Counting Progression Map

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN TERM 1	• count to and across 100, **forwards** and backwards, beginning with 0 or 1, or from any given number • counting around the clock on the hour	• count in **steps of ten from any number**, forwards and backwards • count in steps of 2 and 5 from 0, forwards and backwards • counting around the clock in 5 minutes • counting in 10ps	• count from 0 in **multiples of 100** • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables (Y2 **checkpoint**) • 2x, 5x, 10x • count in fractions (halves and quarters), starting from any number and using the $\frac{1}{2}$ and $\frac{1}{4}$ equivalence on the number line • counting around the clock in 15 minutes / quarter of hours • counting in 10ps, 2ps, 5ps and £1s	• count in **multiples of 1000** • recall and use multiplication and division facts for the 2, 5, 10, 4, 8 and 3 multiplication tables (Y2/3 **checkpoint**) • 2x, 5x, 10x, 4x, 8x, 3x • count in fractions starting from any number and recognising equivalence on the number line • use contexts for counting such as clocks, money and measure	• Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 • Continue to use all the multiplication tables, and corresponding division facts • Extend **counting** from year 4, **using decimals** and fractions including bridging zero, for example on a number line • use contexts for counting such as clocks, money and measure	
AUTUMN TERM 2	• count to and across 100, forwards and **backwards**, beginning with 0 or 1, or from any given number • count in multiples of **twos, fives and tens** • counting around the clock on the hour	• count in **steps of** 2, 3 and 5 from 0, and in tens from any number, forward and backward • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • **10x** • counting around the clock in 5 minutes • counting in 10ps, 2ps and 5ps	• count from 0 in **multiples of 4, 8, and 100** • recall and use multiplication and division facts for the 4 and 8 multiplication tables • 2x, **4x**, 8x, 5x, 10x • count in fractions (halves, quarters and thirds), starting from any number and recognising equivalence on the number line • counting around the clock in 15 minutes / quarter of hours • counting in 10ps, 2ps, 5ps and £1s	• Count in **multiples of 1000, 6, and 7** • recall multiplication and division facts for multiplication tables up to 12 × 12 • 2x, 5x, 10x, 4x, 8x, 6x, 3x, **7x** • count in fractions starting from any number and recognising equivalence on the number line • use contexts for counting such as clocks, money and measure	• Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 • Continue to use all the multiplication tables, and corresponding division facts, in order to maintain their fluency, including: - multiplying and dividing by powers of 10, 100 and 1000 • Extend **counting** from year 4, **using decimals** and fractions **including bridging zero**, for example on a number line • use contexts for counting such as clocks, money and measure	
SPRING TERM 1	• count to and across 100, **forwards** and backwards, beginning with 0 or 1, or **from any given number** • count in multiples of **twos**, fives and tens • counting around the clock on the hour	• count in **steps of** 2, 3 and 5 from 0, and in tens from any number, forward and backward • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • **10x**, 2x • counting around the clock in 5 minutes • counting in 10ps, 2ps and 5ps	• count from 0 in multiples of 4, 8, and 100 • recall and use multiplication and division facts for the 4 and 8 multiplication tables • 2x, 4x, **8x**, 5x, 10x • count in fractions (halves, quarters and thirds), starting from any number and recognising equivalence on the number line • counting around the clock in 15 minutes / quarter of hours • counting in 10ps, 2ps, 5ps and £1s	• Count in multiples of 1000, 6, 7 and 9 • recall multiplication and division facts for multiplication tables up to 12 × 12 • 2x, 5x, 10x, 4x, 8x, 6x, 3x, 7x, 9x • count backwards through zero to include negative numbers • count in fractions starting from any number and recognising equivalence on the number line • use contexts for counting such as clocks, money and measure	• Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 • Continue to use all the multiplication tables, and corresponding division facts, in order to maintain their fluency, including: - multiplying and dividing by powers of 10, 100 and 1000 • count forwards and backwards with positive and negative whole numbers through zero • Extend counting from year 4, using decimals and **fractions including bridging zero**, for example on a number line • use contexts for counting such as clocks, money and measure	• Continue to use all the multiplication tables, and corresponding division facts, in order to maintain their fluency, including: - multiplying and dividing by powers of 10, 100 and 1000 - square numbers - cube numbers • count forwards and backwards with positive and negative whole numbers, including through zero • Count using decimals, fractions and **percentages** including bridging zero • use contexts for counting such as clocks, money and measure
SPRING TERM 2	• count to and across 100, forwards and **backwards**, beginning with 0 or 1, or **from any given number** • count in multiples of **twos, fives** and tens • counting around the clock on the hour	• count in **steps of** 2, 3 and 5 from 0, and in tens from any number, forward and backward • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • **10x, 2x, 5x** • counting around the clock in 5 minutes • counting in 10ps, 2ps and 5ps	• count from 0 in multiples of 4, 8, and 100 • recall and use multiplication and division facts for the 4, 8 and 8 multiplication tables • 2x, 4x, 8x, 5x, 10x, **3x** • count in fractions (halves, quarters and thirds), starting from any number and recognising equivalence on the number line • count up and down in tenths (as a fraction) • counting around the clock in 15 minutes / quarter of hours • counting in 10ps, 2ps, 5ps and £1s	• Count in multiples of 1000, 6, 7, and 9 • recall multiplication and division facts for multiplication tables up to 12 × 12 • 2x, 5x, 10x, 4x, 8x, 6x, 3x, 7x, 9x, 11x, 12x • **count backwards through zero to include negative numbers** • count in fractions starting from any number and recognising equivalence on the number line • count up and down in tenths as a decimal • count up and down in hundredths (fractions and decimals) • use contexts for counting such as clocks, money and measure		
SUMMER TERM 1	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count in multiples of twos, fives and tens • **3x, 10x, 2x, 5x** • counting around the clock on the hour	• count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and **backward** • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • **10x, 2x, 5x** • count in fractions (halves and quarters) up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{1}{4}$ equivalence on the number line • counting around the clock in 5 minutes • counting in 10ps, 2ps and 5ps	• count from 0 in multiples of 4, 8, 50 and 100 • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • 2x, **4x, 8x** • 5x, **10x** • **3x** • **count in fractions** (halves, quarters and thirds), starting from any number and recognising equivalence on the number line • count up and down in tenths and fifths as fractions • counting around the clock in 15 minutes / quarter of hours • counting in 10ps, 2ps, 5ps, £1s and 50ps	• Count in multiples of 1000, 6, 7, 9 and 25 • recall multiplication and division facts for multiplication tables up to 12 × 12 • 2x, 5x, 10x, 4x, 8x, 6x, 3x, 7x, 9x, 11x, 12x • count backwards through zero to include negative numbers • count in fractions starting from any number and recognising equivalence on the number line • **count up and down in tenths as a decimal** • count up and down in hundredths (fractions and decimals) • use contexts for counting such as clocks, money and measure	• Continue to use all the multiplication tables, and corresponding division facts, in order to maintain their fluency, including: - multiplying and dividing by powers of 10, 100 and 1000 - square numbers - cube numbers • **count forwards and backwards with positive and negative whole numbers, including through zero** • count up and down in thousandths (fractions and decimals) • Extend counting from year 4, using decimals and fractions including bridging zero, for example on a number line • use contexts for counting such as clocks, money and measure	
SUMMER TERM 2				• Count in multiples of 1000, 6, 7, 9 and 25 • recall multiplication and division facts for multiplication tables up to 12 × 12 • 2x, 5x, 10x, 4x, 8x, 6x, 3x, 7x, **9x**, 11x, 12x • count backwards through zero to include negative numbers • count in fractions starting from any number and recognising equivalence on the number line • count up and down in tenths as a decimal • **count up and down in hundredths (fractions and decimals)** • use contexts for counting such as clocks, money and measure		

A Journey Through Mental Calculation Strategies – Addition & Subtraction

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN 1	Counting forwards and backwards *(P4-5)*	Counting forwards and backwards *(P9-10)*	Counting forwards and backwards *(P18-19)* Reordering *(P19-20)* Partitioning: Counting on or back *(P21-23)*	Counting forwards and backwards *(P28-29)* Reordering *(P29-30)* Partitioning: Counting on or back *(P31-32)*	Counting forwards and backwards *(P38-39)* Reordering *(P39-40)* Partitioning: Counting on or back *(P41-42)*	Counting forwards and backwards *(P48-49)* Reordering *(P49-50)* Partitioning: Counting on or back *(P51-52)*
AUTUMN 2	Reordering *(P5-6)*	Reordering *(P10-11)*			Partitioning using near doubles *(P40-41)* Partitioning: compensating *(P44)*	Partitioning using near doubles *(P50-51)* Partitioning: compensating *(P54-55)*
SPRING 1	Consolidate and extend from Aut 1 & 2 *(P4-6)*	Partitioning: Counting on or Back *(P12-13)*	Partitioning: Bridging Multiples of 10 *(P23-24)*	Partitioning: Bridging Multiples of 10 *(P32-33)*	Partitioning: Bridging Multiples of 10 *(P42-43)*	Partitioning: Bridging Multiples of 10 *(P53-54)*
SPRING 2	Partitioning using Near Doubles (adjust through addition, *e.g. 6 + 7 = double 6 and add 1*) *(P6-7)*	Partitioning: Using Near Doubles *(P11-12)* Partitioning: Bridging Multiples of 10 *(P14-15)*	Partitioning using near doubles *(P20-21)* Partitioning: compensating *(P24-25)*	Partitioning using near doubles *(P30-31)* Partitioning: compensating *(P34)*	Partitioning: Bridging through 60 to Calculate a Time Interval *(P45-46)*	Partitioning: Bridging through 60 to Calculate a Time Interval *(P55-57)*
SUMMER 1	Partitioning using Near Doubles (adjust through subtraction *e.g. 6 + 7 = double 7 and subtract 1*) *(P6-7)*	Partitioning: Compensating *(P15-16)*	Partitioning: Bridging through 60 to Calculate a Time Interval *(P25-26)*	Partitioning: Bridging through 60 to Calculate a Time Interval *(P35-36)*	Consolidation of Aut 1, 2 and Spr 1 strategies (focus on calculating with decimals) *(P38-44)*	Making appropriate choice of range of strategies and justifying choices
SUMMER 2	Making appropriate choice of range of strategies *(e.g. 5 + 13 ... not a near double, counting on from 5 is inefficient but to reorder to 13 + 5 and count on better)* *(P4-7)*	Making appropriate choice from a range of strategies and justifying choices				

Key Instant Recall Facts

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn 1	I know the number names in order to, at least, 5.	I can read and write numbers 1-10, at least, in numerals	I can automatically recall addition and subtraction number bonds for numbers to, at least, 20	I know the number of days in each month	I can tell the time to the nearest minute	I know commutative facts for all multiplication tables	I can use my knowledge of multiplication facts to derive scaled facts of whole numbers (e.g. 60 x 4 using 6 x 4)
	I know how to touch count to, at least, 3.	I can identify one more than a given number to, at least, 50	I can tell the time to quarter past the hour	I know 1, 10 and 100 more or less than a given number to 1000	I know 1, 10, 100 and 1000 more or less than a given number to 10,000	I know decimal equivalents of ¼, ½ and ¾	I know factor pairs
Autumn 2	I know the number names in order to, at least, 10.	I can identify one more and one less than a given number to, at least, 50	I know 1 and 10 more or less than a given number to 100	I know addition and subtraction facts to 1000, using my number bonds	I know multiplication and division facts for the 6x table	I know inverse facts for all multiplication tables	I can use my knowledge of division facts to derive scaled facts of whole numbers (e.g. 240 ÷ 6 using 24 ÷ 6)
	I know how to recognise small quantities without counting to, at least, 3.	I know the days of the week and can use language such as yesterday and tomorrow	I know how to double and half numbers, to at least, 20	I can identify the nearest multiple of 10 for any number, to 1000	I can round any number to the nearest 10 within 10,000	I can round any number to the nearest 10, 100 and 1000 within 100,000	I know the formula for finding the perimeter of shapes
Spring 1	I can instantly show the correct number of fingers when given a number to, at least, 5	I can read and write numbers 1-20, at least, in numerals	I know multiplication and division facts for the 10x table	I know multiplication and division facts for the 4x table	I know multiplication and division facts for the 7x table	I can multiply and divide whole numbers by 10, 100 and 1000	I can use my knowledge of multiplication facts to derive scaled facts of numbers including decimals (e.g. 0.6 x 4 using 6 x 4)
	I can say one more/less than any number to, at least, 5	I can recognise and name 2D shapes	I can tell the time to quarter to the hour	I can identify the nearest multiple of 10 and 100 for any number, to 1000	I can round any number to the nearest 10 and 100 within 10,000	I can recall square numbers up to 12^2	I can convert between standard units of metric measure
Spring 2	I can instantly show the correct number of fingers when given a number to 10	I can automatically recall addition number bonds for numbers to, at least, 10	I know multiplication and division facts for the 2x table	I know multiplication and division facts for the 8x table	I know multiplication and division facts for the 11x and 12x table	I can multiply and divide numbers involving decimals by 10, 100 and 1000	I can use my knowledge of division facts to derive scaled facts of numbers including decimals (e.g. 2.4 ÷ 6 using 24 ÷ 6)
	I can say one more/less than any number to, at least, 10	I can identify one more and one less than a given number to, at least, 100	I can tell the time to five minutes using 'past the hour'	I know how many mm = cm, cm = m and m = km	I can multiply and divide one digit numbers by 10	I can identify multiples of a given number	I know fraction, decimal and percentage equivalents
Summer 1	I know which pairs make a given number to, at least, 5	I can automatically recall addition and subtraction number bonds for numbers to, at least, 10	I know multiplication and division facts for the 5x table	I know multiplication and division facts for the 3x table	I know multiplication and division facts for the 9x table	I can round decimal numbers	I know the formula for finding the area of shapes
	I can count beyond 10, forwards and backwards	I can tell the time to the hour and half past the hour	I can tell the time to five minutes using 'to the hour'	I know the complement of any number to 100	I can multiply and divide one digit numbers by 10 and 100	I can identify factors of a given number	I can find unit fractions of amounts
Summer 2	I know which pairs make a given number to, at least, 10	I know how to double and half numbers, to at least, 10	I know multiplication and division facts for the 2x, 5x and 10x tables	I know multiplication and division facts for the 3x, 4x and 8x tables	I know multiplication and division facts to 12 x 12	I can multiply together three single-digit numbers	I know the formula for finding the volume of shapes
	I can automatically recall number bonds for numbers to, at least, 5	I can recognise and name 3D shapes	I know addition and subtraction facts to 100, using my number bonds	I know how many g = kg and ml = l	I know decimal equivalents of any number of tenths or hundredths	I know fraction, decimal and percentage equivalents of ½, ¼, fifths and tenths	I can convert between units of time