

Key Skill Missed this year (Reception)	Key skill next year (y1)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
Year 1				
Maths				
Children solve problems by doubling, halving and sharing	Recognise, find and name a half as one of two equal parts of an object, shape or quantity. I can explore finding a half using shapes and sets of objects. I know that half means 'one of two equal parts'. I can use manipulatives to find a half (grouping in twos). I can find equal and unequal parts of a shape or object.	Blowing it open – Children have already covered doubling but not halving. Doubling can be introduced in blowing it open using fingers. Halving – Summer term with the fractions unit.	Provision Models and images.	Halving will fit nicely with the fractions unit of work in the summer term.

Count reliably with numbers 1-20, place them in order, one more/ <i>I can sort groups of objects in different ways</i> <i>I can count how many objects I have sorted up to 10</i> <i>I can find the consecutive number in a sequence up to 10</i> <i>I can continue a number sequence by counting backwards</i> <i>I can count one more</i> <i>I can count one less</i> <i>I can use more than and less than symbols with numbers up to 10 and then 20.</i> <i>I can order groups of objects</i> <i>I can order numbers to 10 and then 20.</i>	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals. Given a number, identify one more and one less. <i>I can count forwards and backwards within 50 and then 100</i> <i>I can represent numbers using tens and ones</i> <i>I can find one more and one less than a number to 50 and then 100.</i> <i>I can compare objects using more than and less than up to 50 and then 100</i> <i>I can order numbers up to 50 and then 100</i>	Children have covered this in reception but will need to be consolidated in blowing it open sessions in Autumn 1.	Models and Images Blowing it open	This will be a good start for children in year 1.
Using quantities and objects, they add and subtract two single digit numbers. <i>I can use a part whole model to show that a single digit can be partitioned into two or more parts</i> <i>I understand the addition symbol</i> <i>I can use addition sentences to find fact families e.g. $3 + 2 = 5$, $2 + 3 = 5$, $5 = 3 + 2$, $5 = 2 + 3$.</i> <i>I can explore number bonds to 10</i> <i>I can subtract by taking away and finding what is left using pictures</i>	Represent and use number bonds and related subtractions facts within 20. Read , write and interpret mathematical symbols Add and Subtract one digit and two digit numbers up to 20 then 50. <i>I can add by counting on by counting on from the largest number</i> <i>I can find and make number bonds to 10 and 20 by working systematically</i> <i>I can add by making ten</i> <i>I can add using numicon</i> <i>I can subtract not crossing the tens barrier</i>	Children have covered the reception objectives but they will need to be consolidated in Autumn term.	Starters Blowing it open Models and Images	Fits into Autumn topics.

I can subtract by crossing out pictures I can find the difference using numicon	I can subtract crossing the tens barrier			
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Key Skill Missed this year (y1)	Key skill next year (y2)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
Year 2				
Maths				
Recognise, find and name a half as one of two equal parts of an object, shape or quantity. I can explore finding a half using shapes and sets of objects. I know that half means 'one of two equal parts'. I can use manipulatives to find a half (grouping in twos). I can find equal and unequal parts of a shape or object.	Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. I know a whole is one object of one quantity. I can make equal and unequal parts. I understand that halving is splitting a whole into two equal parts. I know what a numerator is I know what a denominator is. I can explore halves in different contexts e.g. length, shape, set object. I can find a half of a set of objects or quantity. I can recognise quarters of shapes, objects and quantities. I can find a quarter of a shape, objects and quantities. I can recognise a third of shapes, objects and quantities.	Spring term	Provision Models and images.	Recap of fractions year 1 will need to be explicitly planned in addition to usual topics. Need to re-introduce the language. Lots of models and images. Multiplication and division facts will need to take priority in order for children to be able to manipulate the numbers.

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. I can explore finding a quarter using shapes and sets of objects. I can use manipulatives to find a quarter (grouping in fours).	I can find a third of a shape, objects and quantities. I know what a unit fraction is. I know what a non-unit fraction is. I can find $\frac{3}{4}$ of an amount using equipment and then pictorially. Write simple fractions for example $\frac{1}{2}$ of $6 = 3$ See above Recognise the equivalence of $\frac{2}{4}$ and a $\frac{1}{2}$. I can use equipment to show the equivalence between $\frac{2}{4}$ and a $\frac{1}{2}$			
Count in multiples of twos, fives and tens.	Recall and use multiplication and division facts for the 2, 5 and 10 times tables including recognising odd and even numbers.			

Solve one-step problems involving multiplication and division. I can make equal groups I can count equal groups (e.g. count in teos, fives and tens). I can make an array	Calculate mathematical statements for multiplication and division within the multiplication tables. I can make equal groups I can divide by grouping I can recognise odd and even numbers. I can use an array to divide I can use an array to multiply Solve problems involving multiplication and division.			
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Key Skill Missed this year (y2)	Key skill next year (y3)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
Year 3				
Maths				
Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. I know a whole is one object of one quantity. I can make equal and unequal parts. I understand that halving is splitting a whole into two equal parts. I know what a numerator is I know what a denominator is. I can explore halves in different contexts e.g. length, shape, set object. I can find a half of a set of objects or quantity. I can recognise quarters of shapes, objects and quantities. I can find a quarter of a shape, objects and quantities. I can recognise a third of shapes, objects and quantities. I can find a third of a shape, objects and quantities. I know what a unit fraction is. I know what a non-unit fraction is. I can find $\frac{3}{4}$ of an amount using equipment and then pictorially.	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators I know the difference between a unit fraction and non-unit fraction I know what the numerator and denominator is. I know that when a fraction is equivalent to a whole the numerator and denominator is the same. I can use a part-whole model with whole numbers to partition the whole in fractional parts. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. I can find a unit fraction of an amount by dividing an amount into equal groups. I know the denominator of the fraction tells me how many equal parts the whole will be divided into. I know the numerator tells me how many parts of the whole there are. Compare and order unit fractions, and fractions with the same denominator.	Summer term Blowing it open Children can visit some aspects of the year 2 curriculum through blowing it open.	Provision Models and images.	Recap of fractions year 2 will need to be explicitly planned in addition to usual topics. Need to re-introduce the language. Lots of models and images. Multiplication and division facts will need to take priority in order for children to be able to manipulate the numbers.

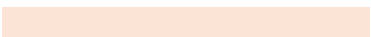
Write simple fractions for example $\frac{1}{2}$ of 6 = 3 See above	I can compare unit fractions I can compare fractions with the same denominator. Use models and images. I can order unit fractions I can order fractions with the same denominator. Use bar models.			
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Recognise the equivalence of $\frac{2}{4}$ and a $\frac{1}{2}$. I can use equipment to show the equivalence between $\frac{2}{4}$ and a $\frac{1}{2}$	Recognise and show, using diagrams, equivalent fractions with small denominators. I can use equipment to investigate equivalent fractions, I can use bar models to explore equivalent fractions. I can use number lines to deepen my understanding of equivalent fractions. I can use pictorial images to find equivalent fractions, I can look for patterns between numerators and denominators to support why fractions are equivalent e.g. fractions equivalent to a half have a numerator that is half the denominator.		TT Rockstars Multiplication facts are key to this. Multiplication squares.	
Multiplication facts need to be pushed. Counting every day. TT Rockstars time. Sound check to be completed by every pupil monthly.				

Key Skill Missed this year (y3)	Key skill next year (y4)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
Year 4				
Maths				
Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. I know that tenths arise from dividing one whole into ten equal parts. I can represent tenths in different ways. I can use fractions to represent tenths e.g. $\frac{1}{10}$. I can count up and down in tenths using different representations I know what happens when counting past $\frac{10}{10}$ (this does not have to be mixed numbers but improper e.g. $\frac{11}{10}$). I can compare fractions and decimals written in words, fractions and decimals – link these to pictorial.	Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. I can recognise tenths and hundredths using a hundred square I know the relationship between 0.1 and $\frac{1}{10}$ I can write tenths as decimals and as fractions – I can use concrete and pictorial representations. I can read and represent tenths on a place value grid. I can read and represent tenths on a number line. I can divide one digit by ten I can divide two digits by ten I know that hundredths arise from dividing one whole into one hundred equal parts. I can use a hundred square to recognise the relationship between $\frac{1}{100}$ and 0.01. I can write hundredths as decimals and as fractions. I can represent hundredths on a place value grid. I can divide one and two digits by 100.	Summer term Blowing it open Children can visit some aspects of the year 3 curriculum through blowing it open.	Counting in blowing it open, math starters. 100 squares.	Recap of fractions year 3 will need to be explicitly planned in addition to usual topics. Need to re-introduce the language. Lots of models and images. Multiplication and division facts will need to take priority in order for children to be able to manipulate the numbers.

Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators I know the difference between a unit fraction and non-unit fraction I know what the numerator and denominator is. I know that when a fraction is equivalent to a whole the numerator and denominator is the same. I can use a part-whole model with whole numbers to partition the whole in fractional parts.	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. I can find unit fraction of a quantity I can find a non-unit fraction of a quantity		Images of fractions represented in different ways.	
Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. I can find a unit fraction of an amount by dividing an amount into equal groups. I know the denominator of the fraction tells me how many equal parts the whole will be divided into.			TT Rockstars Multiplication facts are key to this. Multiplication squares.	

I know the numerator tells me how many parts of the whole there are.				
Solve problems that involve all of the above.				
I can apply my understanding of fractions to solve problems in different contexts.			Use models and images.	
Fractions on a number line.	To know that fractions can be greater than one.			
I can use a number line to represent fractions beyond one whole. I can divide the number line into specific fractions e.g. quarters.	I can use manipulatives and diagrams to show that a fraction can be split into wholes and parts. I know how many equal parts make a whole. I can count in fractions on a number line and make connections between improper and mixed numbers.		Use models and images.	
Recognise and show, using diagrams, equivalent fractions with small denominators.				
I can use equipment to investigate equivalent fractions, I can use bar models to explore equivalent fractions. I can use number lines to deepen my understanding of equivalent fractions. I can use pictorial images to find equivalent fractions, I can look for patterns between numerators and denominators to support why fractions are equivalent e.g. fractions equivalent to a half have a numerator that is half the denominator.	Recognise and show, using diagrams, families of common equivalent fractions I know what a fraction is and can show a fraction in different ways e.g. fraction of a shape, quantity, number line. I know what a numerator and denominator is. I know what a non-unit fraction and unit fraction is. I can use diagrams to investigate and record equivalent fractions.		Match the cards Find your partner.	

Compare and order unit fractions, and fractions with the same denominator. I can compare unit fractions I can compare fractions with the same denominator. Use models and images. I can order unit fractions I can order fractions with the same denominator. Use bar models.	I can compare two fractions using a fraction wall. I can find the equivalent fraction through using models and images I can find the equivalent fraction through multiplying the numerator and denominator.			
Add and subtract fractions with the same denominator within the whole (e.g. $5/7 + 1/7 = 6/7$). I can use practical equipment and pictorial representations to add two or more fractions with the same denominator where the total is less than one. I can use practical equipment and pictorial representations to subtract fractions with the same denominator where the total is less than one.	Add and subtract fractions with the same denominator. I can use equipment and pictorial representations to add two or more fractions. I can record my answer as an improper fraction when the total is more than one. I can use equipment and pictorial representations to subtract fractions with the same denominator. I can subtract from whole amounts using bar models. I understand how many equal parts are equivalent to a whole e.g $9/9 = 1$ and $18/9 = 2$ and $27/9 = 3$			
Multiplication facts need to be pushed. Counting every day. TT Rockstars time. Sound check to be completed by every pupil monthly. 				

Key Skill Missed this year (y4)	Key skill next year (y5)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
Year 5				
Maths				
Recognise and show, using diagrams, families of common equivalent fractions I know what a fraction is and can show a fraction in different ways e.g. fraction of a shape, quantity, number line. I know what a numerator and denominator is. I know what a non-unit fraction and unit fraction is. I can use diagrams to investigate and record equivalent fractions. I can compare two fractions using a fraction wall. I can find the equivalent fraction through using models and images I can find the equivalent fraction through multiplying the numerator and denominator.	Compare and order fractions whose denominators are multiples of the same number. I can compare and order fractions less than 1 (use bar models to support understanding). I can compare and order a fraction more than 1. I can use my knowledge of common denominators to help me I can compare both improper fractions and mixed numbers Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths I can explore equivalent fractions using models and concrete representations. I can use models to make the link between multiplication and division when finding equivalent fractions.	Autumn 1 term Blowing it open Children will be taught place value. Then this will lead nicely into simple F,D,P equivalences. The year 4 fractions curriculum will be taught in Autumn 1 followed then by calculation. The year 5 fraction curriculum will be taught in the summer term as usual.	Show fractions represented in different ways. What is this fraction? Count fractions on a number line. Fractions wall – put it together. Who can do it the quickest?	Recap of fractions year 4 will need to be explicitly planned in addition to usual topics. It will flow from the place value unit. Need to re-introduce the language. Lots of models and images. Multiplication and division facts will need to be pushed in Autumn 1 in order for children to be able to manipulate the numbers. This will also fit nicely into blowing it open – blowing it open also needs to focus heavily on addition, subtraction, multiplication and division.

Count up and down in hundredths, recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. I can recognise tenths and hundredths using a hundred square I know the relationship between 0.1 and 1/10 I can write tenths as decimals and as fractions – I can use concrete and pictorial representations. I can read and represent tenths on a place value grid. I can read and represent tenths on a number line. I can divide one digit by ten I can divide two digits by ten I know that hundredths arise from dividing one whole into one hundred equal parts. I can use a hundred square to recognise the relationship between 1/100 and 0.01. I can write hundredths as decimals and as fractions. I can represent hundredths on a place value grid. I can divide one and two digits by 100.	Read and write decimal numbers and fractions (e.g. 0.71 = 71/100) I can use models and images to show equivalent decimals and fractions.		Use 100 squares to find tenths and hundredths – quick fire. Shade in 3 tenths etc? Place value grids. Count using a number line.	Children have covered all this in year 5 and have a good grasp. Long division will still need to be looked at in detail.
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. I can find unit fraction of a quantity I can find a non-unit fraction of a quantity	Find a fraction of an amount I can find a unit fraction of an amount. I can find a non-unit fraction of an amount. I can find fractions of amounts, quantities and measures.		TT Rockstars Multiplication facts are key to this. Multiplication squares.	

Add and subtract fractions with the same denominator. I can use equipment and pictorial representations to add two or more fractions. I can record my answer as an improper fraction when the total is more than one. I can use equipment and pictorial representations to subtract fractions with the same denominator. I can subtract from whole amounts using bar models. I understand how many equal parts are equivalent to a whole e.g $9/9 = 1$ and $18/9 = 2$ and $27/9 = 3$	Add and subtract fractions with the same denominator and denominators that are multiples of the same number. I can recap adding and subtracting fractions with the same denominator (year 4). Use bar models to support especially when the answer is more than one. I can add fractions within 1 with different denominators where the denominator is a multiple of the other. I can add three or more fractions within a whole. I can add fractions where the total is more than one. I can add mixed numbers. I can subtract fractions within 1 with different denominators where the denominator is a multiple of the other. I can subtract a proper fraction from a mixed number where the denominator is a multiple of the other e.g. $2\frac{3}{5} - \frac{3}{10}$ I can subtract a proper fraction from a mixed number where I need to change the mixed number to an improper fraction. I can subtract two mixed numbers.		Use models and images.	
To know that fractions can be greater than one. I can use manipulatives and diagrams to show that a fraction can be split into wholes and parts. I know how many equal parts make a whole. I can count in fractions on a number line and make connections between improper and mixed numbers.	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number (e.g. $2/5 + 4/5 = 6/5 = 1\frac{1}{5}$) I can convert an improper fraction to a mixed number. I can convert a mixed number into an improper fraction. Models and images must be used.		Use models and images.	

Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ I can use concrete materials to show decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.	Find equivalent fractions, decimals and percentages. I can recognise simple F,D,P equivalence e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$, $\frac{3}{4}$ I can recognise F,D,P equivalent with fractions that have denominators of 10 or 25.		Match the cards Find your partner.	
Multiplication facts need to be pushed. Counting every day. TT Rockstars time. Souncheck to be completed by every pupil monthly.				

Key Skill Missed this year (y5)	Key skill next year (y6)	Opportunity to Catch up	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
Year 6				
Maths				
Compare and order fractions whose denominators are multiples of the same number. I can compare and order fractions less than 1 (use bar models to support understanding). I can compare and order a fraction more than 1. I can use my knowledge of common denominators to help me I can compare both improper fractions and mixed numbers	Compare and order fractions I can compare and order fractions where the denominators are not multiples of the same number. I can find the lowest common multiple of the denominators in order to find equivalent fractions with the same denominators.	Autumn term Blowing it open Children will be taught place value. Then this will lead nicely into simple F,D,P equivalences. This can then be recapped at the start of every half term. It can also be used throughout the year in blowing it open. Percentages of an amount will not be taught until Spring term.	Compare and order fractions with the same denominator. Compare fractions with a bar model underneath. Order bar models – can they label the fraction.	Will readily fit into Autumn 1 topic. Need to re-introduce the language. Lots of models and images. Multiplication and division facts will need to be pushed in Autumn 1 in order for children to be able to manipulate the numbers. This will also fit nicely into blowing it open – blowing it open also needs to focus heavily on addition, subtraction, multiplication and division. Children have covered all this in year 5 and have a good grasp. Long division will still need to be looked at in detail.
Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths I can explore equivalent fractions using models and concrete representations. I can use models to make the link between multiplication and division when finding equivalent fractions.			TT Rockstars – to assess multiplication facts Seeing the link between multiples.	
Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number (e.g. $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$) I can convert an improper fraction to a mixed number. I can convert a mixed number into an improper fraction.			Use bar models to show an improper fraction and mixed number. TT Rockstars – multiplication facts.	

Models and images must be used.				
Add and subtract fractions with the same denominator and denominators that are multiples of the same number. I can recap adding and subtracting fractions with the same denominator (year 4). Use bar models to support especially when the answer is more than one. I can add fractions within 1 with different denominators where the denominator is a multiple of the other. I can add three or more fractions within a whole. I can add fractions where the total is more than one. I can add mixed numbers. I can subtract fractions within 1 with different denominators where the denominator is a multiple of the other. I can subtract a proper fraction from a mixed number where the denominator is a multiple of the other e.g. $2\frac{3}{5} - \frac{3}{10}$ I can subtract a proper fraction from a mixed number where I need to change the mixed number to an improper fraction. I can subtract two mixed numbers.	I can find the lowest common multiple in order to find a common denominator. I can multiply the denominators to find the lowest common denominator. I can add two mixed numbers. I can subtract mixed numbers. I can solve mixed subtraction and addition fraction problems.			
Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. I can multiply a fraction by a whole number – I also see this is repeated addition. I can multiply a mixed number by a whole number.	Multiply fractions I can multiply fractions by integers. I can multiply fractions by fractions		Add and subtract with the same denominators – use bar models to support.	
			N/A	

Find a fraction of an amount I can find a unit fraction of an amount. I can find a non-unit fraction of an amount. I can find fractions of amounts, quantities and measures.	Find fraction of an amount I can find a fraction of an amount I can find the whole amount from the known value of a fraction e.g. Jack has spent $\frac{2}{3}$ of his money. He spent £60, how much did he have to start with?		Simple fractions of amounts.	
Recognise the percent symbol and understand that per cent relates to 'number of parts per hundred' and write percentages as a fraction with denominator 100 and as a decimal. I know that 'per cent' relates to the number of parts per hundred. I can represent percentages as fractions using the denominator 100 and make the connection to decimals and hundredths e.g. $41\% = \frac{41}{100} = 0.41$	Solve problems involving the calculation of percentages and the use of percentages for comparison. I can use diagrams to show equivalence between decimals and percentages e.g. $0.1 = 10\%$ I can order F,D,P I can find percentages of an amount		100's frame	
Find equivalent fractions, decimals and percentages. I can recognise simple F,D,P equivalence e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$, $\frac{3}{4}$ I can recognise F,D,P equivalent with fractions that have denominators of 10 or 25.	Recall and use equivalence between simple fractions, decimals and percentages including in different contexts. I can find simple equivalences between F,D,P I can find an equivalent fraction and decimal where the denominator is 10,100 or 1000 I can convert a fraction into a decimal by dividing numerator by the denominator.		Match the cards Find your partner.	
Read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$) I can use models and images to show equivalent decimals and fractions.				