

Maths Progression Document: Number: Multiplication and Division

The progression maps are structured using the topic headings as they appear in the National Curriculum. Each 'topic' has been divided into sub categories to illustrate progression in key areas.

<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>
Multiplication and Division Facts			
		count in multiples of twos, fives and tens (linked to Number and Place Value)	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward (linked to Number and Place Value)
			recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
Mental Calculation			
			show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
Written Calculation			
			calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
Problem Solving			
		Solve one step problems involving multiplication and division using concrete objects, pictorial representations and arrays with teacher support.	Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.

All programmes of study statements are included and some appear twice. This is indicated in the text. This occurs where:

- The statement has central relevance to more than one sub category within a topic;
- The statement has central relevance to more than one mathematics topic. This is done to reflect the aims of the curriculum that pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems (Mathematics programmes of study: key stages 1 and 2 page 3). However, the connections made are not intended to be exhaustive and teachers will seek to support pupils in making other connections.