

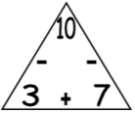
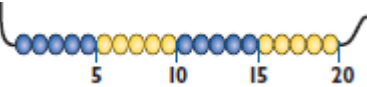


## New Mental Calculations: Expectations for FS to Y6 Curriculum 2014

Reception		
<ul style="list-style-type: none"> <li>• all pairs of numbers with a total of 10, e.g. 3 + 7 (L2)</li> <li>• addition and subtraction facts for all numbers to at least 5 (L1)</li> <li>• addition doubles of all numbers to at least 10, e.g. 4 + 4. (L2)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Count</b> reliably with numbers from 1 - 20.</li> <li>• Say which is 1 <b>more</b> or 1 <b>less</b> than a given number (to 20).</li> <li>• <b>Add &amp; subtract two single digit numbers.</b> ELG</li> <li>• <b>Count on or back</b> to find the answer. ELG</li> <li>• Solve problems, including doubling, halving &amp; sharing. ELG</li> </ul>	<p><b>Add and subtract a single digit to or from a single digit</b></p> <ul style="list-style-type: none"> <li>• 6 + 1      4 + 5      3 + □ = 8      5 - 2      8 - 3      (L1)</li> <li>• 5 + □ = 12    5 + 6 + 2    1 + 8 + 2      (L2)</li> </ul> <p><b>Doubles of all numbers to 10</b> (L2)</p> <ul style="list-style-type: none"> <li>• double 4    half of 6    (doubles to 5 = L1)</li> <li>• double 6</li> </ul>
Year 1		
<p><b>Rapid recall - Children should be able to recall rapidly:</b></p>	<p><b>Mental strategies - children should be able to use the following strategies, as appropriate, for mental calculations:</b></p>	<p><b>Children should be able to calculate mentally:</b></p>
<ul style="list-style-type: none"> <li>• addition and subtraction facts for all numbers to at least 10 (L2)</li> <li>• all pairs of numbers with a total of 20 e.g. 13 + 7 (L3-)</li> <li>• doubles of all numbers to 20 and the corresponding halves (L3-)</li> </ul> <div style="text-align: center; margin-top: 10px;">  </div>	<ul style="list-style-type: none"> <li>• count on or back in ones to and across 100 forwards and backwards, from 0, 1 or any given number;</li> <li>• 1 more or less than any 2 digit number;</li> <li>• 10 more or less than a multiple of 10;</li> <li>• add by counting on from the larger number;</li> <li>• take away a small number by counting back;</li> <li>• find a small difference by counting up;</li> <li>• reorder numbers in a calculation;</li> <li>• begin to bridge through 10, and later 20, when adding a single-digit number and two digit numbers;</li> <li>• use known number facts and place value to add or subtract pairs of single-digit numbers;</li> <li>• counting on and back in twos, fives and tens;</li> <li>• identify near doubles, using doubles already known;</li> <li>• use patterns of similar calculations.</li> </ul>	<p><b>Add and subtract a single digit to or from a single digit</b></p> <ul style="list-style-type: none"> <li>• 6 + 1      4 + 5      3 + □ = 8      5 - 2      8 - 3      (L1)</li> <li>• 5 + □ = 12    5 + 6 + 2    1 + 8 + 2      (L2)</li> </ul> <p><b>Add and subtract a single digit to or from a multiple of 10</b> (L2)</p> <ul style="list-style-type: none"> <li>• 50 + 6</li> </ul> <p><b>Add and subtract a single digit to or from a two-digit number</b> (L2)</p> <ul style="list-style-type: none"> <li>• 12 - 1    12 + 3    13 + 5    13 - 1    17 - 3    (L2-)</li> <li>• 15 - 6    11 - 6    19 + 5</li> </ul> <p><b>Add and subtract 10 from a two-digit number</b> (L2-)</p> <ul style="list-style-type: none"> <li>• 30 + 10      40 - 10      37 + 10</li> </ul> <p><b>Doubles of all numbers to 10</b> (L2)</p> <ul style="list-style-type: none"> <li>• double 4    half of 6    (doubles to 5 = L1)</li> <li>• double 6</li> </ul> <p><b>Doubles of numbers to 20 and corresponding halves</b> (L3-)</p>


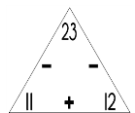

## New Mental Calculations: Expectations for FS to Y6 Curriculum 2014

### Year 2

Rapid recall - Children should be able to recall rapidly:	Mental strategies - children should be able to use the following strategies, as appropriate, for mental calculations:	Children should be able to calculate mentally:
<ul style="list-style-type: none"> <li>• addition and subtraction facts for all numbers to 20 fluently <span style="color: red;">(L3)</span></li> <li>• all pairs of multiples of 10 with a total of 100 e.g. 30 + 70 <span style="color: red;">(L2)</span></li> <li>• sums and differences of multiples of 10 <span style="color: red;">(L2)</span></li> <li>• doubles of numbers to 20 <span style="color: red;">(L3-)</span></li> <li>• recall and use multiplication and division facts for the 2, 5 and 10 times tables <span style="color: red;">(L3)</span></li> </ul> <div style="text-align: center; margin-top: 10px;">     <p style="text-align: center;">triangular bonds</p>  </div>	<ul style="list-style-type: none"> <li>• counting on and back in twos, threes, fives and tens;</li> <li>• find 10 more or less than a given number</li> <li>• add two digit number and ones</li> <li>• add two digit number and tens</li> <li>• add 2 two digit numbers</li> <li>• add three single digit numbers by putting the largest number first and / or find a pair totalling 10;</li> <li>• add by partitioning into tens and ones then recombine;</li> <li>• bridge through 10 or 20;</li> <li>• use known number facts and place value to add or subtract pairs of numbers;</li> <li>• add or subtract 9, 19, 11 or 21 by rounding and compensating;</li> <li>• identify near doubles;</li> <li>• use patterns of similar calculations;</li> <li>• find a small difference by counting up from the smaller to the larger number;</li> <li>• reorder numbers in a calculation;</li> <li>• use the relationship between addition and subtraction;</li> <li>• use doubles and halves and halving as the inverse of doubling.</li> </ul>	<p><b>Add and subtract any single digit to or from a multiple of 10</b> <span style="color: red;">(L2)</span></p> <p>• 30 + 4    30 + □ = 34    □ + 4 = 34    80 - 7</p> <p><b>Add and subtract any single digit to or from any two digit number</b> <span style="color: red;">(L2)</span></p> <p>• 32 + 5    37 + 8    58 + 9    56 + 7</p> <p>• 86 - 4    37 - 8    72 - 8    29 - 5</p> <p><b>Add and subtract a multiple of 10 to or from any multiple of 10</b> <span style="color: red;">(L2)</span></p> <p>• 50 + 30    90 - 20</p> <p><b>Add and subtract a multiple of 10 to or from any two digit number without crossing 100</b> <span style="color: red;">(L2)</span></p> <p>• 57 + 40    37 + 50    25 + □ = 35    □ + 10 = 35</p> <p>• 84 - 30    49 - □ = 39    □ - 10 = 39</p> <p><b>Add and subtract a two-digit number to or from a two digit number</b> <span style="color: red;">(L2 with support - L3 without)</span></p> <p>• 54 + 19    36 + 29    25 - 12    30 - 15    75 - 43    24 + 19</p> <p><b>Find out what must be added to any two digit multiple of 10 to make 100</b> <span style="color: red;">(L2)</span></p> <p>• 40 + □ = 100    70 + □ = 100</p> <p><b>Subtract a two digit-number from any two-digit number when the difference is less than 10</b> <span style="color: red;">(L2)</span></p> <p>• 78 - 71    52 - 48</p> <p><b>Adding three or more numbers</b> <span style="color: red;">(L2)</span></p> <p>• 3 + 12 + 7    25 + 10 + 9    18 - 5 + 6    40 + 10 + 50</p> <p><b>Doubles of any multiple of 5 up to 50 and corresponding halves</b> <span style="color: red;">(L3)</span></p>

## New Mental Calculations: Expectations for FS to Y6 Curriculum 2014

### Year 3

Rapid recall - Children should be able to recall rapidly:	Mental strategies - children should be able to use the following strategies, as appropriate, for mental calculations:	Children should be able to calculate mentally:
<ul style="list-style-type: none"> <li>• all pairs of multiples of 100 with a total of 1000 <b>(L3)</b></li> <li>• derive quickly all number pairs that total 100 e.g. <math>62 + 38</math>, <math>75 + 25</math>, <math>40 + 60</math> <b>(L3)</b></li> <li>• all pairs of multiples of 5 with a total of 100 <b>(L3)</b></li> <li>• recall and use multiplication facts for the 3, 4 and 8 times-tables and corresponding division facts <b>(L3)</b></li> <li>• doubles of two-digit numbers <b>(L3)</b></li> </ul> <div style="text-align: center; margin: 10px 0;">  </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>triangular bond cards</p> </div> <div style="text-align: center;">  <p>arrays</p> </div> </div>	<ul style="list-style-type: none"> <li>• count on or back in hundreds, tens or ones;</li> <li>• count on and back from zero in steps of 4, 8, 50 and 100</li> <li>• count up and down in tenths</li> <li>• find 10 or 100 more or less than a given number</li> <li>• add a 3 digit number and ones</li> <li>• add a 3 digit number and tens</li> <li>• add a 3 digit number and hundreds</li> <li>• add or subtract mentally a 'near multiple of 10'</li> <li>• partition into hundreds, tens and ones and in different ways, then recombine (<math>724 = 700 + 20 + 4</math>) (<math>724 = 600 + 110 + 14</math>);</li> <li>• find a small difference by counting up from the smaller to the larger number;</li> <li>• reorder numbers in a calculation;</li> <li>• estimate the answer and use inverse calculations to check answers;</li> <li>• add four small numbers by putting the largest number first and/or by finding pairs totalling 9, 10 or 11;</li> <li>• use knowledge of number facts and place value to add or subtract pairs of numbers;</li> <li>• use doubling or halving;</li> <li>• identify near doubles;</li> <li>• multiply a number by 10 / 100;</li> <li>• use knowledge of number facts and place value to multiply or divide by 2, 5, 10, 100;</li> </ul>	<p><b>Add and subtract any single digit to any two- or three-digit number</b></p> <ul style="list-style-type: none"> <li>• <math>36 + 3</math>   <math>67 + 5</math>   <math>62 + 7</math>   <math>8 + 45</math>   <math>39 - 6</math>   <math>48 - 6</math>   <math>60 - 8</math>   <math>82 - 7</math> <b>(L2)</b></li> <li>• <math>387 + 4</math>   <math>391 + 4</math> <b>(L2+)</b></li> </ul> <p><b>Find what must be added to/subtracted from any two- or three-digit number to make the next higher/lower multiple of 10</b></p> <ul style="list-style-type: none"> <li>• <math>64 + \square = 70</math>   <math>56 - \square = 50</math>   <math>647 + \square = 650</math>   <math>246 - \square = 240</math> <b>(L2+)</b></li> </ul> <p><b>Add and subtract multiples of 10 and 100</b></p> <ul style="list-style-type: none"> <li>• <math>30 + 80</math>   <math>70 - 50</math> <b>(L2)</b></li> <li>• <math>800 + 500</math>   <math>300 + 400</math>   <math>300 + \square = 1000</math>   <math>160 - 70</math>   <math>500 - 200</math>   <math>900 - \square = 400</math> <b>(L3)</b></li> </ul> <p><b>Add and subtract a two-digit number to or from a two-digit number <b>(L3)</b></b></p> <ul style="list-style-type: none"> <li>• <math>33 + 45</math>   <math>57 + 22</math>   <math>38 + 19</math>   <math>47 + 29</math></li> <li>• <math>87 - 24</math>   <math>37 - 26</math>   <math>34 - 18</math>   <math>80 - 27</math>   <math>52 - 39</math>   <math>71 - 68</math></li> </ul> <p><b>Add and subtract a multiple of 10 or 100 to or from any two- or three-digit number</b></p> <ul style="list-style-type: none"> <li>• <math>38 + 40</math>   <math>58 + 30</math>   <math>35 + \square = 95</math>   <math>65 - 20</math>   <math>75 - \square = 40</math>   <math>\square - 50 = 23</math> <b>(L2)</b></li> <li>• <math>427 + 40</math>   <math>387 + 400</math>   <math>647 - 300</math> <b>(L3)</b></li> </ul> <p><b>Subtract a three-digit number from a three digit number when the difference is less than 10 <b>(L3)</b></b></p> <ul style="list-style-type: none"> <li>• <math>305 - 297</math>   <math>458 - 451</math>   <math>603 - 597</math></li> </ul> <p><b>Multiply one- and two-digit numbers by 10 and 100 <b>(L3)</b></b></p> <ul style="list-style-type: none"> <li>• <math>15 \times 10</math>   <math>6 \times 100</math>   <math>37 \times \square = 370</math></li> </ul> <p><b>Divide any multiple of 10 by 10 and any multiple of 100 by 100</b></p> <ul style="list-style-type: none"> <li>• <math>60 \div 10</math> <b>(L3-)</b></li> <li>• <math>700 \div 100</math>   <math>400 \div \square = 4</math> <b>(L3)</b></li> </ul> <p><b>Doubles of multiples of 5 to 100 <b>(L3)</b></b></p> <ul style="list-style-type: none"> <li>• double 80   double 75</li> </ul>

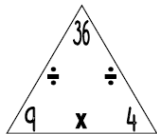

## New Mental Calculations: Expectations for FS to Y6 Curriculum 2014

### Year 4

Rapid recall - Children should be able to recall rapidly:	Mental strategies - children should be able to use the following strategies, as appropriate, for mental calculations:	Children should be able to calculate mentally:
<ul style="list-style-type: none"> <li>• derive sums and differences of pairs of multiples of 10, 100 or 1000 <b>(L3+)</b></li> <li>• recall multiplication facts to 12 x 12 <b>(L4)</b></li> <li>• recall division facts to 12 x 12 <b>(L4)</b></li> <li>• know multiples of numbers to 10 up to the tenth multiple <b>(L3)</b></li> </ul> <div style="text-align: center; margin: 10px 0;"> <p>Triangular bond cards</p> </div> <div style="margin-left: 20px; margin-bottom: 10px;"> </div>	<ul style="list-style-type: none"> <li>• count on or back in repeated steps of 1, 10, 100, or 1000;</li> <li>• count on and back from zero in multiples of 6, 7, 9, 25 and 1000</li> <li>• count backwards through zero to include negative numbers</li> <li>• count up and down in hundredths</li> <li>• find 1000 more or less than a given number</li> <li>• count up through the next multiple of 10, 100 or 1000;</li> <li>• reorder numbers in a calculation;</li> <li>• add 3 or 4 small numbers, finding pairs totalling 10;</li> <li>• partition in different ways</li> <li>• use knowledge of number facts and place value to add or subtract</li> <li>• add or subtract the nearest multiple of 10 then adjust;</li> <li>• identify near doubles;</li> <li>• estimate the answer and use inverse calculations to check answers;</li> <li>• double any two-digit number by doubling tens first;</li> <li>• use known number facts and place value to multiply or divide,</li> <li>• multiply and divide by 10 and then 100, with answers in tenths and hundredths;</li> <li>• multiply three single digits together</li> <li>• partition to carry out multiplication;</li> <li>• use doubling or halving (including double double)</li> <li>• use closely related facts to carry out multiplication and division;</li> <li>• use the relationship between multiplication and division.</li> </ul>	<p><b>Children should be able to calculate mentally:</b></p> <p><b>Add and subtract multiples of 10, 100 and 1000 <b>(L3)</b></b></p> <ul style="list-style-type: none"> <li>• 160 + 370    370 + □ = 1000    570 + 300    800 + 500    5000 + 3000    80 + 50 + 30</li> <li>• 900 - 400    960 - 500    810 - 380    910 - 740    7000 - 4000    365 - 40    1000 - 110</li> </ul> <p><b>Add and subtract any pair of two-digit numbers <b>(L3)</b></b></p> <ul style="list-style-type: none"> <li>• 26 + 47    38 + 85    47 + 58    38 + 69    58 + 74    68 + □ = 150</li> <li>• 43 - 16    92 - 47    83 - 35    91 - 55    64 - 19    73 - 68</li> </ul> <p><b>Find out what must be added to/subtracted from any two- or three-digit number to make the next higher/lower multiple of 100 or 1000 <b>(L3)</b></b></p> <ul style="list-style-type: none"> <li>• 374 + □ = 400    826 - □ = 800;</li> </ul> <p><b>Subtract any three or four-digit number from any three or four-digit number when the difference is <u>small</u> <b>(L3)</b></b></p> <ul style="list-style-type: none"> <li>• 403 - 386    3641 - 3628    6002 - 5991;</li> </ul> <p><b>Multiply and divide any two-digit multiple of 10 by 2, 3, 4, 5 <b>(L3+)</b></b></p> <ul style="list-style-type: none"> <li>• 60 x 4    80 x 3    40 x 5    90 x 3    70 x 5</li> <li>• 80 ÷ 4    150 ÷ 3    450 ÷ 9</li> </ul> <p><b>Multiply and divide numbers to 1000 by 10 and then 100 (whole-number answers) <b>(L4)</b></b></p> <ul style="list-style-type: none"> <li>• 26 x 10    351 x 10    79 x 100    976 x 10</li> <li>• 600 ÷ 10    580 ÷ 10    4000 ÷ □ = 400</li> <li>• What number is 10 times smaller than 2450?</li> </ul> <p><b>Doubles of any two-digit number and corresponding halves <b>(L3)</b></b></p> <ul style="list-style-type: none"> <li>• double 36    half of 58    half of 72</li> </ul> <p><b>Double any multiple of 10 and 100 and corresponding halves <b>(L3)</b></b></p> <ul style="list-style-type: none"> <li>• double 380    double 470    half of 760    half of 130</li> </ul> <p><b>Double any multiple of 5 to 100 <b>(L3)</b></b></p>

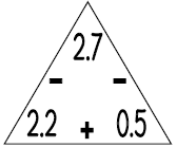

## New Mental Calculations: Expectations for FS to Y6 Curriculum 2014

### Year 5

Rapid recall - Children should be able to recall rapidly:	Mental strategies - children should be able to use the following strategies, as appropriate, for mental calculations:	Children should be able to calculate mentally:
<ul style="list-style-type: none"> <li>• derive sums and differences, doubles and halves of decimals, e.g. <math>6.5 \pm 2.7</math>, halve 5.6, double 0.34 <span style="color: red;">(L4)</span></li> <li>• derive related multiplication and division facts involving decimals, e.g. <math>0.8 \times 7</math>, <math>4.8 \div 6</math> <span style="color: red;">(L4)</span> <math>0.7 \times 0.8</math> <span style="color: red;">(L5)</span></li> <li>• squares of numbers to <math>12 \times 12</math> and the corresponding squares of multiples of 10 <span style="color: red;">(L4)</span></li> <li>• identify prime numbers less than 100 <span style="color: red;">(L5)</span></li> </ul> <div style="text-align: center; margin: 10px 0;">  <p>Triangular bond cards</p> </div> <div style="margin-top: 10px;">  </div>	<ul style="list-style-type: none"> <li>• count forwards and backwards in steps of powers of 10 for any given number up to 1 million</li> <li>• partition into hundreds, tens and ones, adding the most significant digit first;</li> <li>• add and subtract numbers mentally with increasingly large numbers</li> <li>• add or subtract the nearest multiple of 10 or 100 then adjust;</li> <li>• identify near doubles;</li> <li>• use rounding to check answers</li> <li>• identify all <b>multiples &amp; factors</b>, including finding all factor pairs of a number, &amp; common factors of two numbers.</li> <li>• know &amp; use the <b>vocabulary of prime numbers, prime factors &amp; composite</b> (non-prime) numbers</li> <li>• establish where a number up to 100 is <b>prime</b> &amp; recall prime numbers up to 19.</li> <li>• recognise &amp; use <b>square numbers &amp; cube numbers</b>, &amp; the notation for squared 2 and cubed 3.</li> <li>• partition to carry out multiplication;</li> <li>• use doubling and halving;</li> <li>• use closely related facts to carry out multiplication and division;</li> <li>• multiply and divide by 10, 100 and 1000 involving decimals;</li> <li>• use knowledge of number facts and place value to multiply or divide.</li> </ul>	<p><b>Add and subtract any pair of three digit multiples of 10</b> <span style="color: red;">(L3)</span></p> <ul style="list-style-type: none"> <li>• <math>570 + 250</math>      <math>620 - 380</math></li> </ul> <p><b>Find what must be added to a decimal fraction with units and tenths to make the next whole higher number</b> <span style="color: red;">(L4)</span></p> <ul style="list-style-type: none"> <li>• <math>4.3 + \square = 5</math>      <math>7.3 + \square = 8</math></li> </ul> <p><b>Add and subtract any pair of two-digit decimal fraction</b> <span style="color: red;">(L4)</span></p> <ul style="list-style-type: none"> <li>• <math>5.7 + 2.5</math>    <math>2.4 + 8.7</math>    <math>0.24 + \square = 0.78</math>    <math>6.1 - 2.4</math>    <math>0.63 - 0.48</math>    <math>13.6 - 2.8</math>    <math>0.95 - \square = 0.67</math></li> </ul> <p><b>Add and subtract a near multiple of 100 or 1000 from any three or four-digit number</b> <span style="color: red;">(L4)</span></p> <ul style="list-style-type: none"> <li>• <math>274 + 96</math>      <math>2006 - 289</math>      <math>3456 + 1999</math></li> </ul> <p><b>Subtract one near multiple of 1000 from another</b> <span style="color: red;">(L4)</span></p> <ul style="list-style-type: none"> <li>• <math>5001 - 1997</math>      <math>8006 - 2993</math>      <math>4005 - 1997</math>      <math>7003 - 6899</math>      <math>6070 - 4097</math></li> </ul> <p><b>Multiply any two-digit multiple of 10 by a single-digit</b> <span style="color: red;">(L4)</span></p> <ul style="list-style-type: none"> <li>• <math>60 \times 7</math>    <math>90 \times 6</math>    <math>8 \times \square = 400</math></li> </ul> <p><b>Multiply and divide any two-digit number by a single digit</b> <span style="color: red;">(L4)</span></p> <ul style="list-style-type: none"> <li>• <math>47 \times 5</math>    <math>16 \times 6</math>    <math>25 \times 9</math>    <math>80 \div 4</math>    <math>72 \div 3</math>    <math>96 \div 8</math>    <math>68 \div 4</math></li> </ul> <p><b>Multiply pairs of multiples of 10 and 100 and derive corresponding division facts</b> <span style="color: red;">(L4)</span></p> <ul style="list-style-type: none"> <li>• <math>50 \times 60</math>      <math>20 \times \square = 6000</math>    <math>50 \times \square = 3000</math>    <math>2100 \div 70</math>    <math>3500 \div 50</math></li> <li>• <math>50 \times 900</math>      <span style="color: red;">(L5)</span></li> </ul> <p><b>Multiply and divide whole numbers and decimals by 10, 100 or 1000</b></p> <ul style="list-style-type: none"> <li>• <math>132 \div 10</math>    <math>79 \times 100</math>    <math>935 \times 100</math>    <math>4000 \div 10</math>    <math>3600 \div 100</math>    <math>3400 \div \square = 100</math> <span style="color: red;">(L4)</span></li> <li>• <math>0.42 \times \square = 42</math>    <math>31.5 \div 10</math> <span style="color: red;">(L5)</span></li> </ul> <p><b>Double any whole number from 1 to 100, multiples of 10 to 1000, and find corresponding halves</b> <span style="color: red;">(L3)</span></p> <p><b>Doubles and halves of two-digit decimal fractions</b> <span style="color: red;">(L4)</span></p> <ul style="list-style-type: none"> <li>• double 0.34    double 1.7    half of 5.6    half of 0.92</li> </ul> <p><b>Find 50%, 25%, 10% of a small whole number or quantities</b> <span style="color: red;">(L4)</span></p> <ul style="list-style-type: none"> <li>• 25% of £8      Find 25% of £100      Find 70% of 100cm</li> </ul>

## New Mental Calculations: Expectations for FS to Y6 Curriculum 2014

### Year 6

Rapid recall - Children should be able to recall rapidly:	Mental strategies - children should be able to use the following strategies, as appropriate, for mental calculations:	Children should be able to calculate mentally:
<ul style="list-style-type: none"> <li>• consolidate all strategies from previous years;</li> </ul> <div style="text-align: center; margin: 10px 0;">  <p>Triangular bond cards</p> </div> <div style="text-align: center; margin: 10px 0;">  </div>	<ul style="list-style-type: none"> <li>• consolidate all strategies from previous years;</li> <li>• use knowledge of number facts and place value to add or subtract</li> <li>• add or subtract the nearest multiple of 10, 100 or 1000, then adjust;</li> <li>• continue to use the relationship between addition and subtraction;</li> <li>• use factors (factorising);</li> <li>• identify <b>common factors, common multiples &amp; prime numbers.</b></li> <li>• partition to carry out multiplication;</li> <li>• use doubling and halving;</li> <li>• use closely related facts to carry out multiplication and division;</li> <li>• use the relationship between multiplication and division;</li> <li>• use knowledge of number facts and place value to multiply or divide.</li> </ul>	<p><b>Add and subtract any pair of three-digit multiples of 10</b> <span style="float: right;">(L3)</span></p> <ul style="list-style-type: none"> <li>• <math>540 + 280</math></li> </ul> <p><b>Add and subtract any pair of two-digit decimal fractions</b> <span style="float: right;">(L4)</span></p> <ul style="list-style-type: none"> <li>• <math>5.7 + 3.9</math>    <math>4.8 + 2.5</math>    <math>3.65 + \square = 5</math></li> <li>• <math>2.7 - 1.9</math>    <math>5.6 - \square = 1.9</math>    <math>0.85 - 0.29</math></li> </ul> <p><b>Add and subtract negative numbers in context</b> <span style="float: right;">(L5)</span></p> <ul style="list-style-type: none"> <li>• rise from <math>-3^{\circ}\text{C}</math> to <math>1^{\circ}\text{C}</math>    <math>8^{\circ}\text{C}</math> dropped to <math>-4^{\circ}\text{C}</math></li> </ul> <p><b>Multiply and divide any two-digit number by a single-digit</b> <span style="float: right;">(L4)</span></p> <ul style="list-style-type: none"> <li>• <math>34 \times 6</math>    <math>24 \times 5</math>    <math>25 \times 9</math>    <math>23 \times 7</math>    <math>96 \div 6</math>    <math>95 \div 5</math></li> </ul> <p><b>Multiply two-digit numbers (by 50 or 25...)</b> <span style="float: right;">(L5)</span></p> <ul style="list-style-type: none"> <li>• <math>23 \times 50</math>    <math>47 \times 25</math>    <math>17 \times 12</math>    <math>35 \times 16</math>    <math>24 \times 15</math></li> </ul> <p><b>Multiply and divide any whole number and decimal by 10, 100 or 1000</b> <span style="float: right;">(L5)</span></p> <ul style="list-style-type: none"> <li>• <math>47 \div 10</math>    <math>1763 \div 100</math></li> <li>• How many times larger is 26 000 than 26?</li> <li>• How many £100 notes are in £1300, £13 000?</li> </ul> <p><b>Multiply and divide a two-digit number with one decimal place by a single digit</b> <span style="float: right;">(L4)</span></p> <ul style="list-style-type: none"> <li>• <math>1.3 \times 4</math>    <math>8.6 \times 6</math>    <math>1.2 \times 9</math>    <math>4.2 = \square \times 7</math>    <math>9 \times \square = 7.2</math></li> <li>• <math>4.5 \div 3</math>    <math>4.8 \div 8</math>    <math>9.5 \div 5</math>    <math>3 \div 0.6</math>    <math>3.2 \div \square = 0.4</math>    <math>\square \div 5 = 0.4</math></li> </ul> <p><b>Find squares of numbers to <math>12 \times 12</math> and corresponding squares of multiples of 10 to 100</b> <span style="float: right;">(L4)</span></p> <ul style="list-style-type: none"> <li>• What is 4 squared? What is the square of 6? What is 8 squared? Which number multiplied by itself gives 36? What is the area of a square whose side is 6cm in length?</li> </ul> <p><b>Find any multiple of 10% of a whole number or quantity</b> <span style="float: right;">(L5)</span></p> <ul style="list-style-type: none"> <li>• 70% of £20    20% of 2m    25% of £300    30% of £5    70% of 300cm    60% of £40</li> <li>• 70% of 5kg    40% of 3m    5% of 1000</li> <li>• A coat costs £35. It has a 10% discount in a sale. What is its sale price?</li> </ul>