

# Curriculum prioritisation in primary maths 2020/21

## Evaluation document: Current Year 6 pupils

Using the \*2020 DfE guidance ready-to-progress criteria, listed in the table below, identify aspects that have:

- been taught in school to children by the class teacher
- been taught remotely, or by someone who does not know the children as well
- not been taught at all.

Reflect on how effectively pupils have learnt, remembered and are able to apply what has been taught. Where you are unsure, you should note this down.

From these reflections, prioritise criteria for teaching and learning and use the **Curriculum planning grid** to plan your curriculum for the remainder of this academic year. This evaluation, used continuously over the rest of the year, will also be a useful transition document. In

	Year 5 ready-to-progress criteria	Notes on provision, and priority for teaching	July 2021 update: transition notes	Year 6 ready-to-progress criteria	Notes on provision, and priority for teaching	July 2021 update: transition notes
Number and Place Value	<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.			<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).		
	<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.			<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.		
	<b>5NPV-3</b> Reason about the location of any number with up to 2 decimal places in the linear number system, including			<b>6NPV-3</b> Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and		

	identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.			round numbers, as appropriate, including in contexts.		
	<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.			<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.		
	<b>5NPV-5</b> Convert between units of measure, including using common decimals and fractions.					
Number Facts	<b>5NF-1</b> Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.					
	<b>5NF-2</b> Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).					
Addition and Subtraction				<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).		
				<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.		

Multiplication and Division	<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.				
	<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.				
	<b>5MD-3</b> Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.				
	<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.				
Fractions	<b>5F-1</b> Find non-unit fractions of quantities.				
	<b>5F-2</b> Find equivalent fractions and understand that they have the same value and the same position in the linear number system.				
	<b>5F-3</b> Recall decimal fraction equivalents for $\frac{1}{2}$ , $\frac{1}{4}$				
				<b>6AS/MD-3</b> Solve problems involving ratio relationships.	
				<b>6AS/MD-4</b> Solve problems with 2 unknowns.	
				For Year 6, MD ready-to-progress criteria are combined with AS ready-to-progress criteria (please see above).	
				<b>6F-1</b> Recognise when fractions can be simplified and use common factors to simplify 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	

	, $\frac{1}{5}$ and $\frac{1}{10}$ and for multiples of these proper fractions.			fractions greater than 1, using reasoning, and choose between reasoning and common denominator as a comparison strategy.		
Geometry	<b>5G–1</b> Compare angles, estimate, and measure angles in degrees (°) and draw angles of a given size.			<b>6G–1</b> Draw, compose, and decompose shapes according to given properties, including dimensions, angles, and area, and solve related problems.		
	<b>5G–2</b> Compare areas and calculate the area of rectangles (including squares) using standard units.					

\*DfE Guidance: 'Teaching mathematics in primary schools June 2020', can be downloaded in full, or per year group, from this page: [www.gov.uk/government/publications/teaching-mathematics-in-primary-schools](http://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools) Summary tables on pages 9-15 (of the full, Years 1-6 document) track criteria across year groups. Within the year group documents, the 'Making connections' blue boxes, detail connections across criteria.