, including using Roman numerals, 12hr clocks, a.m. and p.m.; compare durations.		2 weeks
3.9	<b>Fractions</b> Recognise, use, compare, order simple fractions; understand fractions as parts of a whole; add/subtracts fractions of same denominator.	3F-1 3F-2 3F-3 3F-4	3 weeks
3.10	<b>Angles and shape</b> Identify right-angles, recognising them as quarters of a turn; identify parallel and perpendicular lines; draw/make and measure 2-D and 3-D shapes.	3G-1 3G-2	3 weeks
3.11	<b>Measures</b> Measure, compare, add/ subtract and solve problems, using appropriate tools and units.	3NPV-4	3 weeks
3.12	<b>Securing multiplication and division</b> Recall and use multiplication/ division facts for 6 & 8 times tables; count in multiples of 6 & 8; calculate mathematical statements.	3MD-1 3NF-2	1 week
3.13	<b>Exploring calculation strategies and place value</b> Add/subtract numbers mentally; find 10, 100, 1000 more than a given number; order and compare beyond 1000; round any number to nearest 10, 100, 1000.		2 weeks

Year 4			
Unit title and description		DfE ready-to-progress criteria	Length of unit
4.1	<b>Reasoning with 4-digit numbers</b> Place value of numbers with up to 4 digits including finding 10, 100 or 100 more or less and rounding numbers.	4NPV-1 4NPV-2 4NPV-3 4NPV-4	2 weeks
4.2	<b>Addition and subtraction</b> Explore both mental strategies and formal written methods of addition and subtraction. Solving addition and subtraction problems.		3 weeks
4.3	<b>Multiplication and division</b> Developing pupils understanding of both mental and written multiplication and division strategies including the formal methods for short division and short multiplication.	4NF-3 4MD-1 4MD-2 4MD-3	3 weeks
4.4	<b>Interpreting and presenting data</b> Representing data using pictograms and bar charts; exploring time graphs		2 weeks
4.5	<b>Securing multiplication facts</b> Opportunity for pupils to consolidate their knowledge and conceptual understanding of times tables up to 12 x 12 with specific focus on the 7- and 9-times table.	4NF-1 4NF-2	1 week
4.6	<b>Fractions</b>	4F-1 4F-2	4 weeks

	Find equivalent fractions, introduces mixed numbers and improper fractions, add and subtract fractions, calculate fractions of quantities and finally solve problems involving fractions	4F-3	
4.7	<b>Time</b> Consolidates the use of the 12-hour clock and introduces the 24-hour clock; solving problems in the context of time.		1 week
4.8	<b>Decimals</b> Understanding the value of tenths and hundredth using a variety of representations; comparing and ordering decimals; rounding decimals and calculating using decimals.		3 weeks
4.9	<b>Area and perimeter</b> Exploring perimeter including perimeter of composite rectilinear shapes in mixed units. Introduces area and finding the area of shapes by counting squares, making connections between this and earlier work on arrays and multiplication.		2 weeks
4.10	<b>Solving measure and money problems</b> Applying understanding to a variety of problems.		3 weeks
4.11	<b>2-D Shape and Symmetry</b> Identifying angles within shapes; sorting and classifying shapes, exploring symmetry	4G-2 4G-3	3 weeks
4.12	<b>Position and Direction</b> Reading and writing coordinates; reading and plotting coordinates of polygons, translation of points.	4G-1	1 week
4.13	<b>Reasoning with patterns and sequences</b> Exploring Roman numerals to 100, negative numbers and number patterns.		2 weeks
4.14	<b>3D Shape</b> Exploring the properties of 3D shapes and solving shape problems.		1 week

Year 5			
	Unit title and description	DfE ready-to-progress criteria	Length of unit
5.1	<b>Reasoning with large whole numbers</b> extending their understanding of the number system and place value to include 5-digit and 6-digit numbers		2 weeks
5.2	<b>Problem solving with integer addition and subtraction</b> Explore both mental calculation strategies and the formal written layout for addition and subtraction	5-NF2	2 weeks
5.3	<b>Line graphs and timetables</b> Interpret information in tables and line graphs and solve comparison, sum and difference problems. Read and interpret timetables		2 weeks
5.4	<b>Multiplication and division</b> Exploring factors, multiples, square numbers, prime numbers and composite numbers. Exploring a range of calculation strategies to multiply and divide with increasingly large numbers, including the formal written layout.	5NF-1 5NF-2 5MD-2 5MD-3 5MD-4	3 weeks
5.5	<b>2-D shape, perimeter and area</b> Calculating perimeter and area of rectilinear and non-rectilinear shapes.	5G-2	1 week
5.6	<b>Fractions and decimals</b> Connections are made between fractions and decimals. Numbers with up to three decimal places are introduced.	5NPV1 5NPV-2 5NPV-3 5NPV-4 5F-1 5F-2 5F-3	3 weeks
5.7	<b>Angles</b>	5G-1	2 weeks

	Identifying and comparing acute, obtuse and reflex angles. Understanding how to use a protractor to measure and draw angles in degrees.		
5.8	<b>Fractions, decimals and percentages</b> Introduces percentage for the first time and come to understand that percentages, decimals and fractions are different ways of expressing proportions.	5NPV-1	3 weeks
5.9	<b>Transformations</b> Consolidating translations and coordinates. Translating polygons across zero. Reflections and translations		2 weeks
5.10	<b>Converting units of measure</b> Converting between units of time, length and mass. Solving conversion problems.	5NPV-5	2 weeks
5.11	<b>Calculating with whole numbers and decimals</b> The calculation strategies explored throughout the year are reviewed and extended into calculating with decimal numbers.	5NPV-1 5NF-2	3 weeks
5.12	<b>2-D and 3-D shape</b> Reasoning about the properties of 2-D and 3-D shapes, including identifying 3-D shapes from 2-D representations and classifying different triangles and quadrilaterals as well as other geometric shapes according to their properties.		2 weeks
5.13	<b>Volume</b> Understanding cube numbers. Estimating the volume of solids. Connecting the volume of solids with the volume of liquids and gasses		1 week
5.14	<b>Problem solving with whole numbers and decimals</b> Negative numbers and interpreting remainders after division. Pupils then apply knowledge and understanding to solve problems and reason about patterns and properties of number		2 weeks

Year 6			
	Unit title and description	DfE ready-to-progress criteria	Length of unit
6.1	<b>Integers &amp; Decimals</b> Read, write, order and compare numbers to ten million. Apply a range of strategies for addition and subtraction to solve multi-step problems.	6NPV-1 6NPV-2 6NPV-3	2 weeks
6.2	<b>Multiplication and division</b> Multiply larger integers and decimal numbers with up to 2 decimal places using a range of strategies, including the formal written algorithms for long and short multiplication. Divide integers by 1-digit and 2-digit numbers using a range of strategies, representing remainders appropriately.	6NPV-4	3 weeks
6.3	<b>Calculation problems</b> Apply a range of strategies to solve multi-step problems, considering the agreed order of operations. Express missing number problems algebraically and solve equations with unknown values.	6AS/MD-1 6AS/MD-2	2 weeks
6.4	<b>Fractions</b> Deepen understanding of equivalence, in order to simplify, compare and order fractions, including those greater than one. Add and subtract fractions.	6F-1 6F-2 6F-3	2 weeks

6.5	<b>Missing angles and lengths</b> Compare and classify a range of geometric shapes, using angle facts to find unknown angles in triangles, quadrilaterals and regular polygons.	6G-1	1 week
6.6	<b>Coordinates and shape</b> Describe positions on a full coordinate grid, exploring negative numbers in context. Apply an understanding of the properties of shapes to find missing coordinates and translate and reflect shapes. Recognise the properties of 3-D shapes and know the properties of circles.	6G-1	2 weeks
6.7	<b>Fractions</b> Multiply and divide fractions. Deepen understanding of the links between fractions, multiplication and division.		1 week
6.8	<b>Decimals and measures</b> Use, read, write and convert between standard units, including length, mass, volume and time. Calculate the area of shapes including parallelograms and triangles. Calculate the volume of cubes and cuboids.		3 weeks
6.9	<b>Percentages and statistics</b> Recall equivalences between fractions, decimals and percentages. Solve problems involving the calculation of percentages. Interpret and construct pie and line graphs and interpret the mean as an average.		2 weeks
6.10	<b>Proportion problems</b> Solve problems involving unequal sharing, scale factor and the relative size of two quantities.	6AS/MD-3 6AS/MD-4	2 weeks

## RtP criteria mapped to MM curriculum

This resource takes each Ready-to-Progress criterion and explains where it will be taught in our curriculum and where we suggest time is used to practice and consolidate that concept in Maths Meetings. This resource supports you to see how and when all concepts outlined in the DfE guidance are taught.

Year 1			
	Description	Links to MM programme of study	Consolidation in Maths Meetings
<b>1NPV-1</b>	Count within 100, forwards and backwards, starting with any number.	<ul style="list-style-type: none"> <li>Unit 1: Numbers to 10</li> <li>Unit 2: Addition and subtraction within 10</li> <li>Unit 4: Numbers to 20</li> <li>Unit 12: Numbers 50 to 100 and beyond</li> </ul>	<b>Autumn Term:</b> Count on and back within 20, with a focus on ordinality, cardinality and conservation of number.
<b>1NPV-2</b>	Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	<ul style="list-style-type: none"> <li>Unit 1: Numbers to 10</li> <li>Unit 4: Numbers to 20</li> </ul>	<b>Autumn term</b> (additional guidance): One more and one less within 20
<b>1NF-1</b>	Develop fluency in addition and subtraction facts within 10.	<ul style="list-style-type: none"> <li>Unit 4: Addition and subtraction within 20</li> <li>Unit 7 Exploring calculation strategies within 20</li> <li>Unit 9: Addition and subtraction within 20</li> </ul>	<b>Autumn Term:</b> Number bonds within 10, for example, identifying all the ways of making 6 (using the part-whole model to represent this) <b>Spring Term:</b> Number bonds to and within 10 with part-whole representation
<b>1NF-2</b>	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.	<ul style="list-style-type: none"> <li>Unit 15: Multiplication and division</li> </ul>	<b>Spring term</b> (additional guidance): Recognising patterns that increase and decrease in steps of 2, 5 and 10 <b>Summer Term:</b> Exploring repeated addition and the part-whole model and how it links with multiplication and division
<b>1AS-1.</b>	Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers	<ul style="list-style-type: none"> <li>Unit 1: Numbers to 10</li> <li>Unit 2: Addition and subtraction within 10</li> <li>Unit 4: Numbers to 20</li> <li>Unit 7 Exploring calculation strategies within 20</li> </ul>	<b>Autumn Term:</b> Number bonds within 10, for example, identifying all the ways of making 6 (using the part-whole model to represent this) <b>Spring Term:</b> Number bonds to and within 10 with part-whole representation <b>Summer Term:</b> Addition and subtraction within 20, drawing attention to strategies (e.g. Make 10, counting on) and structures (e.g. 'first, then, now', combining or partitioning sets, finding difference).
<b>1AS-2</b>	Read, write and interpret equations containing addition ( + ), subtraction ( - ) and equals ( = ) symbols, and relate additive expressions and	<ul style="list-style-type: none"> <li>Unit 5: Addition and subtraction within 20</li> </ul>	<b>Autumn Term:</b> Number bonds within 10, for example, identifying all the ways of making 6 (using the part-whole model to represent this) <b>Spring Term:</b> Number bonds to and within 10 with part-whole representation

	equations to real-life contexts		Using inverse to find missing numbers in equations
<b>1G-1</b>	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.	<ul style="list-style-type: none"> <li>Unit 3: Shape and patterns</li> </ul>	<p><b>Autumn term:</b> Recognise and name 2-D and 3-D shapes</p> <p><b>Summer term:</b> Identify and describe 2-D and 3-D shapes using vocabulary side, edge, face and vertices</p>
<b>1G-2</b>	Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.	<ul style="list-style-type: none"> <li>Unit 3: Shape and patterns</li> </ul>	<p><b>Summer term:</b> Identify and describe 2-D and 3-D shapes using vocabulary side, edge, face and vertices</p>

Year 2			
	Description	Links to MM programme of study	Consolidation in Maths Meetings
<b>2NPV-1</b>	Recognise the place value of each digit in two-digit numbers, and compose and decompose two digit numbers using standard and nonstandard partitioning.	<ul style="list-style-type: none"> <li>Unit 1: Numbers within 100</li> </ul>	<p><b>Autumn term and Spring term:</b> Partition and recombine numbers from 11-20 (e.g. using a part-whole model, beadstring, linked to abstract addition and subtraction equations)</p> <p><b>Autumn:</b> Recognise the place value of each digit in a 2-digit number (tens, ones)</p>
<b>2NPV-2</b>	Reason about the location of any two digit number in the linear number system, including identifying the previous and next multiple of 10.	<ul style="list-style-type: none"> <li>Unit 1 Numbers within 100</li> </ul>	<p><b>Autumn term:</b> Count on and back from any number within 100 along a number line</p>
<b>2NF-1</b>	Secure fluency in addition and subtraction facts within 10, through continued practice.	<ul style="list-style-type: none"> <li>Unit 2: Addition and subtraction of 2-digit numbers</li> <li>Unit 9: Addition and subtraction of 2-git numbers</li> </ul>	<p><b>Autumn term:</b> Consolidate and apply knowledge of number bonds for all numbers up to ten</p> <p><b>Spring term:</b> Apply knowledge of number bonds for all numbers up to ten, including through mental calculations to which they can be applied.</p>
<b>2AS-1.</b>	Add and subtract across 10, for example: $8 + 5 = 13$ , $13 - 5 = 8$	<ul style="list-style-type: none"> <li>Unit 2: Addition and Subtraction of 2-digit numbers</li> </ul>	<p><b>Spring and Summer term:</b> Complete addition or subtraction calculations using a range of strategies and discussing which is the most efficient</p>
<b>2AS-2</b>	Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".	<ul style="list-style-type: none"> <li>Unit 2: Addition and Subtraction of 2-digit numbers</li> </ul>	<p><b>Spring and Summer term:</b> Complete addition or subtraction calculations using a range of strategies and discussing which is the most efficient</p>

<b>2AS-3</b>	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.	<ul style="list-style-type: none"> <li>Unit 2: Addition and Subtraction of 2-digit numbers</li> <li>Unit 3: Addition and subtraction word problems</li> <li>Unit 9: Addition and subtraction of 2-git numbers</li> </ul>	<b>Spring and Summer term:</b> Complete addition or subtraction calculations using a range of strategies and discussing which is the most efficient
<b>2AS- 4</b>	Add and subtract within 100 by applying related one digit addition and subtraction facts: add and subtract any 2 two digit numbers.	<ul style="list-style-type: none"> <li>Unit 9: Addition and subtraction of 2-git numbers</li> <li>Unit 15: Exploring calculation strategies</li> </ul>	<b>Spring and Summer term:</b> Complete addition or subtraction calculations using a range of strategies and discussing which is the most efficient
<b>2MD- 1</b>	Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.	<ul style="list-style-type: none"> <li>Unit 6: Multiplication and division: 2, 5 and 10</li> </ul>	<b>Autumn term and Spring term</b> (additional guidance: Skip counting in steps of 2, 3, 5 and 10 forwards and backwards <b>Spring term and Summer term:</b> (additional guidance) Multiplication tables of 2, 5 and 10
<b>2MD- 2</b>	Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).	<ul style="list-style-type: none"> <li>Unit 6: Multiplication and division: 2, 5 and 10</li> <li>Unit 16: Multiplication and division</li> </ul>	<b>Spring term and Summer term:</b> (additional guidance) Multiplication tables of 2, 5 and 10
<b>2G-1</b>	Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.	<ul style="list-style-type: none"> <li>Unit 11: Faces, shapes and patterns; lies and turns</li> </ul>	<b>Autumn term:</b> Use vocabulary related to shape accurately including the number of sides, edges, vertices and faces on 2-D and 3-D shapes, including pyramids <b>Spring term:</b> Recognise 3-D shapes including triangular prisms and cones

### Year 3

	Description	Links to MM programme of study	Maths Meeting guidance
<b>3NPV-1</b>	Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10.	<ul style="list-style-type: none"> <li>Unit 1: Number sense and exploring calculation strategies</li> </ul>	<b>Autumn term:</b> Represent numbers to 1000 with concrete manipulatives and images, including number lines

<b>3NPV-2</b>	Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.	<ul style="list-style-type: none"> <li>Unit 2: Place value</li> </ul>	<b>Autumn term:</b> Represent numbers to 1000 with concrete manipulatives and images, including number lines Place value of digits in numbers with up to three digits
<b>3NPV-3</b>	Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.	<ul style="list-style-type: none"> <li>Unit 2: Place Value</li> </ul>	<b>Autumn term: (additional guidance):</b> Count on and back in ones and tens within 1000 along number track Compare numbers within 1000 using < and > signs
<b>3NPV-4</b>	Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.	<ul style="list-style-type: none"> <li>Unit 2: Place Value</li> </ul>	<b>Autumn term:</b> Skip counting in 2s, 3s, 4s, 5s and 10s
<b>3NF-1</b>	Secure fluency in addition and subtraction facts that bridge 10, through continued practice.	<ul style="list-style-type: none"> <li>Unit 1: Number sense and exploring calculation strategies</li> <li>Unit 4: Addition and subtraction</li> </ul>	<b>Autumn term:</b> Consolidate mental addition and subtraction for 2-digit numbers
<b>3NF-2</b>	Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.	<ul style="list-style-type: none"> <li>Unit 6: Multiplication and division</li> <li>Unit 12: Securing multiplication and division</li> </ul>	<b>Autumn Term:</b> Derive multiplication and division equations using arrays
<b>3NF-3</b>	Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10),	<ul style="list-style-type: none"> <li>Unit 1: Number sense and exploring calculation strategies</li> <li>Unit 13: Exploring calculation strategies and place value</li> </ul>	<b>Spring term:</b> Multiply by 10 and 100 recognising the importance of place value
<b>3AS-1</b>	Calculate complements to 100	<ul style="list-style-type: none"> <li>Unit 4: Addition and subtraction</li> </ul>	<b>Autumn term:</b> <i>Patterns of numbers within 100</i>
<b>3AS-2</b>	Add and subtract up to three-digit numbers using columnar methods	<ul style="list-style-type: none"> <li>Unit 4: Addition and subtraction</li> </ul>	<b>Autumn term:</b> Choose and discuss efficient calculation strategies for 3-digit addition and subtraction, emphasising using number bonds / make ten
<b>3AS-3</b>	Manipulate the additive relationship: Understand the	<ul style="list-style-type: none"> <li>Unit 4: Addition and subtraction</li> </ul>	<b>Throughout year:</b> Derive facts from known facts 'If I know..., what else do I know?'

	inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.		
<b>3MD-1</b>	Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.	<ul style="list-style-type: none"> <li>Unit 7: Deriving multiplication and division facts</li> <li>Unit 12: Securing multiplication and division</li> </ul>	<b>Throughout year:</b> Derive facts from known facts ‘If I know..., what else do I know?’
<b>3F-1</b>	Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.	<ul style="list-style-type: none"> <li>Unit 9: Fractions</li> </ul>	<b>Autumn term:</b> Recognise, find and write fractions of lengths, shapes and quantities
<b>3F-2</b>	Find unit fractions of quantities using known division facts (multiplication tables fluency).	<ul style="list-style-type: none"> <li>Unit 9: Fractions</li> </ul>	<b>Autumn term:</b> Recognise, find and write fractions of lengths, shapes and quantities
<b>3F-3</b>	Reason about the location of any fraction within 1 in the linear number system.	<ul style="list-style-type: none"> <li>Unit 9: Fractions</li> </ul>	<p><b>Spring term:</b> Recognise that two halves are equal to one whole, three thirds are equal to one whole and four quarters are equal to one whole Count on in halves, thirds and quarters within 10</p> <p><b>Summer term:</b> Count in halves, thirds, quarters and tenths from any number</p>
<b>3F-4</b>	Add and subtract fractions with the same denominator, within 1.	<ul style="list-style-type: none"> <li>Unit 9: Fractions</li> </ul>	<p><b>Spring term:</b> Recognise that two halves are equal to one whole, three thirds are equal to one whole and four quarters are equal to one whole Count on in halves, thirds and quarters within 10</p> <p><b>Summer term:</b> Count in halves, thirds, quarters and tenths from any number</p>
<b>3G-1</b>	Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.	<ul style="list-style-type: none"> <li>Unit 10: Angles and shape</li> </ul>	<b>Spring term:</b> Identify right angles and that two right angles make a half turn
<b>3G-2</b>	Draw polygons by joining marked points, and identify parallel and perpendicular sides.	<ul style="list-style-type: none"> <li>Unit 10: Angles and shape</li> </ul>	<b>Summer term:</b> Identify pairs of perpendicular and parallel lines

Year 4			
Reference	Description	Links to MM programme of study	Maths Meeting guidance
4NPV-1	Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.	<ul style="list-style-type: none"> <li>Unit 1: Place Value</li> </ul>	<b>Autumn term</b> (additional guidance): Order and compare numbers within 10 000
4NPV-2	Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning.	<ul style="list-style-type: none"> <li>Unit 1: Place Value</li> </ul>	<b>Autumn term</b> (additional guidance): Order and compare numbers within 10 000
4NPV-3	Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.	<ul style="list-style-type: none"> <li>Unit 1: Place Value</li> </ul>	<b>Autumn term</b> (additional guidance): Order and compare numbers within 10 000
4NPV-4	Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.	<ul style="list-style-type: none"> <li>Unit 1: Place Value</li> </ul>	<b>Autumn term</b> (additional guidance): Order and compare numbers within 10 000
4NF-1	Recall multiplication and division facts up to $12 \times 12$ , and recognise products in multiplication tables as multiples of the corresponding number.	<ul style="list-style-type: none"> <li>Unit 5: Securing multiplication facts</li> </ul>	<b>Autumn term:</b> Using the multiplication tables up to $12 \times 12$
4NF-2	Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders and interpret remainders appropriately	<ul style="list-style-type: none"> <li>Unit 5: Securing multiplication facts</li> </ul>	<b>Autumn term:</b> Calculate multiplications and divisions mentally using a range of strategies (including known facts, halving, doubling, applying place value, inverse, commutativity etc).
4NF-3	Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100),	<ul style="list-style-type: none"> <li>Unit 3: Multiplication and division</li> </ul>	<b>Autumn term:</b> Derive facts from known facts

<b>4MD-1</b>	Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.	<ul style="list-style-type: none"> <li>Unit 3: Multiplication and division</li> </ul>	<b>Spring term:</b> Divide by ten and 100 to get a decimal fraction
<b>4MD-2</b>	Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.	<ul style="list-style-type: none"> <li>Unit 3: Multiplication and division</li> </ul>	<b>Autumn term:</b> Derive facts from known facts Calculate multiplications and divisions mentally using a range of strategies (including known facts, halving, doubling, applying place value, inverse, commutativity etc).
<b>4MD-3</b>	Understand and apply the distributive property of multiplication.	<ul style="list-style-type: none"> <li>Unit 3: Multiplication and division</li> </ul>	<b>Autumn term:</b> Calculate multiplications and divisions mentally using a range of strategies (including known facts, halving, doubling, applying place value, inverse, commutativity etc).
<b>4F-1</b>	Reason about the location of mixed numbers in the linear number system.	<ul style="list-style-type: none"> <li>Unit 6: Fractions</li> </ul>	<b>Spring term:</b> Use the number line to represent numbers (including decimals), fractions (including mixed numbers) and measures
<b>4F-2</b>	Convert mixed numbers to improper fractions and vice versa.	<ul style="list-style-type: none"> <li>Unit 6: Fractions</li> </ul>	<b>Spring term:</b> Use the number line to represent numbers (including decimals), fractions (including mixed numbers) and measures
<b>4F-3</b>	Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers,	<ul style="list-style-type: none"> <li>Unit 6: Fractions</li> </ul>	
<b>4G-1</b>	Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.	<ul style="list-style-type: none"> <li>Unit 12: Position and direction</li> </ul>	<b>Summer term:</b> Describe positions on a 2-D grid as coordinates in the first quadrant
<b>4G-2</b>	Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons.	<ul style="list-style-type: none"> <li>Unit 11: 2D shape and symmetry</li> </ul>	<b>Spring term:</b> Calculate the perimeters of rectilinear 2-D shapes on centimetre grids
<b>4G-3</b>	Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.	<ul style="list-style-type: none"> <li>Unit 11: 2D shape and symmetry</li> </ul>	<b>Autumn term:</b> Identify lines of symmetry in the surrounding environment and regular 2-D shapes

Year 5			
	Description	Links to MM programme of study	Maths Meeting guidance
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.	<ul style="list-style-type: none"> <li>Unit 6 – Fractions and decimals</li> <li>Unit 8 – Fractions, decimals and percentages</li> <li>Unit 11: calculating with whole numbers and decimals</li> </ul>	<p><b>Autumn term:</b> Count up and down in hundredths Decimal notation of tenths and hundredths using place value board</p> <p><b>Spring term:</b> Read, order and compare number with up to three decimal places</p>
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 nonstandard partitioning.	<ul style="list-style-type: none"> <li>Unit 6 – Fractions and decimals</li> </ul>	<p><b>Spring term:</b> Identify the place value in a number with up to three decimal places</p>
5NPV-3	Reason about the location of any number with up to 2 decimals 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.	<ul style="list-style-type: none"> <li>Unit 6 – Fractions and decimals</li> </ul>	<p><b>Spring term:</b> Compare and order fractions, including mixed number and improper fractions whose denominators are multiples of the same number</p>
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.	<ul style="list-style-type: none"> <li>Unit 6 – Fractions and decimals</li> </ul>	<p><b>Spring term:</b> Read, order and compare number with up to three decimal places Compare and order decimals and fractions</p>
5NPV-5	Convert between units of measure, including using common decimals and fractions	<ul style="list-style-type: none"> <li>Unit 10 – Converting units of measure</li> </ul>	<p><b>Autumn term:</b> Convert between different units of metric measure</p> <p><b>Summer term:</b> Use all four operations to solve problems involving measure, using decimal notation</p>
5NF-1	Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.	<ul style="list-style-type: none"> <li>Unit 4 – Multiplication and division</li> </ul>	<p><b>Autumn term:</b> Recalling and using multiplication facts up to 12 x 12</p>
5NF-2	Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by	<ul style="list-style-type: none"> <li>Unit 2: Problem solving with integer addition and subtraction</li> </ul>	<p><b>Autumn term:</b> Count forwards and backwards in steps of powers of ten (including tenths and hundredths) Add, subtract, multiply and divide numbers mentally with increasingly</p>

	1 tenth or 1 hundredth),	<ul style="list-style-type: none"> <li>Unit 4: Multiplication and division</li> </ul>	large numbers, drawing upon known facts
<b>5MD-1</b>	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.	<ul style="list-style-type: none"> <li>Unit 4 – Multiplication and division</li> </ul>	<b>Autumn term:</b> Add, subtract, multiply and divide numbers mentally with increasingly large numbers, drawing upon known facts
<b>5MD-2</b>	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.	<ul style="list-style-type: none"> <li>Unit 4 – Multiplication and division</li> </ul>	<b>Spring term:</b> Identify multiples and factors, including finding all factor pairs and common factors of two numbers
<b>5MD-3</b>	Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.	<ul style="list-style-type: none"> <li>Unit 4 – Multiplication and division</li> </ul>	<b>Autumn term:</b> (additional guidance) Multiply two-digit and three-digit numbers by a one-digit number using formal written layout
<b>5MD-4</b>	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.	<ul style="list-style-type: none"> <li>Unit 4 – Multiplication and division</li> </ul>	
<b>5F-1</b>	Find non-unit fractions of quantities.	<ul style="list-style-type: none"> <li>Unit 6 – Fractions and decimals</li> </ul>	<b>Autumn term:</b> Find fractions of simple amounts and quantities (linking this to division)
<b>5F-2</b>	Find equivalent fractions and understand that they have the same value and the same position in the linear number system.	<ul style="list-style-type: none"> <li>Unit 6 – Fractions and decimals</li> </ul>	<b>Autumn term:</b> (additional guidance) Recognise and show, using diagrams, families of common equivalent fractions
<b>5F-3</b>	Recall decimal fraction equivalents for $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{5}$ and $\frac{1}{10}$ , and for multiples of these proper fractions.	<ul style="list-style-type: none"> <li>Unit 6 – Fractions and decimals</li> </ul>	<b>Autumn term:</b> (additional guidance) Recognise and write decimal equivalents to $\frac{1}{2}$ , $\frac{1}{4}$ , and $\frac{3}{4}$ any number of tenths or hundredths <b>Spring term:</b> (additional guidance) Read decimal numbers as fractions
<b>5G-1</b>	Compare angles, estimate and measure angles in degrees ( $^{\circ}$ ) and draw angles of a given size.	<ul style="list-style-type: none"> <li>Unit 7: Angles</li> </ul>	<b>Autumn term:</b> Identify acute and obtuse angles and compare and order angles by size <b>Spring term:</b> Identify: angles at a point and one whole turn (total 360 $^{\circ}$ ); angles at a point on a straight line and a turn (total 180 $^{\circ}$ ); other multiples of 90 $^{\circ}$

<b>5G-2</b>	Compare areas and calculate the area of rectangles (including squares) using standard units.	<ul style="list-style-type: none"> <li>Unit 5: 2-D shape, perimeter and area</li> </ul>	<b>Spring term:</b> Calculate and compare the area and perimeter of rectangles
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Year 6			
	Description	Links to MM programme of study	Maths Meeting guidance
<b>6NPV-1</b>	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).	<ul style="list-style-type: none"> <li>Unit 1: Integers and decimals</li> </ul>	Counting should be daily practice and include negative numbers, decimal and fractions, larger integers etc.
<b>6NPV-2</b>	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 nonstandard partitioning.	<ul style="list-style-type: none"> <li>Unit 1: Integers and decimals</li> </ul>	Counting should be daily practice and include negative numbers, decimal and fractions, larger integers etc.
<b>6NPV-3</b>	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.	<ul style="list-style-type: none"> <li>Unit 1: Integers and decimals</li> </ul>	Counting should be daily practice and include negative numbers, decimal and fractions, larger integers etc.
<b>6NPV-4</b>	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.	<ul style="list-style-type: none"> <li>Unit 2: Multiplication and division</li> </ul>	Counting should be daily practice and include negative numbers, decimal and fractions, larger integers etc.
<b>6AS/MD-1</b>	Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted)	<ul style="list-style-type: none"> <li>Unit 3: Calculation problems</li> </ul>	Add, subtract, multiply and divide numbers mentally with increasingly large numbers, drawing upon known facts

	to multiplication by a whole number).		
<b>6AS/MD-2</b>	Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.	<ul style="list-style-type: none"> <li>Unit 3: Calculation problems</li> </ul>	Add, subtract, multiply and divide numbers mentally with increasingly large numbers, drawing upon known facts
<b>6AS/MD-3</b>	Solve problems involving ratio relationships.	<ul style="list-style-type: none"> <li>Unit 10: Proportion problems</li> </ul>	Explore the language of ratio and proportion and make connections to previous experiences with fractions and multiplication
<b>6AS/MD-4</b>	Solve problems with 2 unknowns.	<ul style="list-style-type: none"> <li>Unit 3: Calculation problems</li> <li>Unit 10: Proportion problems</li> </ul>	Finding unknowns with operations on both sides
<b>6F-1</b>	Recognise when fractions can be simplified, and use common factors to simplify fractions.	<ul style="list-style-type: none"> <li>Unit 4: Fractions</li> </ul>	Compare and order fractions, including mixed number and improper fractions whose denominators are multiples of the same number
<b>6F-2</b>	Express fractions in a common denominator and use this to compare fractions that are similar in value.	<ul style="list-style-type: none"> <li>Unit 4: Fractions</li> </ul>	Compare and order fractions, including mixed number and improper fractions whose denominators are multiples of the same number
<b>6F-3</b>	Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denominator as a comparison strategy.	<ul style="list-style-type: none"> <li>Unit 4: Fractions</li> </ul>	Compare and order fractions, including mixed number and improper fractions whose denominators are multiples of the same number
<b>6G-1</b>	Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.	<ul style="list-style-type: none"> <li>Unit 5: Missing angles and lengths</li> <li>Unit 6: Coordinates and shape</li> </ul>	

### Key Construct mapped to RtP criteria

This resource maps the Ready-to-Progress Criteria to Mathematics Mastery's Key Constructs. Key Constructs are core concepts for each year group as identified by Mathematics Mastery. This resource is useful for schools who have used Key Constructs to support assessment and intervention in the past or for schools considering using the Key Constructs and want to see how they align with Ready-to-Progress Criteria

Year 1		
Key Constructs	Direct Links to Ready to Progress criteria	Additional Links
1. Counting to and across 100, forwards and backwards, beginning with zero or one, or from any given number	<b>1NPV-1</b> Count within 100, forwards and backwards, starting with any number.	<b>1NPV-2</b> Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$
2. Counting, reading and writing numbers to 100 in numerals and numbers one to 20 in numerals and words; counting in multiples of two, five and ten	<b>1NF-2</b> 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.	
3. Given a number within 100, identifying one more and one less	<b>1NPV-1</b> Count within 100, forwards and backwards, starting with any number.	
4. Representing and using number bonds and related subtraction facts within 20	<b>1NF-1</b> Develop fluency in addition and subtraction facts within 10.  <b>1AS-1</b> Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.	
5. Solving one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and solving missing-number problems	<b>1AS-2</b> Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.	
6. Solving problems that involve grouping and sharing, including halving and doubling	<b>No MD RtP criteria in Y1</b>	
7. Comparing, describing and solving practical problems for length and height, mass or weight, and capacity and volume	<b>No Measures RtP criteria in Y1</b>	
8. Comparing, describing and solving practical problems for time and telling the time to the hour and half past the hour; drawing the hands on a clock face to show these times	<b>No Time RtP criteria in Y1</b>	
9. Recognising and naming common 2-D shapes, including rectangles (including squares), circles and triangles	<b>1G-1</b> Recognise common 2-D and 3-D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.  <b>1G-2</b> Compose 2-D and 3-D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.	
10. Recognising and naming common 3-D shapes, including cuboids (including cubes), pyramids and spheres		

Year 2		
Key Constructs	Direct Links to Ready to Progress criteria	Additional Links
1. Compare and order numbers from zero up to 100 using the <, > and = signs	<b>2NPV–2</b> Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.	
2. Recognise the place value of each digit in a two-digit number	<b>2NPV–1</b> Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.	
3. Count in steps of two, three and five from zero, and in tens from any number, forward and backward	No direct links to NF RtP criteria in Y2	<b>2MD–1</b> Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.
4. Recall and use addition and subtraction facts to 20 fluently, deriving and using related facts to 100	<p><b>2AS–3</b> 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.</p> <p><b>2AS–4</b> Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.</p>	<p><b>2NF–1</b> Secure fluency in addition and subtraction facts within 10, through continued practice.</p> <p><b>2AS–1</b> Add and subtract across 10, for example:</p> $8 + 5 = 13$ $13 - 5 = 8$
5. Solve problem with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers quantities and measures including money (and giving change)	<p><b>2AS–2</b> Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".</p> <p><b>2AS–3</b> 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.</p> <p><b>2AS–4</b> Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.</p>	
6. Recall and use multiplication and division facts for the two, five and ten multiplication tables, including recognising odd and even numbers	<b>2MD–1</b> Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.	
7. Solves problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	<b>2MD–2</b> Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division).	<b>2MD–1</b> Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5

		and 10 multiplication tables.
8. Recognise, find, name and write fractions half, quarter and three quarters of a length, shape, set of objects or quantity	No Fractions RtP criteria in Y2	
9. Solve simple problems in a practical context involving addition and subtraction of mass, capacity and length	No Measures RtP criteria in Y2	<p><b>2AS–3</b> 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.</p> <p><b>2AS–4</b> Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.</p>
10. Compare and sort common 2-D and 3-D shapes and everyday objects and order and arrange combinations in patterns and sequences	<b>2G–1</b> Use precise language to describe the properties of 2-D and 3-D shapes, and compare shapes by reasoning about similarities and differences in properties.	
11. Use mathematical vocabulary to describe position, direction and movement including movement in a straight line, and distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)	No direct links to G RtP criteria in Y2	
12. Ask and answer questions about totalling and comparing categorical data	No Statistics RtP criteria in Y2	
13. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times	No Time RtP criteria in Y2	

Year 3		
Key Constructs	Direct Links to Ready to Progress criteria	Additional Links
1. Counting from zero in multiples of four, eight, 50 and 100	<p><b>3NF–2</b> Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.</p> <p><i>*no direct link to 50 &amp; 100</i></p>	<p><b>3NPV–4</b> Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.</p>
2. Recognising the place value of each digit in a three-digit number (hundreds, tens and ones) and finding 100 more or less than a given number	<p><b>3NPV–1</b> Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10</p> <p><b>3NPV–2</b> Recognise the place value of each digit in <i>three</i>-digit numbers, and compose and decompose <i>three</i>-digit numbers using standard and non-standard partitioning.</p>	<p><b>3NPV–3</b> Reason about the location of any <i>three</i>-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.</p>
3. Using place value and number facts to solve number problems and practical problems	<p><b>3MD–1</b> Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.</p> <p><b>3NF–3</b> Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).</p>	<p><b>3NF–1</b> Secure fluency in addition and subtraction facts that bridge 10, through continued practice.</p>
4. Adding and subtracting numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds	<p><b>3AS–1</b> Calculate complements to 100, for example: <math>46 + ? = 100</math></p>	<p><b>3NF–1</b> Secure fluency in addition and subtraction facts that bridge 10, through continued practice.</p>
5. Applying addition and subtraction to numbers with up to three digits using the columnar addition method	<p><b>3AS–2</b> Add and subtract up to three-digit numbers using columnar methods.</p>	<p><b>3AS–3</b> Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.</p>
6. Solving scaling and correspondence problems for multiplication and division using the multiplication tables that are known, including problems that involve multiplying a two-digit number by a one-digit number	<p><b>3NF–2</b> Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.</p> <p><b>3MD–1</b> Apply known multiplication and division facts to solve contextual problems with different structures,</p>	<p><b>3NF–3</b> Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).</p>



	including quotative and partitive division.	
7. Recognising, finding and writing fractions of a discrete set of objects, including unit fractions and non-unit fractions with small denominators	<p><b>3F-1</b> Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.</p> <p><b>3F-2</b> Find unit fractions of quantities using known division facts (multiplication tables fluency).</p>	<p><b>3F-3</b> Reason about the location of any fraction within 1 in the linear number system.</p> <p><b>3F-4</b> Add and subtract fractions with the same denominator, within 1.</p>
8. Measuring, comparing, adding and subtracting: lengths (m, cm, mm); mass (kg, g); volume or capacity (l, ml)	No Measures RtP criteria in Y3	<p><b>3AS-3</b> Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure.</p>
9. Telling and writing the time from an analogue clock and in 12-hour format, and comparing durations of events	No Time RtP criteria in Y3	
10. Identifying right angles; recognising that two right angles make a half-turn, three right angles make three quarters of a turn and four right angles a complete turn; identifying whether angles are greater than or less than a right angle.	<p><b>3G-1</b> Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2-D shapes presented in different orientations.</p>	<p><b>3G-2</b> Draw polygons by joining marked points, and identify parallel and perpendicular sides.</p>
11. Interpreting and presenting data using bar charts, pictograms and tables.	No Statistics RtP criteria in Y3	

Year 4		
Key Constructs	Direct Links to Ready to Progress criteria	Additional Links
1. Count in multiples of six, seven, nine, 25 and 1000	<b>4NF–1</b> Recall multiplication and division facts up to $12 \times 12$ , and recognise products in multiplication tables as multiples of the corresponding number. <i>*does not directly link to 25 and 1000</i>	<b>4NPV–4</b> Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.
2. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) and find 1000 more or less than a given number	<b>4NPV–1</b> Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.  <b>4NPV–2</b> Recognise the place value of each digit in <i>four</i> -digit numbers, and compose and decompose <i>four</i> -digit numbers using standard and non-standard partitioning.	
3. Round any number to the nearest ten, hundred or thousand	<b>4NPV–3</b> Reason about the location of any <i>four</i> -digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.	
4. Solve addition and subtraction two-step problems in contexts, including measures and money, deciding which operations and methods to use and why including columnar addition and subtraction where appropriate	<b>No AS RtP Criteria in Y4</b>	<b>4NF–3</b> Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100).
5. Solve multiplication and division problems using recall of the multiplication tables up to $12 \times 12$ including integer scaling and correspondence problems	<b>4NF–1</b> Recall multiplication and division facts up to $12 \times 12$ , and recognise products in multiplication tables as multiples of the corresponding number.  <b>4NF–2</b> Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, for example: $74 \div 9 = 8r2$ and interpret remainders appropriately according to the context.	<b>4MD–1</b> Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.
6. Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit and record using formal written layout where appropriate	<b>4MD–1</b> Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.  <b>4MD–2</b> Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.	

	<b>4MD–3</b> Understand and apply the distributive property of multiplication.	
7. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	<b>4F–3</b> Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.	<b>4F–1</b> Reason about the location of mixed numbers in the linear number system.  <b>4F–2</b> Convert mixed numbers to improper fractions and vice versa.
8. Recognise equivalent fractions and write decimal equivalents to and any number of tenths or hundredths including in the context of simple measure and money problems	No direct link F RtP criteria in Y4  <b>5F–2</b> Find equivalent fractions and understand that they have the same value and the same position in the linear number system.	
9. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	<b>4G–2</b> Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons.	
10. Read, write and convert time between analogue and digital 12- and 24-hour clocks	No Time RtP criteria in Y4	
11. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	No Time RtP criteria in Y4	
12. Identify lines of symmetry in 2-D shapes presented in different orientations	<b>4G–3</b> Identify line symmetry in 2-D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.	<b>4G–1</b> Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.
13. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	No Statistics RtP criteria in Y4	<b>4NPV–3</b> Reason about the location of any <i>four</i> -digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.
14. Interpreting and presenting data using bar charts, pictograms and tables.		

Year 5		
Key Constructs	Links to Ready to Progress criteria	Further links
1. Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit; including counting forwards and backwards in steps of powers of 10.	<p><b>5NPV–2</b> 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.</p> <p><b>5NPV–3</b> 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.</p>	
2. Use and interpret negative numbers in context, and calculate intervals across zero.	No Negative Number RtP criteria in Y5	
3. Add and subtract whole numbers with more than 4 digits flexibly.	No AS RtP criteria in Y5	<b>5NF–2</b> Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).
4. Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.	<b>5MD–3</b> Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.	<p><b>5NF–1</b> Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.</p> <p><b>5MD–1</b> 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.</p>
5. Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.	<p><b>5MD–2</b> 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.</p> <p><b>5MD–4</b> 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.</p>	
6. Compare and order fractions, including mixed number and improper fractions whose denominators are all multiples of the same number.	<p><b>5F–2</b> Find equivalent fractions and understand that they have the same value and the same position in the linear number system. <i>*criteria does not cover ordering fractions</i></p>	<b>5F–1</b> Find non-unit fractions of quantities.

<p>7. Solve problems involving numbers up to 3 decimal places including reading, writing, ordering and comparing numbers.</p>	<p><b>5NPV–2</b> 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. <i>*criteria does not cover up to 3 decimal places</i></p>	<p><b>5NPV–1</b> 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.</p> <p><b>5NPV–3</b> 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.</p>
<p>8. Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation, including scaling.</p>	<p>No Measures RtP criteria in Y5</p>	<p><b>5NPV–5</b> Convert between units of measure, including using common decimals and fractions.</p>
<p>9. Convert between different units of measure (e.g. kilometre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).</p>	<p><b>5NPV–5</b> Convert between units of measure, including using common decimals and fractions.</p>	<p><b>5NPV–4</b> 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.</p> <p><b>5F–3</b> Recall decimal fraction equivalents for <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math> and <math>\frac{1}{10}</math>, and for multiples of these proper fractions.</p>
<p>10. Calculate and compare the areas of rectangles, including standard units of square cm and square m, and estimate the area of irregular shapes.</p>	<p><b>5G–2</b> Compare areas and calculate the area of rectangles (including squares) using standard units.</p>	
<p>11. Know angles are measured in degrees and estimate, compare, draw and measure acute, obtuse and reflex angles.</p>	<p><b>5G–1</b> Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.</p>	
<p>12. Identify angles at a point and one whole turn (total 360°); angles at a point on a straight line and half a turn (total 180°); other multiples of 90°.</p>	<p>No direct link to using angle facts in RtP criteria in Y5</p>	<p><b>5G–1</b> Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.</p>
<p>13. Identify, describe and represent coordinates in the first quadrant.</p>	<p>No direct Coordinates RtP criteria in Y5</p>	
<p>14. Complete, read and interpret information in tables, including timetables</p>	<p>No Time RtP criteria in Y5</p>	

Year 6		
Key Constructs	Direct Links to Ready to Progress criteria	Additional Links
1. Round any whole number to a required degree of accuracy.	<p><b>6NPV-3</b> 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.</p> <p><b>6NPV-2</b> 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.</p>	
2. Decide which methods to use when solving multi-step problems involving addition, subtraction, multiplication and division, using estimation to check answers.	<p><b>6AS/MD-1</b> 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).</p> <p><b>6AS/MD-2</b> Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.</p> <p><b>6AS/MD-3</b> Solve problems involving ratio relationships.</p> <p><b>6AS/MD-4</b> Solve problems with 2 unknowns.</p>	<b>6NPV-1</b> 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).
3. Divide numbers up to 4 digits by a one- or two-digit whole number using the appropriate formal written methods of short and long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate.	<p>No direct link to RtP criteria in Y6</p> <p><b>5MD-4</b> 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.</p>	<b>6NPV-4</b> 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.
4. Identify common factors, common multiples and prime numbers.	<b>6F-1</b> Recognise when fractions can be simplified, and use common factors to simplify fractions.	
5. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.	<b>6F-2</b> Express fractions in a common denomination and use this to compare fractions that are similar in value.	<b>6F-3</b> Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.
6. Multiply simple pairs of proper fractions and divide a proper fraction by a whole number, writing answers in their simplest form.	<b>6F-2</b> Express fractions in a common denomination and use this to compare fractions that are similar in value.	



	<i>*no direct reference to operating with fractions</i>	
7. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	<b>6F–3</b> Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy. <i>*no direct reference to decimals and percentages</i>	
8. Solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison.	No Percentages RtP criteria in Y6	
9. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	<b>6AS/MD–3</b> Solve problems involving ratio relationships.	
10. Understand and use algebraic notation to solve simple problems.	<b>6AS/MD–4</b> Solve problems with 2 unknowns.	
11. Use, read and write standard units; converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.	No Measures RtP criteria in Y6	<b>6NPV–1</b> 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).
12. Choose and use the appropriate formula for finding the area of 2-D shapes, including parallelograms and triangles.	<b>6G–1</b> Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.	
13. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in triangles, quadrilaterals and regular polygons.	<b>6G–1</b> Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.	
14. Draw 2-D shapes using given dimensions and angles.	<b>6G–1</b> Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.	
15. Draw and translate simple shapes on the coordinate plane, in all four quadrants, and reflect them in the axes.	No direct Coordinates RtP criteria in Y6	

## RtP Intervention Overview

Mathematics Mastery have created intervention videos and activity banks for each Ready-to-Progress criterion in the Number and Place Value, Addition and Subtraction and Multiplication and Division strands. This resource gives an overview of the interventions available. The full intervention materials and handbook can be found on MyMastery.

Year group	Number of interventions per year group			
	NPV	AS	MD	Total
1	4	11	0	15
2	4	18	9	31
3	10	7	3	20
4	10	0	15	25
5	13	0	23	36
6	10	10		20

RtP criteria - Number & Place Value (NPV)					
Y1	Y2	Y3	Y4	Y5	Y6
1NPV-1: <b>2 interventions</b>		3NPV-1: <b>2 interventions</b>	4NPV-1: <b>2 interventions</b>	5NPV-1: <b>3 interventions</b>	6NPV-1: <b>2 interventions</b>
	2NPV-1 <b>2 interventions</b>	3NPV-2: <b>3 interventions</b>	4NPV-2: <b>3 interventions</b>	5NPV-2: <b>3 interventions</b>	6NPV-2: <b>3 interventions</b>
1NPV-2: <b>2 interventions</b>	2NPV-2: <b>2 interventions</b>	3NPV-3: <b>3 interventions</b>	4NPV-3: <b>3 interventions</b>	5NPV-3: <b>3 interventions</b>	6NPV-3: <b>3 interventions</b>
		3NPV-4: <b>2 interventions</b>	4NPV-4: <b>2 interventions</b>	5NPV-4: <b>2 interventions</b>	6NPV-4: <b>2 interventions</b>
				5NPV-5: <b>2 interventions</b>	
RtP criteria - Addition & Subtraction (AS)					
Y1	Y2	Y3	Y4	Y5	Y6
1AS-1: <b>3 interventions</b>	2AS-1: <b>4 interventions</b>	3AS-1: <b>1 intervention</b>			6AS/MD-1: <b>2 interventions</b>
1AS-2: <b>8 interventions</b>	2AS-2: <b>3 interventions</b>	3AS-2: <b>4 interventions</b>			6AS/MD-2: <b>3 interventions</b>
	2AS-3: <b>7 interventions</b>	3AS-3: <b>2 interventions</b>			6AS/MD-3: <b>2 interventions</b>
	2AS-4: <b>4 interventions</b>				6AS/MD-4: <b>3 interventions</b>
RtP criteria - Multiplucation & Division (MD)					
Y1	Y2	Y3	Y4	Y5	Y6
	2MD-1: <b>7 interventions</b>	3MD-1: <b>3 interventions</b>	4MD-1: <b>4 interventions</b>	5MD-1: <b>4 interventions</b>	
	2MD-2: <b>2 interventions</b>		4MD-2: <b>6 interventions</b>	5MD-2: <b>13 interventions</b>	
			4MD-3: <b>5 interventions</b>	5MD-3: <b>3 interventions</b>	
				5MD-4: <b>3 interventions</b>	



## External links and further reading

Teaching mathematics in primary schools, DfE, 2020. Guidance for teaching mathematics at key stages 1 and 2 to help pupils progress through the national curriculum. Use this link for full details on the Ready to Progress Criteria.

<https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools>

NCETM, support with 2020 Guidance. See the NCETM's website for further exemplification of the ready to progress criteria and training videos.

<https://www.ncetm.org.uk/in-the-classroom/teaching-maths-through-the-pandemic/support-for-primary-teachers/support-with-2020-dfe-guidance/>

New government guidance for primary schools, Andrew Jeffrey, 2020. A useful blog summarising the guidance.

<https://andrewjeffrey.co.uk/wp-content/uploads/Briefing-Paper-on-July-2020-DfE-Primary-Maths-Guidance.pdf>

Ready To Progress? 9 Things You Should Know About The NCETM Mathematics Guidance As You Plan Your Curriculum Prioritisation, Third Space Learning, 2020. A blog outlining the guidance including Ready-to-Progress Criteria and how schools could use to prioritise the curriculum.

<https://thirdspacelearning.com/blog/ready-to-progress-criteria-mathematics/>