

Mental Maths Long Term Plan

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Revisit		<ul style="list-style-type: none"> Comparing amounts 	<ul style="list-style-type: none"> count reliably with numbers from 1 to 3 	Count reliably from 1 to 8	<ul style="list-style-type: none"> Count reliably from 1 to 10 	<ul style="list-style-type: none"> Number bonds to 10
	New skills	<ul style="list-style-type: none"> Comparing amounts 	<ul style="list-style-type: none"> count reliably with numbers from 1 to 3 counting one more and one less 	<ul style="list-style-type: none"> Introduce 0 Comparing numbers to 5 Count reliably from 1 to 8 	<ul style="list-style-type: none"> Comparing numbers to 10 Count reliably from 1 to 10 	<ul style="list-style-type: none"> Number bonds to 10 Adding more 	<ul style="list-style-type: none"> count reliably with numbers from 1 to 20 place numbers in order from 1 to 20 taking away doubling
Year 1	Revisit	<ul style="list-style-type: none"> count reliably with numbers from 1 to 20 place numbers in order from 1 to 20 	<ul style="list-style-type: none"> Looking for pairs of numbers that equal 10 Subtract a small number by counting back. Find a small difference by counting up from the smaller to the larger number (on a number line) 	<ul style="list-style-type: none"> Looking for pairs of numbers that equal 10 Counting on and back in ones, twos and tens Recalling subtraction facts for numbers to 20 and using these to derive the related facts up to 100. 	<ul style="list-style-type: none"> Looking for pairs of numbers that equal 10 Counting on and back in ones, twos and tens Recalling subtraction facts for numbers to 20 and using these to derive the related facts up to 100. Partitioning small numbers to bridge tens e.g. $8+3 = 8+2+1$ 	<ul style="list-style-type: none"> Looking for pairs of numbers that equal 10 Counting on and back in ones, twos and tens Recalling subtraction facts for numbers to 20 and using these to derive the related facts up to 100. Partitioning small numbers to bridge tens e.g. $8+3 = 8+2+1$ 	<ul style="list-style-type: none"> Looking for pairs of numbers that equal 10 Recalling subtraction facts for numbers to 20 and using these to derive the related facts up to 100. Counting in multiples of 2, 5, and 10s. Spotting number patterns when counting in 2, 5 and 10s.

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					<ul style="list-style-type: none"> • Partitioning using known facts e.g. double and adjust $5+6 = 5+5+1$ • Subtract by partitioning the second number and subtracting tens then ones. • 	<ul style="list-style-type: none"> • Partitioning using known facts e.g. double and adjust $5+6 = 5+5+1$ • Subtract by partitioning the second number and subtracting tens then ones. • Adding 9 to a number by adding 10 and then subtracting 1 • Subtract mentally a 'near multiple of 10' by subtracting and adjusting • 	<ul style="list-style-type: none"> • Repeated addition • Links to doubling • Use of arrays • Counting in twos, fives and tens • Links to halving • Use arrays
	New skills	<ul style="list-style-type: none"> • Counting on in ones • Looking for pairs of numbers that equal 10 • Subtract a small number by counting back. • Find a small difference by counting up 	<ul style="list-style-type: none"> • Re-ordering the numbers when adding e.g. put the larger number first • Counting on and back in ones, twos and tens • Counting back in tens and ones. 	<ul style="list-style-type: none"> • Partitioning small numbers to bridge tens e.g. $8+3 = 8+2+1$ • Partitioning using known facts e.g. double and adjust $5+6 = 5+5+1$ • Adding 9 to a number by 	<ul style="list-style-type: none"> • Counting in multiples of 2, 5, and 10s. • Spotting number patterns when counting in 2, 5 and 10s. • Repeated addition • Links to doubling 		

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		<p>from the smaller to the larger number (on a number line)</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Recalling subtraction facts for numbers to 20 and using these to derive the related facts up to 100. • 	<p>adding 10 and then subtracting 1</p> <ul style="list-style-type: none"> • Subtract mentally a 'near multiple of 10' by subtracting and adjusting • Subtract by partitioning the second number and subtracting tens then ones. • Use patterns of similar calculations. 		<ul style="list-style-type: none"> • Use of arrays • Counting in twos, fives and tens • Links to halving • Use arrays 	
<p>Year 2</p>	<p>Revisit</p>	<ul style="list-style-type: none"> • Counting on and back in ones, twos and tens • Counting back in tens and ones. • Looking for pairs of numbers that equal 10 • Adding 9 to a number by adding 10 and then subtracting 1 	<ul style="list-style-type: none"> • Counting in multiples of 2, 5, and 10s. • Links to doubling • Links to halving <ul style="list-style-type: none"> • Using knowledge of pairs making 10 and place value • Partitioning: Bridge through 10 when adding. • Partition and combine 	<ul style="list-style-type: none"> • Counting in multiples of 2, 5, and 10s. • Recalling the division facts for the 2,5 and 10 times tables • Using doubling and understanding that this is the same as multiplying by 2. • Using knowledge of pairs making 	<ul style="list-style-type: none"> • Counting in multiples of 2, 5, and 10s. • Recalling the division facts for the 2,5 and 10 times tables • Using doubling and understanding that this is the same as multiplying by 2. • Using knowledge of pairs making 	<ul style="list-style-type: none"> • Counting in multiples of 2, 5, and 10s. • Recalling the division facts for the 2,5 and 10 times tables • Using doubling and understanding that this is the same as multiplying by 2. • Using knowledge of pairs making 	<ul style="list-style-type: none"> • Counting in multiples of 2, 5, and 10s. • Recalling the division facts for the 2,5 and 10 times tables • Using doubling and understanding that this is the same as multiplying by 2. • Using knowledge of pairs making

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			<p>multiples of tens and ones.</p> <ul style="list-style-type: none"> • Looking for number bonds/known facts when adding 3 one-digit numbers. • Counting back in tens and ones. • Subtract a small number by counting back. • Find a small difference by counting up from the smaller to the larger number (on a number line) • Recalling subtraction facts for numbers to 20 and using these to derive the related facts up to 100. • Subtract by partitioning the second number and subtracting tens then ones. 	<p>10 and place value</p> <ul style="list-style-type: none"> • Looking for number bonds/known facts when adding 3 one-digit numbers. • Counting back in tens and ones. • Find a small difference by counting up from the smaller to the larger number (on a number line) • Recalling subtraction facts for numbers to 20 and using these to derive the related facts up to 100 	<p>10 and place value</p> <ul style="list-style-type: none"> • Looking for number bonds/known facts when adding 3 one-digit numbers. • Counting back in tens and ones. • Find a small difference by counting up from the smaller to the larger number (on a number line) • Recalling subtraction facts for numbers to 20 and using these to derive the related facts up to 100 • Partitioning: Bridge through 10 when adding. • Partition and combine multiples of tens and ones. 	<p>10 and place value</p> <ul style="list-style-type: none"> • Looking for number bonds/known facts when adding 3 one-digit numbers. • Counting back in tens and ones. • Find a small difference by counting up from the smaller to the larger number (on a number line) • Recalling subtraction facts for numbers to 20 and using these to derive the related facts up to 100 • Compensating: add 9, 19, 11 or 21 by rounding and adjusting • Compensating: doubling and adjusting. • Subtract mentally a 	<p>10 and place value</p> <ul style="list-style-type: none"> • Looking for number bonds/known facts when adding 3 one-digit numbers. • Counting back in tens and ones. • Find a small difference by counting up from the smaller to the larger number (on a number line) • Recalling subtraction facts for numbers to 20 and using these to derive the related facts up to 100 • Partitioning: Bridge through 10 when adding. • Partition and combine multiples of tens and ones. • Compensating: add 9, 19, 11
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						<p>'near multiple of 10' by subtracting and adjusting</p>	<p>or 21 by rounding and adjusting</p> <ul style="list-style-type: none"> • Compensating: doubling and adjusting. • Subtract mentally a 'near multiple of 10' by subtracting and adjusting
	<p>New skills</p>	<ul style="list-style-type: none"> • Count on in tens or ones <ul style="list-style-type: none"> • Using knowledge of pairs making 10 and place value • Compensating: add 9, 19, 11 or 21 by rounding and adjusting • Compensating: doubling and adjusting. • Partitioning: Bridge through 10 when adding. • Partition and combine multiples of tens and ones. • Looking for number 	<ul style="list-style-type: none"> • Counting in twos, fives and tens • Repeated addition • Use of arrays • Children should recall multiplication facts for the 2, 5 and 10 times tables through practising counting and understanding of the operation and number patterns. • Using doubling and understanding that this is the same as 				

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		<p>bonds/known facts when adding 3 one-digit numbers.</p> <ul style="list-style-type: none">• Counting back in tens and ones.• Subtract mentally a 'near multiple of 10' by subtracting and adjusting• Subtract a small number by counting back.• Find a small difference by counting up from the smaller to the larger number (on a number line)• Recalling subtraction facts for numbers to 20 and using these to derive the related facts up to 100.• Subtract by partitioning the second number and	<p>multiplying by 2.</p> <ul style="list-style-type: none">• Reordering a calculation, knowing that multiplication can be done in any order.• Counting in 2s, 5s, 10s and 3s• Links to arrays• Recalling the division facts for the 2,5 and 10 times tables• Using knowledge that halving is in the inverse of doubling and the same as dividing by 2.• Use known facts and place value to divide.				
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		<p>subtracting tens then ones.</p> <ul style="list-style-type: none"> Use patterns of similar calculations. 					
Year 3	Revisit	<ul style="list-style-type: none"> Counting in 2s, 5s, 10s and 3s Children should recall multiplication facts for the 2, 5 and 10 times Count on in tens or ones Looking for number bonds/known facts when adding 3 one-digit numbers. 	<ul style="list-style-type: none"> Counting in 2s, 5s, 10s and 3s Children should recall multiplication facts for the 2, 5 and 10 times Counting on in hundreds, tens and ones to find the total. Partitioning into hundreds, tens, and ones in different ways, then recombine (824= 800+ 20 + 4, 824=700 + 110 +14). Reorder the numbers when adding. Use known facts and place value to add Counting on as a mental strategy for subtraction 	<ul style="list-style-type: none"> Counting in 2s, 5s, 10s, 3s, 4s and 8s. Use doubles to link to x2, x4 and x8. Use known facts and place value to multiply by 2,3,4,5,8 and 10. Reorder a calculation, understanding that multiplication can be done in any order. Using knowledge that halving is in the inverse of doubling and the same as dividing by 2. Use known facts and place value to divide. 	<ul style="list-style-type: none"> Counting in 2s, 5s, 10s, 3s, 4s and 8s. Counting on in hundreds, tens and ones to find the total. Compensating: add or subtract 10, 20 or 100 and adjust. Bridge through a multiple of 10, then adjust. Compensating: subtract mentally a near multiple of 10 then adjust. Bridging through a multiple of 10 Use doubles to link to x2, x4 and x8. Reorder a calculation, understanding that multiplication 	<ul style="list-style-type: none"> Counting in 2s, 5s, 10s, 3s, 4s and 8s. Compensating: add or subtract 10, 20 or 100 and adjust. Bridge through a multiple of 10, then adjust. Compensating: subtract mentally a near multiple of 10 then adjust. Bridging through a multiple of 10 Use doubles to link to x2, x4 and x8. Reorder a calculation, understanding that multiplication 	<ul style="list-style-type: none"> Counting in 2s, 5s, 10s, 3s, 4s and 8s. Compensating: add or subtract 10, 20 or 100 and adjust. Bridge through a multiple of 10, then adjust. Compensating: subtract mentally a near multiple of 10 then adjust. Bridging through a multiple of 10 Use doubles to link to x2, x4 and x8. Reorder a calculation, understanding that multiplication

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			<p>when the numbers are close together (e.g. 131-129), and for finding a small difference.</p> <ul style="list-style-type: none"> • Subtract a two-digit number by partitioning it then subtracting tens and ones. • Use the relationship between addition and subtraction. 	<ul style="list-style-type: none"> • Counting on in hundreds, tens and ones to find the total. Partitioning into hundreds, tens, and ones in different ways, then recombine (824= 800+ 20 + 4, 824=700 + 110 +14). • Reorder the numbers when adding. • Use known facts and place value to add • Counting on as a mental strategy for subtraction when the numbers are close together (e.g. 131-129), and for finding a small difference. • Subtract a two-digit number by 	<ul style="list-style-type: none"> • Reorder a calculation, understanding that multiplication can be done in any order. • Using knowledge that halving is in the inverse of doubling and the same as dividing by 2. • Use known facts and place value to add • Subtract a two-digit number by partitioning it then subtracting tens and ones. • Use known facts and place value to divide. • Use known facts and place value to multiply by 2,3,4,5,8 and 10. 	<p>can be done in any order.</p> <ul style="list-style-type: none"> • Using knowledge that halving is in the inverse of doubling and the same as dividing by 2. • Use known facts and place value to add • Subtract a two-digit number by partitioning it then subtracting tens and ones. • Use known facts and place value to divide. • Use known facts and place value to multiply by 2,3,4,5,8 and 10. 	<p>can be done in any order.</p> <ul style="list-style-type: none"> • Using knowledge that halving is in the inverse of doubling and the same as dividing by 2. • Use known facts and place value to add • Subtract a two-digit number by partitioning it then subtracting tens and ones. • Use known facts and place value to divide. • Use known facts and place value to multiply by 2,3,4,5,8 and 10.
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				<p>partitioning it then subtracting tens and ones.</p> <ul style="list-style-type: none"> Use the relationship between addition and subtraction. 			
	<p>New skills</p>	<ul style="list-style-type: none"> Counting on in hundreds, tens and ones to find the total. Partitioning into hundreds, tens, and ones in different ways, then recombine ($824 = 800 + 20 + 4$, $824 = 700 + 110 + 14$). Reorder the numbers when adding. Bridge through a multiple of 10, then adjust. Use known facts and place value to add 	<ul style="list-style-type: none"> Counting in 2s, 5s, 10s, 3s, 4s and 8s. Repeated addition Recall multiplication facts for 2, 5 and 10 times tables (from Year 2) Recall multiplication facts for 3, 4 and 8 times tables Use known facts and place value to multiply by 2, 3, 4, 5, 8 and 10. Use doubles to link to $\times 2$, $\times 4$ and $\times 8$. Reorder a calculation, understanding 				

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		<ul style="list-style-type: none"> • Use patterns of similar calculations • Compensating: add or subtract 10, 20 or 100 and adjust. • Counting back in hundreds, tens and ones. • Counting on as a mental strategy for subtraction when the numbers are close together (e.g. 131-129), and for finding a small difference. • Compensating: subtract mentally a near multiple of 10 then adjust. • Bridging through a multiple of 10 • Use knowledge of number facts and place value to subtract 	<p>that multiplication can be done in any order.</p> <ul style="list-style-type: none"> • Counting in 2s, 5s, 10s and 3s • Links to arrays • Recalling the division facts for the 2,5 and 10 times tables • Using knowledge that halving is in the inverse of doubling and the same as dividing by 2. • Use known facts and place value to divide. 				
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		<p>pairs of numbers</p> <ul style="list-style-type: none"> • Subtract a two-digit number by partitioning it then subtracting tens and ones. • Use patterns of similar calculations • Use the relationship between addition and subtraction. 					
Year 4	Revisit	<ul style="list-style-type: none"> • Using doubling and understanding that this is the same as multiplying by 2 • Counting in 2s, 5s, 10s, 3s, 4s and 8s. • Counting on in hundreds, tens and ones to find the total. • Counting back in hundreds, tens and ones. 	<ul style="list-style-type: none"> • Using doubling and understanding that this is the same as multiplying by 2 • Counting in 2s, 5s, 10s, 3s, 4s and 8s. • Count in steps of thousands, hundreds, tens and ones. • Counting on in hundreds, tens and ones to find the total. 	<ul style="list-style-type: none"> • Using doubling and understanding that this is the same as multiplying by 2 • Recall previously learnt multiplication facts with increasing confidence (2, 5, 10, 3, 4 and 8 times tables). • Partitioning: multiplying hundreds, 	<ul style="list-style-type: none"> • Using doubling and understanding that this is the same as multiplying by 2 • Recall previously learnt multiplication facts with increasing confidence (2, 5, 10, 3, 4 and 8 times tables). • Count in steps of thousands, 	<ul style="list-style-type: none"> • Using doubling and understanding that this is the same as multiplying by 2 • Recall previously learnt multiplication facts with increasing confidence (2, 5, 10, 3, 4 and 8 times tables). • Count in steps of thousands, 	<ul style="list-style-type: none"> • Using doubling and understanding that this is the same as multiplying by 2 • Count in steps of thousands, hundreds, tens and ones. • Counting on and back in thousands, hundreds, tens, ones. • Recall previously learnt multiplication

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		<ul style="list-style-type: none"> Partitioning into hundreds, tens, and ones in different ways, then recombine ($824 = 800 + 20 + 4$, $824 = 700 + 110 + 14$). Use known facts and place value to add Compensating: add or subtract 10, 20 or 100 and adjust. 	<ul style="list-style-type: none"> Counting back in hundreds, tens and ones. Add 3 or 4 small numbers Partition: adding the most significant digit first Using knowledge of place value and related calculations e.g. working out $150 + 140 = 290$ by using $15 + 14 = 29$. Use known facts and place value to subtract Counting on to subtract when the numbers are close together. 	<p>tens and ones separately and then recombining.</p> <ul style="list-style-type: none"> Using understanding of when a number is multiplied by 10, 100 or 1,000. Using knowledge of number facts and place value e.g. $7 \times 8 = 56$ to find 70×8, 7×80 etc. Use known facts and place value to solve calculations and to become more efficient in mental calculations e.g. $92 \div 4$ by taking away 4 lots of 20, to be left with 12, then taking away 3×4 to get the answer of 23. 	<p>hundreds, tens and ones.</p> <ul style="list-style-type: none"> Counting back in hundreds, tens and ones. Add 3 or 4 small numbers Using understanding of when a number is multiplied by 10, 100 or 1,000. Use partitioning: all 4 operations Use related facts: all 4 operations Compensating: doubling and adjusting Compensating: Adding the nearest multiple of 10 or 100 and then adjust Find a difference by counting up through the next multiple of 10, 100 and 1,000 Compensating: Subtracting 	<p>hundreds, tens and ones.</p> <ul style="list-style-type: none"> Using understanding of when a number is multiplied by 10, 100 or 1,000. Use partitioning: all 4 operations Use related facts: all 4 operations Compensating: Adding the nearest multiple of 10 or 100 and then adjust Find a difference by counting up through the next multiple of 10, 100 and 1,000 Compensating: Subtracting the nearest multiple of 1, 10, 100 or 1,000 and adjust. 	<p>facts with increasing confidence (2, 5, 10, 3, 4 and 8 times tables)</p> <ul style="list-style-type: none"> Recall division facts for all the times tables, up to 12×12 Using understanding of when a number is multiplied by 10, 100 or 1,000. Compensating: doubling and adjusting Compensating: Adding the nearest multiple of 10 or 100 and then adjust Find a difference by counting up through the next multiple of 10, 100 and 1,000 Compensating: Subtracting the nearest multiple of 1, 10, 100 or
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				<ul style="list-style-type: none"> • Use related facts to divide • Use factor pairs to divide 	<p>the nearest multiple of 1, 10, 100 or 1,000 and adjust.</p> <ul style="list-style-type: none"> • Scaling down using known facts • Use the relationship between multiplication and division 	<ul style="list-style-type: none"> • Scaling down using known facts • Use the relationship between multiplication and division 	<p>1,000 and adjust.</p> <ul style="list-style-type: none"> • Scaling down using known facts • Use the relationship between multiplication and division
	<p>New skills</p>	<ul style="list-style-type: none"> • Count in steps of thousands, hundreds, tens and ones. • Reorder numbers in a calculation • Add 3 or 4 small numbers • Partition: adding the most significant digit first • Compensating: doubling and adjusting • Compensating: Adding the nearest multiple of 10 or 100 and then adjust 	<ul style="list-style-type: none"> • Counting in 6s, 7s, 9s, 25s and 100s • Recall previously learnt multiplication facts with increasing confidence (2, 5, 10, 3, 4 and 8 times tables). • Recall multiplication facts for the 6,7,9, 11 and 12 times tables. • Partitioning: multiplying hundreds, tens and ones separately and 				

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		<ul style="list-style-type: none"> Using knowledge of place value and related calculations e.g. working out $150 + 140 = 290$ by using $15 + 14 = 29$. Counting on and back in thousands, hundreds, tens, ones. Use known facts and place value to subtract Counting on to subtract when the numbers are close together. Find a difference by counting up through the next multiple of 10, 100 and 1,000 Compensating: Subtracting the nearest multiple of 1, 10, 100 or 1,000 and adjust. 	<p>then recombining.</p> <ul style="list-style-type: none"> Using understanding of when a number is multiplied by 10, 100 or 1,000. Using knowledge of number facts and place value e.g. $7 \times 8 = 56$ to find 70×8, 7×80 etc. Counting in 6s, 7s, 9s, 25s and 1000s. Recall division facts for all the times tables, up to 12×12 Use understanding of place value and what happens to the value of each digit when it is divided by 10, 100 or 1,000. Use known facts and place value to solve calculations and to become more efficient 				
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			<p>in mental calculations e.g $92 \div 4$ by taking away 4 lots of 20, to be left with 12, then taking away 3×4 to get the answer of 23.</p> <ul style="list-style-type: none"> • Use related facts to divide • Use factor pairs to divide • Scaling down using known facts • Use the relationship between multiplication and division 				
Year 5	Revisit	<ul style="list-style-type: none"> • Using doubling and understanding that this is the same as multiplying by 2 • Count in steps of thousands, hundreds, tens and ones. • Counting on and back in thousands, hundreds, tens, ones. 	<ul style="list-style-type: none"> • Using doubling and understanding that this is the same as multiplying by 2. • Recall of all times tables up to 12×12 • Counting on in steps of 1, 10, 100 or 1000 • Counting back in steps of 1, 	<ul style="list-style-type: none"> • Recall of all times tables up to 12×12 • Counting in steps of powers of 10 • Use known facts and place value to multiply • Use understanding of multiplying by 10, 100 or 1,00 and how the digits 	<ul style="list-style-type: none"> • Using doubling and understanding that this is the same as multiplying by 2. • Recall of all times tables up to 12×12 • Partitioning: using all 4 operations • Related facts: using 	<ul style="list-style-type: none"> • Recall of all times tables up to 12×12 • Counting on in steps of 0.1, 1, 10, 100 or 1,000 • Counting back steps of 0.1, 1, 10, 100 or 1000 • Partitioning: using all 4 operations • Related facts: using 	<ul style="list-style-type: none"> • Using doubling and understanding that this is the same as multiplying by 2. • Recall of all times tables up to 12×12 • Partitioning: using all 4 operations • Related facts: using

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		<ul style="list-style-type: none"> Recall previously learnt multiplication facts with increasing confidence (2, 5, 10, 3, 4 and 8 times tables) Recall multiplication facts for the 6,7,9, 11 and 12 times tables. Recall division facts for all the times tables, up to 12X12 	<p>10, 100 or 1000</p> <ul style="list-style-type: none"> Reorder the numbers in a calculation Use the relationship between addition and subtraction Partitioning, adding the most significant digit first Use knowledge of place value and related calculations e.g. $6.3 + 4.8$ using $63 + 48$ Use knowledge of place value and related calculations e.g. $4.5 - 3.6$ using $45 - 36$ 	<p>change in their place value.</p> <ul style="list-style-type: none"> Use understanding of multiplying by 10, 100 or 1,00 and how the digits change in their place value. Using times table facts to recognise and use square and cube numbers. Use the relationship between multiplication and division 	<p>all 4 operations</p> <ul style="list-style-type: none"> Compensating and adjusting : using all 4 operations Use the relationship between multiplication and division 	<p>all 4 operations</p> <ul style="list-style-type: none"> Compensating and adjusting : using all 4 operations Use the relationship between multiplication and division 	<p>all 4 operations</p> <ul style="list-style-type: none"> Compensating and adjusting : using all 4 operations Use the relationship between multiplication and division
	New skills	<ul style="list-style-type: none"> Counting on in steps of 1, 10, 100 or 1000 Counting back in steps of 1, 10, 100 or 1000 Reorder the numbers in a calculation 	<ul style="list-style-type: none"> Counting in steps of powers of 10 Use commutativity and tables to multiply Use known facts and place value to multiply 	<ul style="list-style-type: none"> Counting on in steps of 0.1 Counting back steps of 0.1 			

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		<ul style="list-style-type: none"> • Partitioning, adding the most significant digit first • Compensating: Add a multiple of 10, 100 or 1,000 and adjust. • Compensating: Double and adjust. • Use knowledge of place value and related calculations e.g. $6.3 + 4.8$ using $63 + 48$ • Use known facts and place value to subtract • Find a difference by counting on through the next multiple of 10, 100 or 1,000 • Subtract by counting up from the smaller to the larger number where this is the most 	<ul style="list-style-type: none"> • Use related facts to multiply • Scaling up using known facts to multiply • Using times table facts to recognise and use square and cube numbers. • Use understanding of multiplying by 10, 100 or 1,00 and how the digits change in their place value. • Use the relationship between multiplication and division. • Partitioning: multiplying hundreds, tens and ones separately and then recombining • Use understanding of place value and what happens to the value of each digit when it is 				
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		<p>efficient method</p> <ul style="list-style-type: none"> Subtract the nearest multiple of 1, 10 or 100 then adjust Use knowledge of place value and related calculations e.g. $4.5 - 3.6$ using $45-36$ Use the relationship between addition and subtraction 	<p>divided by 10, 100 or 1,000.</p> <ul style="list-style-type: none"> Use known facts and place value to solve calculations. Use related facts to divide Use factor pairs to divide Scaling down using known facts Use knowledge of division facts e.g. when carrying out a division to find a remainder. Use the relationship between multiplication and division.. 				
Year 6	Revisit	<ul style="list-style-type: none"> Using doubling and understanding that this is the same as multiplying by 2 Recall of all times tables up to 12×12 Partitioning: using all 4 operations 	<ul style="list-style-type: none"> Using doubling and understanding that this is the same as multiplying by 2 Counting back in powers of tens, including tenths, hundredths and thousandths. 	<ul style="list-style-type: none"> Rapid recall of all times tables up to 12×12 - as in Year 4 and Year 5 Counting back in powers of tens, including tenths, hundredths and thousandths. 	<ul style="list-style-type: none"> Rapid recall of all times tables up to 12×12 - as in Year 4 and Year 5 Counting back in powers of tens, including tenths, hundredths and thousandths. 	<ul style="list-style-type: none"> Rapid recall of all times tables up to 12×12 - as in Year 4 and Year 5 Counting back in powers of tens, including tenths, hundredths and thousandths. 	<ul style="list-style-type: none"> Rapid recall of all times tables up to 12×12 - as in Year 4 and Year 5 Counting back in powers of tens, including tenths, hundredths and thousandths.

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		<ul style="list-style-type: none"> • Related facts: using all 4 operations • Compensating and adjusting : using all 4 operations 		<ul style="list-style-type: none"> • Using doubling and understanding that this is the same as multiplying by 2 • Counting in steps of powers of 10. • Use factor pairs to divide • Partitioning: using all 4 operations • Related facts: using all 4 operations • Compensating and adjusting : using all 4 operations 	<ul style="list-style-type: none"> • Using doubling and understanding that this is the same as multiplying by 2 • Counting in steps of powers of 10. • Use factor pairs to divide • Partitioning: using all 4 operations • Related facts: using all 4 operations • Compensating and adjusting : using all 4 operations 	<ul style="list-style-type: none"> • Using doubling and understanding that this is the same as multiplying by 2 • Counting in steps of powers of 10. • Use factor pairs to divide • Partitioning: using all 4 operations • Related facts: using all 4 operations • Compensating and adjusting : using all 4 operations 	<ul style="list-style-type: none"> • Using doubling and understanding that this is the same as multiplying by 2 • Counting in steps of powers of 10. • Use factor pairs to divide • Partitioning: using all 4 operations • Related facts: using all 4 operations • Compensating and adjusting : using all 4 operations
	New skills	<ul style="list-style-type: none"> • Partition, adding the most significant digit first • Compensating: adding a whole number, multiple of 10 or double and adjust. • Use knowledge of 	<ul style="list-style-type: none"> • Rapid recall of all times tables up to 12X12 - as in Year 4 and Year 5 • Recalling square and cubed numbers • Use known facts and place value to multiply. 	•	•	•	•

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		<p>place value and related calculations e.g. $680 + 430$, $6.8 + 4.3$, $0.68 + 0.43$ can all be worked out using the related calculation $68 + 43$.</p> <ul style="list-style-type: none"> Counting back in powers of tens, including tenths, hundredths and thousandths. Use knowledge of place value and related calculations Subtract a power of ten, or a whole number and adjust. Find the difference by counting up through the nearest multiple of 0,1, 10, 100 or 1,000 then adjust. 	<ul style="list-style-type: none"> Use related facts to multiply. Scaling up using known facts. Use the relationship between multiplication and division. Counting in steps of powers of 10. Recall division facts for all the times tables, up to 12×12 Use understanding of place value and what happens to the value of each digit when it is divided by 10, 100 or 1,000. Use known facts and place value to solve calculations. Use knowledge of division facts e.g. when carrying out a division to find a remainder. 				
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		<ul style="list-style-type: none">Continue to use the relationship between addition and subtraction.	<ul style="list-style-type: none">Use factor pairs to divideUse the relationship between multiplication and division				
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