

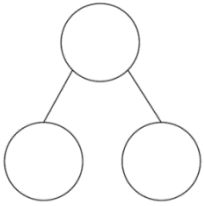



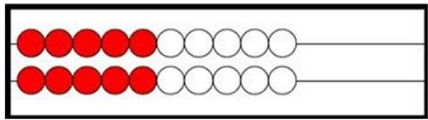


# Avonwood Fluency Policy, 2022

Date: 20.07.22

## EYFS

Summary: outcomes	Key facts	CFU: ready to progress if...
Addition within 5	0: 0+0 1: 0+1, 1+0 2: 0+2, 1+1, 2+0 3: 0+3, 1+2, 2+1, 3+0 4: 0+4, 1+3, 2+2, 3+1, 4+0 5: 0+5, 1+4, 2+3, 3+2, 4+1, 5+0	Fluent with all addends to 1, 2, 3, 4, and 5  <b>*Ensure these are understood commutatively, i.e. 0+1 = 1+0</b>
Subtraction within 5	0: 0-0 1: 1-0 2: 2-0, 2-1, 2-2 3: 3-0, 3-1, 3-2, 3-3 4: 4-0, 4-1, 4-2, 4-3, 4-4 5: 5-0, 5-1, 5-2, 5-3, 5-4, 5-5	Fluent with all subtrahends to 1, 2, 3, 4, and 5

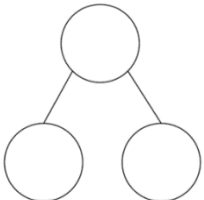



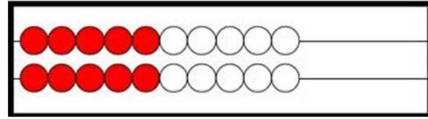
Representations				
Part Part Whole:	Numicon:	Number track:	5 frame:	Rekenrek:
				



# Avonwood Fluency Policy, 2022

## Year 1

Summary: outcomes	Key facts	CFU: ready to progress if...
Addition within 10	<p><i>As EYFS, plus:</i></p> <p>6: 0+6, 1+5, 2+4, 3+3, 4+2, 5+1, 6+0</p> <p>7: 0+7, 1+6, 2+5, 3+4, 5+2, 6+1, 7+0</p> <p>8: 0+8, 1+7, 2+6, 3+5, 4+4, 5+3, 6+2, 7+1, 8+0</p> <p>9: 0+9, 1+8, 2+7, 3+6, 4+5, 5+4, 6+3, 7+2, 8+1, 9+0</p> <p>10: 0+10, 1+9, 2+8, 3+5, 4+6, 5+5, 6+4, 7+3, 8+2, 9+1, 10+0</p>	<p>Fluent with all addends to 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10</p> <p><b>*Ensure these are understood commutatively, i.e. 0+1 = 1+0</b></p>
Subtraction within 10	<p><i>As EYFS, plus:</i></p> <p>6: 6-0, 6-1, 6-2, 6-3, 6-4, 6-5, 6-6</p> <p>7: 7-0, 7-1, 7-2, 7-3, 7-4, 7-5, 7-6, 7-7</p> <p>8: 8-0, 8-1, 8-2, 8-3, 8-4, 8-5, 8-6, 8-7, 8-8</p> <p>9: 9-0, 9-1, 9-2, 9-3, 9-4, 9-5, 9-6, 9-7, 9-8, 9-9</p> <p>10: 10-0, 10-1, 10-2, 10-3, 10-4, 10-5, 10-6, 10-7, 10-8, 10-9, 10-10</p>	<p>Fluent with all subtrahends to 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10</p>

Representations		
<p>Part Part Whole:</p> 	<p>Number track:</p> 	<p>10 frame:</p> 
<p>Numicon:</p> 	<p>Rekenrek:</p> 	



# Avonwood Fluency Policy, 2022

## Year 2

Summary: outcomes	Key facts	CFU: ready to progress if...
Doubling	As EYFS & Y1, plus: Addends for 11, 12, 13, 14, 15 Double 1, 2, 3, 4, 5 Double 6, 7, 8, 9, 10 Double 11, 12, 13, 14, 15	Fluent with all addends for 1-20 <b>*Ensure these are understood commutatively, i.e. <math>0+1 = 1+0</math></b>  Able to double 1-20 <b>*Ensure these are understood multiplicatively, i.e. "double" = <math>2x</math></b>
Halving	As EYFS & Y1, plus: Halve 2, 4, 6, 8, 10 Halve 12, 14, 16, 18, 20 Halve 22, 24, 26, 28, 30	Fluent with all subtrahends for 1-20  Able to halve 1-20 <b>*Ensure these are understood multiplicatively, i.e. "double" = <math>\div 2</math></b>
Times Tables	2xT, 5xT, 10xT	Able to recall all products & quotients for 2xT, 5xT, 10xT <i>Example: <math>3 \times 2 = 6 \rightarrow</math> "three twos are six"</i>

### Representations

Part Part Whole:

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Numicon:

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Hundred square:

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# Avonwood Fluency Policy, 2022

## Year 3

Summary: outcomes	Key facts	CFU: ready to progress if...
Doubling & Halving	As EYFS & KS1, plus: Double 16, 17, 18, 19, 20 Halve 32, 34, 36, 38, 40	Able to recall doubles for 16, 17, 18, 19, 20 Able to recall all halves of 32, 34, 36, 38, 40
Complements to 100	As EYFS & KS1, plus: Addends & subtrahends for 16, 17, 18, 19, 20 Complements (pairs) to make 100 from multiples of 10: 0+100, 10+90, 20+80, 30+70, 40+60, 50+50, 60+40, 70+30, 80+20, 90+10, 100+0 Complements (pairs) to make 100 from multiples of 5: 0+100, 5+95, 15+85, 25+75, 35+65, 45+55, 55+45, 65+35, 75+25, 85+15, 95+5	Fluent with addends for 16, 17, 18, 19, 20 Fluent with complements to 100 from multiples of 10 Fluent with complements to 100 from multiples of 5 <b>*Ensure the main error is understood: 35 + 75 ≠ 100 (because the Tens make 100 already, the Ones produce an extra 10)</b>
Times Tables	As Y2, plus: 4xT, 8xT, 3xT, 6xT	Able to recall all products & quotients for 2xT, 5xT, 10xT, 4xT, 8xT, 3xT, 6xT <i>Example: 3 x 2 = 6 → "three twos are six"</i>

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<p>Part Part Whole:</p>	<p>Hundred Square:</p> <table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	<p>10 frames with Place Value 'Tens' counters:</p> <table border="1"> <tr> <td>10</td><td>10</td><td>10</td><td>10</td><td></td><td></td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	10	10	10	10								
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# Avonwood Fluency Policy, 2022

## Year 4

Summary: outcomes	Key facts	CFU: ready to progress if...
Doubling & Halving	As EYFS to Y3, plus: Double 15, 25, 35, 45, 55 Halve of 90, 70, 50, 30 Halve of 9, 7, 5, 3	Able to recall doubles for 15, 25, 35, 45, 55 Able to recall all halves of 90, 70, 50, 30 Able to recall all halves of 9, 7, 5, 3
Complements to 100	As EYFS to Y3, plus: Complements (pairs) to make 100 from all integers, such as 51+49, 52+48, 53+47, 54+46, etc. Complements (pairs) to make 100 from all Hundredths, such as 0.51+0.49, 0.52+0.48, 0.53+.047, 0.54+0.46, etc.	Fluent with complements to 100 from integers <b>*Ensure the main error is understood: 34 + 76 ≠ 100 (because the Tens make 100 already, the Ones produce an extra 10)</b> Fluent with complements to 1 from Hundredths
Times Tables	As EYFS to Y3, plus: 7xT, 9xT, 11xT, 12xT	Able to recall all products & quotients for all xT <i>Example: 3 x 2 = 6 → "three twos are six"</i>

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# Avonwood Fluency Policy, 2022

## Year 5

Summary: outcomes	Key facts	CFU: ready to progress if...
Doubling & Halving	<p>As EYFS to Y4, plus:</p> <p>Double 2-digit numbers through flexible partitioning, such as:  double 27 = (2 x 25) + (2 x 2) = (2 x 20) + (2 x 2)</p> <p>Halve 2-digit numbers through flexible partitioning, such as:  half of 73 = (70 ÷ 2) + (3 ÷ 2) = (60 ÷ 2) + (13 ÷ 2)</p>	<p>Fluent with doubling any 2-digit number</p> <p>Fluent with halving any 2-digit number</p>
Complements to 1,000	<p>As EYFS to Y4, plus:</p> <p>Complements (pairs) to make 1,000 from all integers, such as  Ones adjust: 550+450, 551+449...  Tens adjust: 552+448, 562+438...  Hundreds adjust: 662+338, 762+238...</p>	<p>Fluent with complements to 1,000 from integers</p> <p><b>*Ensure the main error is understood:  340 + 760 ≠ 100 (because the Hundreds make 1,000 already, the Tens produce an extra 100)</b></p>
Times Tables	All xT	<p>Able to recall all products &amp; quotients for all xT</p> <p><i>Example: 3 x 2 = 6 → "three twos are six"</i></p>
Fractions, Decimals & Percentages	<p>Y5 Common FDP Set:</p> $\frac{1}{2} = 0.5 = 50\%$ $\frac{1}{4} = 0.25 = 25\%$ $\frac{1}{5} = 0.2 = 20\%$ $\frac{1}{10} = 0.1 = 10\%$	Able to recall equivalences between Y5 Common FDP Set

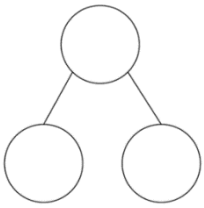
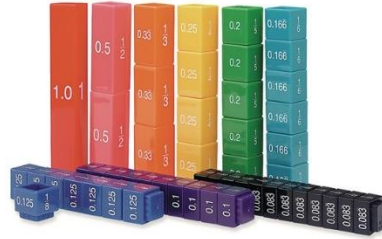
Representations		
<p>Part Part Whole:</p>	<p>Hundred Square:</p>	<p>FDP towers:</p>



# Avonwood Fluency Policy, 2022

## Year 6

Summary: outcomes	Key facts	CFU: ready to progress if...
Doubling & Halving	<p>As EYFS to Y4, plus:</p> <p>Double 3-digit numbers through flexible partitioning, such as:  double 327 = (2 x 300) + (2 x 25) + (2 x 2) = (2 x 300) + (2 x 20) + (2 x 2)</p> <p>Halve 2-digit numbers through flexible partitioning, such as:  half of 373 = (300 ÷ 2) + (70 ÷ 2) + (3 ÷ 2) = (300 ÷ 2) + (60 ÷ 2) + (13 ÷ 2)</p>	<p>Fluent with doubling any 3-digit number</p> <p>Fluent with halving any 3-digit number</p>
Complements to 1,000	<p>As EYFS to Y5, plus:</p> <p>Complements (pairs) to make 1 from all Thousandths, such as  Thousandths adjust: 0.551+0.449, 0.552+0.448...</p> <p>Hundredths adjust: 0.552+0.448, .0562+0.438...</p> <p>Tenths adjust: 0.662+.0338, 0.762+0.238...</p>	<p>Fluent with complements to 1 from adjusted Thousandths</p> <p><b>*Ensure the main error is understood:</b>  <b>0.341 + 0.769 ≠ 100 (because the Hundreds make 1,000 already, the Tens produce an extra 100 and the One produce an extra 10)</b></p>
Times Tables	All xT	<p>Able to recall all products &amp; quotients for all xT</p> <p><i>Example: 3 x 2 = 6 → "three twos are six"</i></p>
Fractions, Decimals & Percentages	<p>Y6 Common FDP:</p> <p>Quarters: <math>\frac{1}{4} = 0.25 = 25\%</math>    <math>\frac{3}{4} = 0.75 = 75\%</math></p> <p>Fifths: <math>\frac{1}{5} = 0.2 = 20\%</math>    <math>\frac{2}{5} = 0.4 = 40\%</math>    <math>\frac{3}{5} = 0.6 = 60\%</math>    <math>\frac{4}{5} = 0.8 = 80\%</math></p> <p>Tenths: <math>\frac{1}{10} = 0.1 = 10\%</math>    <math>\frac{2}{10} = 0.2 = 20\%</math>    <math>\frac{3}{10} = 0.3 = 30\%</math>    <math>\frac{4}{10} = 0.4 = 40\%</math></p>	<p>Able to recall equivalences between Y6 Common FDP Set</p>

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<p>Part Part Whole:</p> 	<p>Hundred Square:</p> <table border="1" data-bbox="784 1077 1041 1340"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	<p>FDP towers:</p> 
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# Avonwood Fluency Policy, 2022

## Appendix

Appendix 1: **Factual fluency progression** summary table from the DFE non-statutory [Mathematics guidance: key stages 1 and 2](#)

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Additive factual fluency</b>	Addition and subtraction within 10.	Addition and subtraction across 10.	Secure and maintain fluency in addition and subtraction within and across 10, through continued practice.		
<b>Multiplicative factual fluency</b>			Recall the 10 and 5 multiplication tables, and corresponding division facts.	Recall the 3, 6 and 9 multiplication tables, and corresponding division facts.	Secure and maintain fluency in all multiplication tables, and corresponding division facts, through continued practice.
			Recall the 2, 4 and 8 multiplication tables, and corresponding division facts.	Recall the 7 multiplication table, and corresponding division facts.	
				Recall the 11 and 12 multiplication tables, and corresponding division facts.	





# Avonwood Fluency Policy, 2022

Appendix 2: **Addition and subtraction facts** from the DFE non-statutory [Mathematics guidance: key stages 1 and 2](#)

<b>+</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>0</b>	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
<b>1</b>	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10
<b>2</b>	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10
<b>3</b>	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10
<b>4</b>	4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10
<b>5</b>	5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10
<b>6</b>	6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10
<b>7</b>	7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10
<b>8</b>	8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10
<b>9</b>	9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10
<b>10</b>	10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10

The full set of addition calculations that pupils need to be able to solve with automaticity are shown in the table above. Pupils must also be able to solve the corresponding subtraction calculations with automaticity.

Pupils must be fluent in these facts by the end of year 2, and should continue with regular practice through year 3 to secure and maintain fluency. It is essential that pupils have automatic recall of these facts before they learn the formal written methods of columnar addition and subtraction.



# Avonwood Fluency Policy, 2022

Appendix 3: **Addition and subtraction facts** from the DFE non-statutory [Mathematics guidance: key stages 1 and 2](#)

1 × 1	1 × 2	1 × 3	1 × 4	1 × 5	1 × 6	1 × 7	1 × 8	1 × 9	1 × 10	1 × 11	1 × 12
2 × 1	2 × 2	2 × 3	2 × 4	2 × 5	2 × 6	2 × 7	2 × 8	2 × 9	2 × 10	2 × 11	2 × 12
3 × 1	3 × 2	3 × 3	3 × 4	3 × 5	3 × 6	3 × 7	3 × 8	3 × 9	3 × 10	3 × 11	3 × 12
4 × 1	4 × 2	4 × 3	4 × 4	4 × 5	4 × 6	4 × 7	4 × 8	4 × 9	4 × 10	4 × 11	4 × 12
5 × 1	5 × 2	5 × 3	5 × 4	5 × 5	5 × 6	5 × 7	5 × 8	5 × 9	5 × 10	5 × 11	5 × 12
6 × 1	6 × 2	6 × 3	6 × 4	6 × 5	6 × 6	6 × 7	6 × 8	6 × 9	6 × 10	6 × 11	6 × 12
7 × 1	7 × 2	7 × 3	7 × 4	7 × 5	7 × 6	7 × 7	7 × 8	7 × 9	7 × 10	7 × 11	7 × 12
8 × 1	8 × 2	8 × 3	8 × 4	8 × 5	8 × 6	8 × 7	8 × 8	8 × 9	8 × 10	8 × 11	8 × 12
9 × 1	9 × 2	9 × 3	9 × 4	9 × 5	9 × 6	9 × 7	9 × 8	9 × 9	9 × 10	9 × 11	9 × 12
10 × 1	10 × 2	10 × 3	10 × 4	10 × 5	10 × 6	10 × 7	10 × 8	10 × 9	10 × 10	10 × 11	10 × 12
11 × 1	11 × 2	11 × 3	11 × 4	11 × 5	11 × 6	11 × 7	11 × 8	11 × 9	11 × 10	11 × 11	11 × 12
12 × 1	12 × 2	12 × 3	12 × 4	12 × 5	12 × 6	12 × 7	12 × 8	12 × 9	12 × 10	12 × 11	12 × 12

Pupils must be fluent in these facts by the end of year 4, and this is assessed in the multiplication tables check. Pupils should continue with regular practice through year 5 to secure and maintain fluency.

**The 36 most important facts are highlighted in the table.** Fluency in these facts should be prioritised because, when coupled with an understanding of commutativity and fluency in the formal written method for multiplication, they enable pupils to multiply any pair of numbers