Trythall School Number facts focus term by term, Year by Year (NiFFTTY)

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|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn 1 | Partition and combine numbers within 10  Use additive language correctly | Secure fluency in addition facts to 10 | Secure addition facts that bridge 10 | Apply place-value knowledge to known additive number facts (scaling facts by 10 and 100). | Apply place-value knowledge to known additive and multiplicative number facts ( scaling facts by 1 hundredth, 1 tenth, 10, 100 or 1000) | Apply place-value knowledge to known additive and multiplicative number facts ( scaling facts by 1 hundredth, 1 tenth, 10, 100 or 1000 |
| Autumn 2 | Addition and subtraction facts to 5  Doubles up to 10 | Secure fluency in subtraction facts to 10 | Secure subtraction facts that bridge 10 | Recall multiplication and division facts in 2,5,10,4 and 8 times tables , and recognise products in multiplication tables as multiples of the corresponding number. | Secure fluency in multiplication table facts, and corresponding division facts, through continued practice. | Secure fluency in multiplication table facts, and corresponding division facts, through continued practice. |
| Spring 1 | Addition facts up to 10 | Secure fluency in addition and subtraction facts to 10 | Secure addition and subtraction facts that bridge 10 | Recall multiplication and division facts in 3 and 6 times tables , and recognise products in multiplication tables as multiples of the corresponding number. | Apply place-value knowledge to known additive and multiplicative number facts ( scaling facts by 1 hundredth, 1 tenth, 10, 100 or 1000) | Apply place-value knowledge to known additive and multiplicative number facts ( scaling facts by 1 hundredth, 1 tenth, 10, 100 or 1000) |
| Spring 2 | Addition and Subtraction facts up to 10 | Secure fluency in addition and subtraction facts to 10 | Apply place-value knowledge to known additive number facts (scaling facts by 10). | Recall multiplication and division facts in 7 and 9 times tables , and recognise products in multiplication tables as multiples of the corresponding number.  Apply place-value knowledge to known multiplicative number facts (scaling facts by 10 and 100). | Secure fluency in multiplication table facts, and corresponding division facts, through continued practice. | Apply place-value knowledge to known additive and multiplicative number facts ( scaling facts by 1 hundredth, 1 tenth, 10, 100 or 1000) |
| Summer 1 | Addition and subtraction facts up to 10  Read/write and interpret additive notation | Count forwards/backwards in multiples of 2, 5 and 10 from any multiple of 2, 5 or 10.  Recognise odd and even numbers | Recall multiplication facts, and corresponding division facts, in the 2, 4 and 8, multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. | Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context | Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context | Apply place-value knowledge to known additive and multiplicative number facts ( scaling facts by 1 hundredth, 1 tenth, 10, 100 or 1000) |
| Summer 2 | Distribute items fairly into groups. Recognise when it is not fairly distributed.  Count forwards/backwards in multiples of 2 and 5 | Count forwards/backwards in multiples of 2, 5 and 10 from any multiple of 2, 5 or 10.  Recognise odd and even numbers | Recall multiplication facts, and corresponding division facts, in the 2,4, 5, 8 and 10, multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. | Recall multiplication and division facts up to 12 x 12 and recognise products in multiplication tables as multiples of the corresponding number. | Secure fluency in multiplication table facts, and corresponding division facts, through continued practice. |  |