Progress steps to alert teachers to specific aspects of learning that are essential and time sensitive as students work towards the progress outcomes for phase.2. **(This is NOT a proxy curriculum for years four and five)**

	During year 4	During year 5
Number structure	recognise, read, write, order, partition, recombine and represent whole numbers up to 10 000	recognise, read, write, order, partition whole numbers up to 100 000
Operations Addition & Subtraction	use their recalled addition and subtraction facts to solve problems add and subtract two and three digit numbers reliably and efficiently add and subtract using the commutative property	add and subtract whole numbers reliably and efficiently
Operations: Multiplication & Division	use the relationship between multiplication and division to divide recall multipication and corresponding division facts for threes and fours	multiply two digit numbers using the distributive property multiply reliably and efficently recall multiplication and corresponding division facts for sixes, eights and nines
Rational Numbers	represent common fractions, including those greater than 1 on a number line	compare fractions with a benchmark fraction and put them in order convert between benchmark fractions, decimals and percentages (e.g ½ = 0.5 = 50%) represent decimals, fractions and percentages using both discrete and continuous models
Equality	solve addition and subtraction open number sentences using the relationship between the two sides of the equals sign	solve open number sentences involving all operations using the relationship between the two sides of the equals sign
Spatial reasoning	identify which shape is a reflection, rotation, or translation of a given shape	visualise and draw nets for a cube
Variability		recognise the need for relevant and usable data to answer investigative questions suggest reasons why data may vary in a familiar context.