



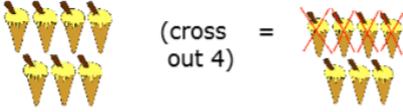
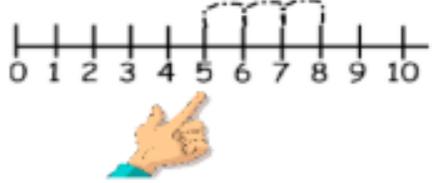
Early Years Foundation Stage

Children in Nursery and Reception should be learning through practical activities, in context and discussion using objects, apparatus and fingers. However, older children or higher ability should be encouraged to record what they have done through drawings or tallying. Number lines are introduced to children mainly to help with ordering and familiarisation with numbers but may be used to indicate one more or one less.

Mental Maths Objectives

Recall	Mental Calculation Skills	Mental Strategies
<ul style="list-style-type: none"> • Can count reliably to at least 20 	<ul style="list-style-type: none"> • Can find one more or one less of a given number • Can estimate how many objects they can see and check by counting • Use the language 'more' and 'fewer' to compare two sets of objects 	<ul style="list-style-type: none"> • Through games, songs and practical activities children begin to use vocabulary associated with addition and subtraction • Use fingers and practical equipment to combine two sets and begin to count on



	Learning intentions	Written recordings	Default for ALL children
EY +	<p>Begin to relate addition to combining two groups of objects</p> <ul style="list-style-type: none"> • Make a record in pictures, symbols or words of addition activities • Use games, songs and practical activities to begin using vocabulary • Solve simple word problems using their fingers <p>Higher ability/gifted and talented children progress to using a number line. They jump forwards along a number line using their finger.</p>	 <p>$5 + 1 = 6$</p> <p>$4 + 2 = 6$</p>  <p>$5 + 3 = 8$</p> 	<ul style="list-style-type: none"> • In practical activities and discussion, begin to use the vocabulary involved in adding. • Use language such as 'more' to compare numbers. • Find one more than a number from one to ten. • Begin to relate addition to combining two groups of objects.
EY -	<p>Begin to relate subtraction to 'taking away'</p> <ul style="list-style-type: none"> • Make a record in pictures, symbols or words of subtraction activities • Construct number sentences to go with practical activities • Use games, songs and practical activities to begin using vocabulary • Relate subtraction to taking away and counting how many objects are left after removing some <p>Higher ability/gifted and talented children progress to using a number line; counting backwards along a number line using their finger.</p>	 <p>$5 - 1 = 4$</p> <p>$7 - 4 = 3$</p>  <p>(cross out 4)</p> <p>$8 - 3 = 5$</p> 	<ul style="list-style-type: none"> • In practical activities and discussion, begin to use the vocabulary involved in subtracting. • Use language such as 'less' to compare numbers. • Find one less than a number from one to ten. • Begin to relate subtraction to 'taking away'

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<p>EY x</p>	<p>Before children can attempt multiplication they need to be able to understand addition; the concept of combining groups of objects; and have grasped some basic addition skills.</p> <p>Real life contexts and use of practical equipment to count in repeated groups of the same size</p> <ul style="list-style-type: none"> Count and chant in twos; fives; tens 	<p>There are 6 pairs of socks. How many socks are there altogether?</p> <p>10, 20 30, 40 50, 60, 70 80, 90 100</p>	
<p>EY ÷</p>	<p>Before division can be taught, the concept of addition and subtraction needs to be reached and understood.</p> <p>Share objects into equal groups. Use related vocabulary. Activities might include:</p> <ul style="list-style-type: none"> Sharing milk at break time Sharing sweets on a child's birthday Sharing activities in the home corner Count in tens/twos Separate a given number of objects into two groups 	<p>8 in four groups of 2s (groupings)</p> <p>8 in two equal groups of 4s (sharing)</p>	



MUST Targets for Addition		
Nursery	Reception	Year 1
<p>I can enjoy simple number rhymes and songs about addition. (eg. 5 Currant Buns)</p> <p>I can recognise that there is more if someone puts one more object in a group.</p>	<p>I can enjoy number rhymes and songs about addition.</p> <p>I can see when someone has more or the same number of objects as me.</p> <p>I can count and number name 6 objects in lots of different ways.</p> <p>I can say what one more of a group of objects up to 5 is.</p> <p>I can separate a group of up to 6 objects in different ways and recognise the total is the same.</p>	<p>I can count and number name 10 objects in lots of different ways.</p> <p>I can say what one more than a number is.</p> <p>I can say how many there are altogether by counting all the objects.</p> <p>I can use the words more, and, add, sum, total, altogether to describe my counting and adding.</p>

SHOULD Targets for Addition		
Nursery	Reception	Year 1
<p>I can join in with number rhymes and songs about addition. (eg. "1,2,3,4,5...")</p> <p>I can see when someone has more or the same number of objects as me.</p> <p>I can count and number name 6 objects in lots of different ways.</p> <p>I can say what one more of a group of objects up to 5 is.</p> <p>I can separate a group of up to 6 objects in different ways and recognise the total is the same.</p>	<p>I can count and number name 10 objects in lots of different ways.</p> <p>I can say what one more than a number is.</p> <p>I can say how many there are altogether by counting all the objects.</p> <p>I can use the words more, and, add, sum, total, altogether to describe my counting and adding.</p>	<p>I can recognise that addition can be done in any order.</p> <p>I can use the +, - and = signs to record mental calculations in a number sentence</p> <p>I can recognise the use of symbols such as \square or \triangle to stand for an unknown number.</p> <p>I can recognise that more than two numbers can be added together.</p>

COULD Targets for Addition		
Nursery	Reception	Year 1
<p>I can count and number name 10 objects in lots of different ways.</p> <p>I can say what one more than a number is.</p> <p>I can say how many there are altogether by counting all the objects.</p> <p>I can use the words more, and, add, sum, total, altogether to describe my counting and adding.</p>	<p>I can recognise that addition can be done in any order.</p> <p>I can use the +, - and = signs to record mental calculations in a number sentence</p> <p>I can recognise the use of symbols such as \square or \triangle to stand for an unknown number.</p> <p>I can recognise that more than two numbers can be added together.</p>	<p>I can use and begin to read the related vocabulary.</p> <p>I can use the +, - and = signs to record mental additions in a number sentence.</p> <p>I can recognise the use of a symbol such as \square or \triangle to stand for an unknown number.</p> <p>I can recognise that addition can be done in any order.</p> <p>I understand that more than two numbers can be added.</p> <p>I can begin to add three single-digit numbers mentally or three two-digit numbers with the help of apparatus (totals up to 100).</p> <p>I understand that subtraction is the inverse of addition</p>



MUST Targets for Subtraction		
Nursery	Reception	Year 1
<p>I can enjoy simple number rhymes and songs about subtraction. (eg. 2 Little Dickie Birds)</p> <p>I can recognise that there is less if someone takes an object from a group.</p>	<p>I can join in with number rhymes and songs about subtraction.(eg. "5 Little Speckled Frogs")</p> <p>I can see when someone has less or the same number of objects as me.</p> <p>I can count back from 6 to zero.</p> <p>I can say what one less of a group of objects up to 5 is.</p> <p>I can separate a group of up to 6 objects in different ways.</p>	<p>I can count back from ten to zero.</p> <p>I can say what one less than a number is.</p> <p>I can say how many have been taken away by counting the objects.</p> <p>I can use the words less and take-away, to describe my subtracting.</p>

SHOULD Targets for Subtraction		
Nursery	Reception	Year 1
<p>I can join in with number rhymes and songs about subtraction.(eg. "5 Little Speckled Frogs")</p> <p>I can see when someone has less or the same number of objects as me.</p> <p>I can count back from 6 to zero.</p> <p>I can say what one less of a group of objects up to 5 is.</p> <p>I can separate a group of up to 6 objects in different ways.</p>	<p>I can count back from ten to zero.</p> <p>I can say what one less than a number is.</p> <p>I can say how many have been taken away by counting the objects.</p> <p>I can use the words less and take-away, to describe my subtracting.</p>	<p>I can use the +, – and = signs to record mental calculations in a number sentence.</p> <p>I can recognise the use of symbols such as \square or \triangle to stand for an unknown number.</p> <p>I can use patterns of similar calculations (e.g. $10 - 0 = 10$, $10 - 1 = 9$, $10 - 2 = 8...$).</p> <p>I can use known number facts and place value to subtract a pair of numbers mentally within the range 0 to at least 10, then 0 to at least 20.</p>

COULD Targets for Subtraction		
Nursery	Reception	Year 1
<p>I can count back from ten to zero.</p> <p>I can say what one less than a number is.</p> <p>I can say how many have been taken away by counting the objects.</p> <p>I can use the words less and take-away, to describe my subtracting.</p>	<p>I can use the +, – and = signs to record mental calculations in a number sentence.</p> <p>I can recognise the use of symbols such as \square or \triangle to stand for an unknown number.</p> <p>I can use patterns of similar calculations (e.g. $10 - 0 = 10$, $10 - 1 = 9$, $10 - 2 = 8...$).</p> <p>I can use known number facts and place value to subtract a pair of numbers mentally within the range 0 to at least 10, then 0 to at least 20.</p>	<p>I can use and begin to read the related vocabulary.</p> <p>I can use the +, – and = signs to record mental additions and subtractions in a number sentence.</p> <p>I can recognise the use of a symbol such as \square or \triangle to stand for an unknown number.</p> <p>I can recognise that addition can be done in any order, but not subtraction: for example, $3 + 21 = 21 + 3$, but $21 - 3$ does not equal $3 - 21$.</p> <p>I understand that subtraction is the inverse of addition (subtraction reverses addition).</p> <p>I can find a small difference by counting up from the smaller to the larger number (e.g. $42 - 39$).</p> <p>I can add/subtract 9 or 11: add/subtract 10 and adjust by 1.</p> <p>I can begin to add/subtract 19 or 21: add/subtract 20 and adjust by 1.</p>



KEY STAGE 1

Children in Years 1 and 2 will be given a really solid foundation in the basic building blocks of mental and written arithmetic. Through being taught place value, children will develop an understanding of how numbers work, so that they are confident with 2-digit numbers and beginning to read and say numbers above 100.

Addition and Subtraction: A focus on number bonds, first via practical hands-on experiences and subsequently using memorisation techniques, enables a good grounding in these crucial facts, and ensures that all children leave Year 2 knowing the pairs of numbers which make all the numbers up to 10 at least. Children will also have experienced and been taught pairs to 20. Children’s knowledge of number facts enables them to add several 1-digit numbers, and to add/subtract a 1-digit number to/from a 2-digit number. Another important conceptual tool is the ability to add/subtract 1 or 10, and to understand which digit changes and why. This understanding is extended to enable children to add and subtract multiples of 10 to and from any 2-digit number. The most important application of this knowledge is the ability to add or subtract any pair of 2-digit numbers by counting on or back in 10s and 1s. Children may extend this to adding by partitioning numbers into 10s and 1s.

Multiplication and Division: Children will be taught to count in 2s, 3s, 5s and 10s, and will relate this skill to repeated addition. Children will meet and begin to learn the associated $\times 2$, $\times 3$, $\times 5$ and $\times 10$ tables. Engaging in a practical way with the concept of repeated addition and the use of arrays enables children to develop a preliminary understanding of multiplication, and asking them to consider how many groups of a given number make a total will introduce them to the idea of division. Children will also be taught to double and halve numbers, and will thus experience scaling up or down as a further aspect of multiplication and division.

Fractions: Fractions will be introduced as numbers and as operators, specifically in relation to halves, quarters and thirds.

Year 1

	Mental calculation	Written calculation	Default for ALL children
Y1 +	Number bonds ('story' of 5, 6, 7, 8, 9 and 10) Count on in 1s from a given 2-digit number Add two 1-digit numbers Add three 1-digit numbers, spotting doubles or pairs to 10 Count on in 10s from any given 2-digit number Add 10 to any given 2-digit number Use number facts to add 1-digit numbers to 2-digit numbers <i>e.g. Use $4 + 3$ to work out $24 + 3$, $34 + 3$</i> Add by putting the larger number first		Pairs with a total of 10 Count in 1s Count in 10s Count on 1 from any given 2-digit number



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Y1 –	Number bonds ('story' of 5, 6, 7, 8, 9 and 10) Count back in 1s from a given 2-digit number Subtract one 1-digit number from another Count back in 10s from any given 2-digit number Subtract 10 from any given 2-digit number Use number facts to subtract 1-digit numbers from 2-digit numbers <i>e.g. Use $7 - 2$ to work out $27 - 2$, $37 - 2$</i>		Pairs with a total of 10 Count back in 1s from 20 to 0 Count back in 10s from 100 to 0 Count back 1 from any given 2-digit number
Y1 ×	Begin to count in 2s, 5s and 10s Begin to say what three 5s are by counting in 5s, or what four 2s are by counting in 2s, etc. Double numbers to 10		Begin to count in 2s and 10s Double numbers to 5 using fingers
Y1 ÷	Begin to count in 2s, 5s and 10s Find half of even numbers to 12 and know it is hard to halve odd numbers Find half of even numbers by sharing Begin to use visual and concrete arrays or 'sets of' to find how many sets of a small number make a larger number		Begin to count in 2s and 10s Find half of even numbers by sharing

Year 2



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	Mental calculation	Written calculation	Default for ALL children
Y2 +	<p>Number bonds – know all the pairs of numbers which make all the numbers to 12, and pairs with a total of 20</p> <p>Count on in 1s and 10s from any given 2-digit number</p> <p>Add two or three 1-digit numbers</p> <p>Add a 1-digit number to any 2-digit number using number facts, including bridging multiples of 10</p> <p>e.g. $45 + 4$ e.g. $38 + 7$</p> <p>Add 10 and small multiples of 10 to any given 2-digit number</p> <p>Add any pair of 2-digit numbers</p>		<p>Know pairs of numbers which make each total up to 10</p> <p>Add two 1-digit numbers</p> <p>Add a 1-digit number to a 2-digit number by counting on in 1s</p> <p>Add 10 and small multiples of 10 to a 2-digit number by counting on in 10s</p>
Y2 -	<p>Number bonds – know all the pairs of numbers which make all the numbers to 12</p> <p>Count back in 1s and 10s from any given 2-digit number</p> <p>Subtract a 1-digit number from any 2-digit number using number facts, including bridging multiples of 10</p> <p>e.g. $56 - 3$ e.g. $53 - 5$</p> <p>Subtract 10 and small multiples of 10 from any given 2-digit number</p> <p>Subtract any pair of 2-digit numbers by counting back in 10s and 1s or by counting up</p>		<p>Know pairs of numbers which make each total up to 10</p> <p>Subtract a 1-digit number from a 2-digit number by counting back in 1s</p> <p>Subtract 10 and small multiples of 10 from a 2-digit number by counting back in 10s</p>
Y2 x	<p>Count in 2s, 5s and 10s</p> <p>Begin to count in 3s</p> <p>Begin to understand that multiplication is repeated addition and to use arrays</p> <p>e.g. 3×4 is three rows of 4 dots</p> <p>Begin to learn the $\times 2$, $\times 3$, $\times 5$ and $\times 10$ tables, seeing these as 'lots of'</p> <p>e.g. 5 lots of 2, 6 lots of 2, 7 lots of 2</p> <p>Double numbers up to 20</p>		<p>Count in 2s, 5s and 10s</p> <p>Begin to use and understand simple arrays</p> <p>e.g. 2×4 is two lots of four</p> <p>Double numbers up to 10</p> <p>Double multiples of 10 to 50</p>



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	<p>Begin to double multiples of 5 to 100</p> <p>Begin to double 2-digit numbers less than 50 with 1s digits of 1, 2, 3, 4 or 5</p>		
Y2 ÷	<p>Count in 2s, 5s and 10s</p> <p>Begin to count in 3s</p> <p>Using fingers, say where a given number is in the 2s, 5s or 10s count</p> <p><i>e.g. 8 is the fourth number when I count in 2s</i></p> <p>Relate division to grouping</p> <p><i>e.g. How many groups of 5 in 15?</i></p> <p>Halve numbers to 20</p> <p>Begin to halve numbers to 40 and multiples of 10 to 100</p> <p>Find $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ and $\frac{3}{4}$ of a quantity of objects and of amounts (whole number answers)</p>		<p>Count in 2s, 5s and 10s</p> <p>Say how many rows in a given array</p> <p><i>e.g. How many rows of 5 are in an array of 3×5?</i></p> <p>Halve numbers to 12</p> <p>Find $\frac{1}{2}$ of amounts</p>



LOWER KEY STAGE 2

In Lower Key Stage 2, children build on the concrete and conceptual understandings they have gained in Key Stage 1 to develop a real mathematical understanding of the four operations, in particular developing arithmetical competence in relation to larger numbers.

Addition and subtraction: Children are taught to use place value and number facts to add and subtract numbers mentally and they will develop a range of strategies to enable them to discard the ‘counting in 1s’ or fingers-based methods of Key Stage 1. In particular, children will learn to add and subtract multiples and near multiples of 10, 100 and 1000, and will become fluent in complementary addition as an accurate means of achieving fast and accurate answers to 3-digit subtractions. Standard written methods for adding larger numbers are taught, learned and consolidated, and written column subtraction is also introduced.

Multiplication and division: This key stage is also the period during which all the multiplication and division facts are thoroughly memorised, including all facts up to 12×12 . Efficient written methods for multiplying or dividing a 2-digit or 3-digit number by a 1-digit number are taught, as are mental strategies for multiplication or division with large but ‘friendly’ numbers, e.g. when dividing by 5 or multiplying by 20.

Fractions and decimals: Children will develop their understanding of fractions, learning to reduce a fraction to its simplest form, as well as finding non-unit fractions of amounts and quantities. The concept of a decimal number is introduced and children consolidate a firm understanding of 1-place decimals, multiplying and dividing whole numbers by 10 and 100.



Year 3			
	Mental calculation	Written calculation	Default for ALL children
Y3 +	<p>Know pairs with each total to 20 e.g. $2 + 6 = 8$, $12 + 6 = 18$, $7 + 8 = 15$</p> <p>Know pairs of multiples of 10 with a total of 100</p> <p>Add any two 2-digit numbers by counting on in 10s and 1s or by using partitioning</p> <p>Add multiples and near multiples of 10 and 100</p> <p>Perform place-value additions without a struggle e.g. $300 + 8 + 50 = 358$</p> <p>Use place value and number facts to add a 1-digit or 2-digit number to a 3-digit number e.g. $104 + 56$ is 160 since $104 + 50 = 154$ and $6 + 4 = 10$</p> <p>$676 + 8$ is 684 since $8 = 4 + 4$ and $76 + 4 + 4 = 84$</p> <p>Add pairs of 'friendly' 3-digit numbers e.g. $320 + 450$</p> <p>Begin to add amounts of money using partitioning</p>	<p>Use expanded column addition to add two or three 3-digit numbers or three 2-digit numbers</p> <p>Begin to use compact column addition to add numbers with 3 digits</p> <p>Begin to add like fractions e.g. $\frac{3}{8} + \frac{1}{8} + \frac{1}{8}$</p> <p>Recognise fractions that add to 1 e.g. $\frac{1}{4} + \frac{3}{4}$ e.g. $\frac{3}{5} + \frac{2}{5}$</p>	<p>Know pairs of numbers which make each total up to 10, and which total 20</p> <p>Add two 2-digit numbers by counting on in 10s and 1s e.g. $56 + 35$ is $56 + 30$ and then add the 5</p> <p>Understand simple place-value additions e.g. $200 + 40 + 5 = 245$</p> <p>Use place value to add multiples of 10 or 100</p>
Y3 -	<p>Know pairs with each total to 20 e.g. $8 - 2 = 6$ e.g. $18 - 6 = 12$ e.g. $15 - 8 = 7$</p> <p>Subtract any two 2-digit numbers</p> <p>Perform place-value subtractions without a struggle</p>	<p>Use counting up as an informal written strategy for subtracting pairs of 3-digit numbers e.g. $423 - 357$</p> <p>Begin to subtract like fractions e.g. $\frac{7}{8} - \frac{3}{8}$</p>	<p>Know pairs of numbers which make each total up to 10, and which total 20</p> <p>Count up to subtract 2-digit numbers e.g. $72 - 47$</p> <p>Subtract multiples of 5 from 100 by counting up e.g. $100 - 35$</p>



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	<p>e.g. $536 - 30 = 506$</p> <p>Subtract 2-digit numbers from numbers ≥ 100 by counting up</p> <p>e.g. $143 - 76$ is done by starting at 76. Then add 4 (80), then add 20 (100), then add 43, making the difference a total of 67</p> <p>Subtract multiples and near multiples of 10 and 100</p> <p>Subtract, when appropriate, by counting back or taking away, using place value and number facts</p> <p>Find change from £1, £5 and £10</p>		<p>Subtract multiples of 10 and 100</p>
<p>Y3 x</p>	<p>Know by heart all the multiplication facts in the $\times 2$, $\times 3$, $\times 4$, $\times 5$, $\times 8$ and $\times 10$ tables</p> <p>Multiply whole numbers by 10 and 100</p> <p>Recognise that multiplication is commutative</p> <p>Use place value and number facts in mental multiplication</p> <p>e.g. 30×5 is 15×10</p> <p>Partition teen numbers to multiply by a 1-digit number</p> <p>e.g. 3×14 as 3×10 and 3×4</p> <p>Double numbers up to 50</p>	<p>Use partitioning (grid multiplication) to multiply 2-digit and 3-digit numbers by 'friendly' 1-digit numbers</p>	<p>Know by heart the $\times 2$, $\times 3$, $\times 5$ and $\times 10$ tables</p> <p>Double given tables facts to get others</p> <p>Double numbers up to 25 and multiples of 5 to 50</p>



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<p>Y3 ÷</p>	<p>Know by heart all the division facts derived from the $\times 2$, $\times 3$, $\times 4$, $\times 5$, $\times 8$ and $\times 10$ tables</p> <p>Divide whole numbers by 10 or 100 to give whole number answers</p> <p>Recognise that division is not commutative</p> <p>Use place value and number facts in mental division e.g. $84 \div 4$ is half of 42</p> <p>Divide larger numbers mentally by subtracting the 10th multiple as appropriate, including those with remainders e.g. $57 \div 3$ is $10 + 9$ as $10 \times 3 = 30$ and $9 \times 3 = 27$</p> <p>Halve even numbers to 100, halve odd numbers to 20</p>	<p>Perform divisions just above the 10th multiple using horizontal or vertical jottings and understanding how to give a remainder as a whole number</p> <p>Find unit fractions of quantities and begin to find non-unit fractions of quantities</p>	<p>Know by heart the division facts derived from the $\times 2$, $\times 3$, $\times 5$ and $\times 10$ tables</p> <p>Halve even numbers up to 50 and multiples of 10 to 100</p> <p>Perform divisions within the tables including those with remainders e.g. $38 \div 5$</p>
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Year 4			
	Mental calculation	Written calculation	Default for ALL children
Y4 +	<p>Add any two 2-digit numbers by partitioning or counting on</p> <p>Know by heart/quickly derive number bonds to 100 and to £1</p> <p>Add to the next 100, £1 and whole number</p> <p>e.g. $234 + 66 = 300$</p> <p>e.g. $3 \cdot 4 + 0 \cdot 6 = 4$</p> <p>Perform place-value additions without a struggle</p> <p>e.g. $300 + 8 + 50 + 4000 = 4358$</p> <p>Add multiples and near multiples of 10, 100 and 1000</p> <p>Add £1, 10p, 1p to amounts of money</p> <p>Use place value and number facts to add 1-, 2-, 3- and 4-digit numbers where a mental calculation is appropriate</p> <p>e.g. $4004 + 156$ by knowing that $6 + 4 = 10$ and that $4004 + 150 = 4154$ so the total is 4160</p>	<p>Column addition for 3-digit and 4-digit numbers</p> <p>e.g.</p> $\begin{array}{r} 5347 \\ 2286 \\ +1495 \\ \hline 9128 \end{array}$ <p>Add like fractions</p> <p>e.g. $\frac{3}{5} + \frac{4}{5} = \frac{7}{5} = 1\frac{2}{5}$</p> <p>Be confident with fractions that add to 1 and fraction complements to 1</p> <p>e.g. $\frac{2}{3} + _ = 1$</p>	<p>Add any 2-digit numbers by partitioning or counting on</p> <p>Number bonds to 20</p> <p>Know pairs of multiples of 10 with a total of 100</p> <p>Add 'friendly' larger numbers using knowledge of place value and number facts</p> <p>Use expanded column addition to add 3-digit numbers</p>
Y4 -	<p>Subtract any two 2-digit numbers</p> <p>Know by heart/quickly derive number bonds to 100</p> <p>Perform place-value subtractions without a struggle</p> <p>e.g. $4736 - 706 = 4030$</p> <p>Subtract multiples and near multiples of 10, 100, 1000, £1 and 10p</p> <p>Subtract multiples of 0.1</p> <p>Subtract by counting up</p> <p>e.g. $503 - 368$ is done by adding $368 + 2 + 30 + 100 + 3$ (so we added 135)</p> <p>Subtract, when appropriate, by counting back or taking away, using place value and number facts</p> <p>Subtract £1, 10p, 1p from amounts of money</p> <p>Find change from £10, £20 and £50</p>	<p>Use expanded column subtraction for 3- and 4-digit numbers</p> <p>Use complementary addition to subtract amounts of money, and for subtractions where the larger number is a near multiple of 1000 or 100</p> <p>e.g. $2002 - 1865$</p> <p>Subtract like fractions</p> <p>e.g. $\frac{4}{5} - \frac{3}{5} = \frac{1}{5}$</p> <p>Use fractions that add to 1 to find fraction complements to 1</p> <p>e.g. $1 - \frac{2}{3} = \frac{1}{3}$</p>	<p>Use counting up with confidence to solve most subtractions, including finding complements to multiples of 100</p> <p>e.g. $512 - 287$</p> <p>e.g. $67 + _ = 100$</p>



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<p>Y4 x</p>	<p>Know by heart all the multiplication facts up to 12×12</p> <p>Recognise factors up to 12 of 2-digit numbers</p> <p>Multiply whole numbers and 1-place decimals by 10, 100, 1000</p> <p>Multiply multiples of 10, 100 and 1000 by 1-digit numbers</p> <p>e.g. 300×6 e.g. 4000×8</p> <p>Use understanding of place value and number facts in mental multiplication</p> <p>e.g. 36×5 is half of 36×10 e.g. $50 \times 60 = 3000$</p> <p>Partition 2-digit numbers to multiply by a 1-digit number mentally</p> <p>e.g. 4×24 as 4×20 and 4×4</p> <p>Multiply near multiples by rounding</p> <p>e.g. 33×19 as $(33 \times 20) - 33$</p> <p>Find doubles to double 100 and beyond using partitioning</p> <p>Begin to double amounts of money</p> <p>e.g. $\pounds 35.60$ doubled is $\pounds 71.20$</p>	<p>Use a vertical written method to multiply a 1-digit number by a 3-digit number (ladder method)</p> <p>Use an efficient written method to multiply a 2-digit number by a number between 10 and 20 by partitioning (grid method)</p>	<p>Know by heart multiplication tables up to 10×10</p> <p>Multiply whole numbers by 10 and 100</p> <p>Use the grid method to multiply a 2-digit or a 3-digit number by a number ≤ 6</p>
<p>Y4 ÷</p>	<p>Know by heart all the division facts up to $144 \div 12$</p> <p>Divide whole numbers by 10, 100, to give whole number answers or answers with 1 decimal place</p> <p>Divide multiples of 100 by 1-digit numbers using division facts</p> <p>e.g. $3200 \div 8 = 400$</p> <p>Use place value and number facts in mental division</p> <p>e.g. $245 \div 20$ is half of $245 \div 10$</p> <p>Divide larger numbers mentally by subtracting the 10th or 20th multiple as appropriate</p>	<p>Use a written method to divide a 2-digit or a 3-digit number by a 1-digit number</p> <p>Give remainders as whole numbers</p> <p>Begin to reduce fractions to their simplest forms</p> <p>Find unit and non-unit fractions of larger amounts</p>	<p>Know by heart all the division facts up to $100 \div 10$</p> <p>Divide whole numbers by 10 and 100 to give whole number answers or answers with 1 decimal place</p> <p>Perform divisions just above the 10th multiple using the written layout and understanding how to give a remainder as a whole number</p> <p>Find unit fractions of amounts</p>



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	<p>e.g. $156 \div 6$ is $20 + 6$ as $20 \times 6 = 120$ and $6 \times 6 = 36$</p> <p>Find halves of even numbers to 200 and beyond using partitioning</p> <p>Begin to halve amounts of money</p> <p>e.g. half of $\pounds 52.40$ is $\pounds 26.20$</p>		
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UPPER KEY STAGE 2

Children move on from dealing mainly with whole numbers to performing arithmetic operations with both decimals and fractions.



<p>Addition and subtraction: Children will consolidate their use of written procedures in adding and subtracting whole numbers with up to 6 digits and also decimal numbers with up to 2 decimal places. Mental strategies for adding and subtracting increasingly large numbers will also be taught. These will draw upon children’s robust understanding of place value and knowledge of number facts. Negative numbers will be added and subtracted.</p>	<p>Multiplication and division: Efficient and flexible strategies for mental multiplication and division are taught and practised, so that children can perform appropriate calculations even when the numbers are large, such as $40\,000 \times 6$ or $40\,000 \div 8$. In addition, it is in Years 5 and 6 that children extend their knowledge and confidence in using written algorithms for multiplication and division.</p>	<p>Fractions, decimals, percentages and ratio: Fractions and decimals are also added, subtracted, divided and multiplied, within the bounds of children’s understanding of these more complicated numbers. Children will also calculate simple percentages and ratios.</p>
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Year 5

	Mental calculation	Written calculation	Default for ALL children
Y5 +	<p>Know number bonds to 1 and to the next whole number</p> <p>Add to the next 10 from a decimal number e.g. $13.6 + 6.4 = 20$</p> <p>Add numbers with 2 significant digits only, using mental strategies e.g. $3.4 + 4.8$ e.g. $23\,000 + 47\,000$</p> <p>Add 1- or 2-digit multiples of 10, 100, 1000, 10 000 and 100 000 e.g. $8000 + 7000$ e.g. $600\,000 + 700\,000$</p> <p>Add near multiples of 10, 100, 1000, 10 000 and 100 000 to other numbers e.g. $82\,472 + 30\,004$</p> <p>Add decimal numbers which are near multiples of 1 or 10, including money e.g. $6.34 + 1.99$ e.g. $£34.59 + £19.95$</p> <p>Use place value and number facts to add two or more ‘friendly’ numbers, including money and decimals e.g. $3 + 8 + 6 + 4 + 7$</p>	<p>Use column addition to add two or three whole numbers with up to 5 digits</p> <p>Use column addition to add any pair of 2-place decimal numbers, including amounts of money</p> <p>Begin to add related fractions using equivalences e.g. $\frac{1}{2} + \frac{1}{6} = \frac{3}{6} + \frac{1}{6}$</p> <p>Choose the most efficient method in any given situation</p>	<p>Add numbers with only 2 digits which are not zeros e.g. $3.4 + 5.8$</p> <p>Derive swiftly and without any difficulty number bonds to 100</p> <p>Add ‘friendly’ large numbers using knowledge of place value and number facts</p> <p>Use expanded column addition to add pairs of 4- and 5-digit numbers</p>



	<p>e.g. $0.6 + 0.7 + 0.4$ e.g. $2056 + 44$</p>		
<p>Y5 -</p>	<p>Subtract numbers with 2 significant digits only, using mental strategies e.g. $6.2 - 4.5$ e.g. $72\ 000 - 47\ 000$</p> <p>Subtract 1- or 2-digit multiples of 10, 100, 1000, 10 000 and 100 000 e.g. $8000 - 3000$ e.g. $60\ 000 - 200\ 000$</p> <p>Subtract 1- or 2-digit near multiples of 10, 100, 1000, 10 000 and 100 000 from other numbers e.g. $82\ 472 - 30\ 004$</p> <p>Subtract decimal numbers which are near multiples of 1 or 10, including money e.g. $6.34 - 1.99$ e.g. $£34.59 - £19.95$</p> <p>Use counting up subtraction, with knowledge of number bonds to 10, 100 or £1, as a strategy to perform mental subtraction e.g. $£10 - £3.45$ e.g. $1000 - 782$</p> <p>Recognise fraction complements to 1 and to the next whole number e.g. $1\frac{2}{5} + \frac{3}{5} = 2$</p>	<p>Use compact or expanded column subtraction to subtract numbers with up to 5 digits</p> <p>Use complementary addition for subtractions where the larger number is a multiple or near multiple of 1000</p> <p>Use complementary addition for subtractions of decimal numbers with up to 2 places, including amounts of money</p> <p>Begin to subtract related fractions using equivalences e.g. $\frac{1}{2} - \frac{1}{6} = \frac{2}{6}$</p> <p>Choose the most efficient method in any given situation</p>	<p>Derive swiftly and without difficulty number bonds to 100</p> <p>Use counting up with confidence to solve most subtractions, including finding complements to multiples of 1000 e.g. $3000 - 2387$</p>
<p>Y5 x</p>	<p>Know by heart all the multiplication facts up to 12×12</p> <p>Multiply whole numbers and 1- and 2-place decimals by 10, 100, 1000, 10 000</p> <p>Use knowledge of factors and multiples in multiplication</p>	<p>Use short multiplication to multiply a 1-digit number by a number with up to 4 digits</p> <p>Use long multiplication to multiply 3-digit and 4-digit numbers by a number between 11 and 20</p> <p>Choose the most efficient method in any given situation</p>	<p>Know multiplication tables to 11×11</p> <p>Multiply whole numbers and 1-place decimals by 10, 100 and 1000</p> <p>Use knowledge of factors as aids to mental multiplication e.g. 13×6 is double 13×3 e.g. 23×5 is $\frac{1}{2}$ of 23×10</p>



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	<p>e.g. 43×6 is double 43×3 e.g. 28×50 is $\frac{1}{2}$ of $28 \times 100 = 1400$</p> <p>Use knowledge of place value and rounding in mental multiplication e.g. 67×199 as $67 \times 200 - 67$</p> <p>Use doubling and halving as a strategy in mental multiplication e.g. 58×5 is half of 58×10 e.g. 34×4 is 34 doubled twice</p> <p>Partition 2-digit numbers, including decimals, to multiply by a 1-digit number mentally e.g. 6×27 as 6×20 (120) plus 6×7 (42) e.g. 6.3×7 as 6×7 (42) plus 0.3×7 (2.1)</p> <p>Double amounts of money by partitioning e.g. $\pounds 37.45$ doubled is $\pounds 37$ doubled ($\pounds 74$) plus 45p doubled (90p) giving a total of $\pounds 74.90$</p>	<p>Find simple percentages of amounts e.g. 10%, 5%, 20%, 15% and 50%</p> <p>Begin to multiply fractions and mixed numbers by whole numbers ≤ 10 e.g. $4 \times \frac{2}{3} = \frac{8}{3} = 2\frac{2}{3}$</p>	<p>Use the grid method to multiply numbers with up to 4 digits by 1-digit numbers Use the grid method to multiply 2-digit numbers by 2-digit numbers</p>
<p>Y5 <div style="text-align: center;">÷</div></p>	<p>Know by heart all the division facts up to $144 \div 12$ Divide whole numbers by 10, 100, 1000, 10 000 to give whole number answers or answers with 1, 2 or 3 decimal places Use doubling and halving as mental division strategies e.g. $34 \div 5$ is $(34 \div 10) \times 2$</p> <p>Use knowledge of multiples and factors, as well as tests for divisibility, in mental division e.g. $246 \div 6$ is $123 \div 3$ e.g. We know that 525 divides by 25 and by 3</p> <p>Halve amounts of money by partitioning e.g. $\frac{1}{2}$ of $\pounds 75.40 = \frac{1}{2}$ of $\pounds 75$ ($\pounds 37.50$) plus half of 40p (20p) which is $\pounds 37.70$</p> <p>Divide larger numbers mentally by subtracting the 10th or 100th multiple as appropriate</p>	<p>Use short division to divide a number with up to 4 digits by a number ≤ 12 Give remainders as whole numbers or as fractions Find non-unit fractions of large amounts Turn improper fractions into mixed numbers and vice versa Choose the most efficient method in any given situation</p>	<p>Know by heart division facts up to $121 \div 11$ Divide whole numbers by 10, 100 or 1000 to give answers with up to 1 decimal place Use doubling and halving as mental division strategies Use an efficient written method to divide numbers ≤ 1000 by 1-digit numbers Find unit fractions of 2- and 3-digit numbers</p>



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	<p>e.g. $96 \div 6$ is $10 + 6$, as $10 \times 6 = 60$ and $6 \times 6 = 36$</p> <p>e.g. $312 \div 3$ is $100 + 4$ as $100 \times 3 = 300$ and $4 \times 3 = 12$</p> <p>Know tests for divisibility by 2, 3, 4, 5, 6, 9 and 25</p> <p>Know square numbers and cube numbers</p> <p>Reduce fractions to their simplest form</p>		
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Year 6			
	Mental calculation	Written calculation	Default for ALL children



Pool Hayes Primary Calculation Policy

<p>Y6 +</p>	<p>Know by heart number bonds to 100 and use these to derive related facts e.g. $3\cdot46 + 0\cdot54$</p> <p>Derive, quickly and without difficulty, number bonds to 1000</p> <p>Add small and large whole numbers where the use of place value or number facts makes the calculation do-able mentally e.g. $34\ 000 + 8000$</p> <p>Add multiples of powers of 10 and near multiples of the same e.g. $6345 + 199$</p> <p>Add negative numbers in a context such as temperature where the numbers make sense</p> <p>Add two 1-place decimal numbers or two 2-place decimal numbers less than 1 e.g. $4\cdot5 + 6\cdot3$ e.g. $0\cdot74 + 0\cdot33$</p> <p>Add positive numbers to negative numbers e.g. <i>Calculate a rise in temperature or continue a sequence beginning with a negative number</i></p>	<p>Use column addition to add numbers with up to 5 digits</p> <p>Use column addition to add decimal numbers with up to 3 decimal places</p> <p>Add mixed numbers and fractions with different denominators</p>	<p>Derive, swiftly and without difficulty, number bonds to 100</p> <p>Use place value and number facts to add 'friendly' large or decimal numbers e.g. $3\cdot4 + 6\cdot6$ e.g. $26\ 000 + 54\ 000$</p> <p>Use column addition to add numbers with up to 4-digits</p> <p>Use column addition to add pairs of 2-place decimal numbers</p>
<p>Y6 -</p>	<p>Use number bonds to 100 to perform mental subtraction of any pair of integers by complementary addition e.g. $1000 - 654$ as $46 + 300$ in our heads</p> <p>Use number bonds to 1 and 10 to perform mental subtraction of any pair of 1-place or 2-place decimal numbers using complementary addition and including money e.g. $10 - 3\cdot65$ as $0\cdot35 + 6$ e.g. $£50 - £34\cdot29$ as $71p + £15$</p> <p>Use number facts and place value to perform mental subtraction of large numbers or decimal numbers with</p>	<p>Use column subtraction to subtract numbers with up to 6 digits</p> <p>Use complementary addition for subtractions where the larger number is a multiple or near multiple of 1000 or 10 000</p> <p>Use complementary addition for subtractions of decimal numbers with up to 3 places, including money</p> <p>Subtract mixed numbers and fractions with different denominators</p>	<p>Use number bonds to 100 to perform mental subtraction of numbers up to 1000 by complementary addition e.g. $1000 - 654$ as $46 + 300$ in our heads</p> <p>Use complementary addition for subtraction of integers up to 10 000 e.g. $2504 - 1878$</p> <p>Use complementary addition for subtractions of 1-place decimal numbers and amounts of money e.g. $£7\cdot30 - £3\cdot55$</p>



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	<p>up to 2 places e.g. $467\,900 - 3005$ e.g. $4.63 - 1.02$</p> <p>Subtract multiples of powers of 10 and near multiples of the same</p> <p>Subtract negative numbers in a context such as temperature where the numbers make sense</p>		
<p>Y6 x</p>	<p>Know by heart all the multiplication facts up to 12×12</p> <p>Multiply whole numbers and decimals with up to 3 places by 10, 100 or 1000 e.g. $234 \times 1000 = 234\,000$ e.g. $0.23 \times 1000 = 230$</p> <p>Identify common factors, common multiples and prime numbers and use factors in mental multiplication e.g. 326×6 is 652×3 which is 1956</p> <p>Use place value and number facts in mental multiplication e.g. $4000 \times 6 = 24\,000$ e.g. $0.03 \times 6 = 0.18$</p> <p>Use doubling and halving as mental multiplication strategies, including to multiply by 2, 4, 8, 5, 20, 50 and 25 e.g. 28×25 is a quarter of $28 \times 100 = 700$</p> <p>Use rounding in mental multiplication e.g. 34×19 as $(34 \times 20) - 34$</p> <p>Multiply 1- and 2-place decimals by numbers up to and including 10 using place value and partitioning e.g. 3.6×4 is $12 + 2.4$ e.g. 2.53×3 is $6 + 1.5 + 0.09$</p> <p>Double decimal numbers with up to 2 places using partitioning e.g. 36.73 doubled is double 36 (72) plus double</p>	<p>Use short multiplication to multiply a 1-digit number by a number with up to 4 digits</p> <p>Use long multiplication to multiply a 2-digit number by a number with up to 4 digits</p> <p>Use short multiplication to multiply a 1-digit number by a number with 1 or 2 decimal places, including amounts of money</p> <p>Multiply fractions and mixed numbers by whole numbers</p> <p>Multiply fractions by proper fractions</p> <p>Use percentages for comparison and calculate simple percentages</p>	<p>Know by heart all the multiplication facts up to 12×12</p> <p>Multiply whole numbers and 1- and 2-place decimals by 10, 100 and 1000</p> <p>Use an efficient written method to multiply a 1-digit or a teen number by a number with up to 4 digits by partitioning (grid method)</p> <p>Multiply a 1-place decimal number up to 10 by a number ≤ 100 using the grid method</p>



	<i>0.73 (1.46)</i>		
Y6 ÷	<p>Know by heart all the division facts up to $144 \div 12$</p> <p>Divide whole numbers by powers of 10 to give whole number answers or answers with up to 3 decimal places</p> <p>Identify common factors, common multiples and primes numbers and use factors in mental division e.g. $438 \div 6$ is $219 \div 3$ which is 73</p> <p>Use tests for divisibility to aid mental calculation</p> <p>Use doubling and halving as mental division strategies, for example to divide by 2, 4, 8, 5, 20 and 25 e.g. $628 \div 8$ is halved three times: $314, 157, 78.5$</p> <p>Divide 1- and 2-place decimals by numbers up to and including 10 using place value e.g. $2.4 \div 6 = 0.4$ e.g. $0.65 \div 5 = 0.13$ e.g. $\pounds 6.33 \div 3 = \pounds 2.11$</p> <p>Halve decimal numbers with up to 2 places using partitioning e.g. Half of 36.86 is half of 36 (18) plus half of 0.86 (0.43)</p> <p>Know and use equivalence between simple fractions, decimals and percentages, including in different contexts</p> <p>Recognise a given ratio and reduce a given ratio to its lowest terms</p>	<p>Use short division to divide a number with up to 4 digits by a 1-digit or a 2-digit number</p> <p>Use long division to divide 3-digit and 4-digit numbers by 'friendly' 2-digit numbers</p> <p>Give remainders as whole numbers or as fractions or as decimals</p> <p>Divide a 1-place or a 2-place decimal number by a number ≤ 12 using multiples of the divisors</p> <p>Divide proper fractions by whole numbers</p>	<p>Know by heart all the division facts up to $144 \div 12$</p> <p>Divide whole numbers by 10, 100, 1000 to give whole number answers or answers with up to 2 decimal places</p> <p>Use an efficient written method, involving subtracting powers of 10 times the divisor, to divide any number of up to 1000 by a number ≤ 12 e.g. $836 \div 11$ as $836 - 770$ (70×11) leaving 66 which is 6×11, giving the answer 76</p> <p>Divide a 1-place decimal by a number ≤ 10 using place value and knowledge of division facts</p>



Current Policy Date: Autumn term 2015

Review: Every 2 years

Date of Next Review: Autumn term 2017