		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Revisit		<ul> <li>Comparing amounts</li> </ul>	<ul> <li>count reliably with numbers from 1 to 3</li> </ul>	Count reliably from 1 to 8	• Count reliably from 1 to 10	• Number bonds to 10
	New skills	• Comparing amounts	<ul> <li>count reliably with numbers from 1 to 3</li> <li>counting one more and one less</li> </ul>	<ul> <li>Introduce 0</li> <li>Comparing numbers to 5</li> <li>Count reliably from 1 to 8</li> </ul>	<ul> <li>Comparing numbers to 10</li> <li>Count reliably from 1 to 10</li> </ul>	<ul> <li>Number bonds to 10</li> <li>Adding more</li> </ul>	<ul> <li>count reliably with numbers from 1 to 20</li> <li>place numbers in order from 1 to 20</li> <li>taking away</li> <li>doubling</li> </ul>
Year 1	Revisit	<ul> <li>count reliably with numbers from 1 to 20</li> <li>place numbers in order from 1 to 20</li> </ul>	<ul> <li>Looking for pairs of numbers that equal 10</li> <li>Subtract a small number by counting back.</li> <li>Find a small difference by counting up from the smaller to the larger number (on a number line)</li> </ul>	<ul> <li>Looking for pairs of numbers that equal 10</li> <li>Counting on and back in ones, twos and tens</li> <li>Recalling subtraction facts for numbers to 20 and using these to derive the related facts up to 100.</li> </ul>	<ul> <li>Looking for pairs of numbers that equal 10</li> <li>Counting on and back in ones, twos and tens</li> <li>Recalling subtraction facts for numbers to 20 and using these to derive the related facts up to 100.</li> <li>Partitioning small numbers to bridge tens e.g. 8+3 = 8+2+1</li> </ul>	<ul> <li>Looking for pairs of numbers that equal 10</li> <li>Counting on and back in ones, twos and tens</li> <li>Recalling subtraction facts for numbers to 20 and using these to derive the related facts up to 100.</li> <li>Partitioning small numbers to bridge tens e.g. 8+3 = 8+2+1</li> </ul>	<ul> <li>Looking for pairs of numbers that equal 10</li> <li>Recalling subtraction facts for numbers to 20 and using these to derive the related facts up to 100.</li> <li>Counting in multiples of 2, 5, and 10s.</li> <li>Spotting number patterns when counting in 2, 5 and 10s.</li> </ul>

				<ul> <li>Partitioning using known facts e.g. double and adjust 5+6 = 5+5+1</li> <li>Subtract by partitioning the second number and subtracting tens then ones.</li> </ul>	<ul> <li>Partitioning using known facts e.g. double and adjust 5+6 = 5+5+1</li> <li>Subtract by partitioning the second number and subtracting tens then ones.</li> <li>Adding 9 to a number by adding 10 and then subtracting 1</li> <li>Subtract mentally a 'near multiple of 10' by subtracting and adjusting</li> </ul>	<ul> <li>Repeated addition</li> <li>Links to doubling</li> <li>Use of arrays</li> <li>Counting in twos, fives and tens</li> <li>Links to halving</li> <li>Use arrays</li> </ul>
New skills	<ul> <li>Counting on in ones</li> <li>Looking for pairs of numbers that equal 10</li> <li>Subtract a small number by counting back.</li> <li>Find a small difference by counting up</li> </ul>	<ul> <li>Re-ordering the numbers when adding e.g. put the larger number first</li> <li>Counting on and back in ones, twos and tens</li> <li>Counting back in tens and ones.</li> </ul>	<ul> <li>Partitioning small numbers to bridge tens e.g. 8+3 = 8+2+1</li> <li>Partitioning using known facts e.g. double and adjust 5+6 = 5+5+1</li> <li>Adding 9 to a number by</li> </ul>		<ul> <li>Counting in multiples of 2, 5, and 10s.</li> <li>Spotting number patterns when counting in 2, 5 and 10s.</li> <li>Repeated addition</li> <li>Links to doubling</li> </ul>	

		from the smaller to the larger number (on a number line) •	<ul> <li>Recalling subtraction facts for numbers to 20 and using these to derive the related facts up to 100.</li> </ul>	adding 10 and then subtracting 1 • 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> <li>Use of arrays</li> <li>Counting in twos, fives and tens</li> <li>Links to halving</li> <li>Use arrays</li> </ul>	
Year 2	Revisit	<ul> <li>Counting on and back in ones, twos and tens</li> <li>Counting back in tens and ones.</li> <li>Looking for pairs of numbers that equal 10</li> <li>Adding 9 to a number by adding 10 and then subtracting 1</li> </ul>	<ul> <li>Counting in multiples of 2, 5, and 10s.</li> <li>Links to doubling</li> <li>Links to halving         <ul> <li>Using knowledge of pairs making 10 and place value</li> <li>Partitioning: Bridge through 10 when adding.</li> <li>Partition and combine</li> </ul> </li> </ul>	<ul> <li>Counting in multiples of 2, 5, and 10s.</li> <li>Recalling the division facts for the 2,5 and 10 times tables</li> <li>Using doubling and understanding that this is the same as multiplying by 2.</li> <li>Using knowledge of pairs making</li> </ul>	<ul> <li>Counting in multiples of 2, 5, and 10s.</li> <li>Recalling the division facts for the 2,5 and 10 times tables</li> <li>Using doubling and understanding that this is the same as multiplying by 2.</li> <li>Using knowledge of pairs making</li> </ul>	<ul> <li>Counting in multiples of 2, 5, and 10s.</li> <li>Recalling the division facts for the 2,5 and 10 times tables</li> <li>Using doubling and understanding that this is the same as multiplying by 2.</li> <li>Using knowledge of pairs making</li> </ul>	<ul> <li>Counting in multiples of 2, 5, and 10s.</li> <li>Recalling the division facts for the 2,5 and 10 times tables</li> <li>Using doubling and understanding that this is the same as multiplying by 2.</li> <li>Using knowledge of pairs making</li> </ul>

		10	10	10	10
	multiples of	10 and place	10 and place	10 and place	10 and place
	tens and ones.	value	value	value	value
	<ul> <li>Looking for</li> </ul>				
	number	number	number	number	number
	bonds/known	bonds/known	bonds/known	bonds/known	bonds/known
	facts when				
	adding 3 one-				
	digit numbers.	digit	digit	digit	digit
	<ul> <li>Counting back</li> </ul>	numbers.	numbers.	numbers.	numbers.
	in tens and	<ul> <li>Counting back</li> </ul>			
	ones.	in tens and	in tens and	in tens and	in tens and
	<ul> <li>Subtract a</li> </ul>	ones.	ones.	ones.	ones.
	small number	<ul> <li>Find a small</li> </ul>			
	by counting	difference by	difference by	difference by	difference by
	back.	counting up	counting up	counting up	counting up
	<ul> <li>Find a small</li> </ul>	from the	from the	from the	from the
	difference by	smaller to the	smaller to the	smaller to the	smaller to the
	counting up	larger number	larger number	larger number	larger number
	from the	(on a number	(on a number	(on a number	(on a number
	smaller to the	line)	line)	line)	line)
	larger number	<ul> <li>Recalling</li> </ul>	<ul> <li>Recalling</li> </ul>	<ul> <li>Recalling</li> </ul>	<ul> <li>Recalling</li> </ul>
	(on a number	subtraction	subtraction	subtraction	subtraction
	line)	facts for	facts for	facts for	facts for
	<ul> <li>Recalling</li> </ul>	numbers to	numbers to	numbers to	numbers to
	subtraction	20 and using	20 and using	20 and using	20 and using
	facts for	these to	these to	these to	these to
	numbers to 20	derive the	derive the	derive the	derive the
	and using	related facts	related facts	related facts	related facts
	these to	up to 100	up to 100	up to 100	up †o 100
	derive the	'	<ul> <li>Partitioning:</li> </ul>	<ul> <li>Compensating:</li> </ul>	<ul> <li>Partitioning:</li> </ul>
	related facts		Bridge	add 9, 19, 11	Bridge
	up to 100.		through 10	or 21 by	through 10
	<ul> <li>Subtract by</li> </ul>		when adding.	rounding and	when adding.
	partitioning		<ul> <li>Partition and</li> </ul>	adjusting	<ul> <li>Partition and</li> </ul>
	the second		combine	<ul> <li>Compensating:</li> </ul>	combine
	number and		multiples of	doubling and	multiples of
	subtracting		tens and ones.	adjusting.	tens and ones.
	tens then ones.			<ul> <li>Subtract</li> </ul>	<ul> <li>Compensating:</li> </ul>
				mentally a	add 9, 19, 11

				'near multiple of 10' by subtracting and adjusting	or 21 by rounding and adjusting • Compensating: doubling and adjusting. • Subtract mentally a 'near multiple of 10' by subtracting and adjusting
New skills	<ul> <li>Count on in tens or ones</li> <li>Using knowledge of pairs making 10 and place value</li> <li>Compensating: add 9, 19, 11 or 21 by rounding and adjusting</li> <li>Compensating: doubling and adjusting.</li> <li>Partitioning: Bridge through 10 when adding.</li> <li>Partition and combine multiples of tens and ones.</li> <li>Looking for number</li> </ul>	<ul> <li>Counting in twos, fives and tens</li> <li>Repeated addition</li> <li>Use of arrays</li> <li>Children should recall multiplication facts for the 2, 5 and 10 times tables through practising counting and understanding of the operation and number patterns.</li> <li>Using doubling and understanding that this is the same as</li> </ul>			

bonds/known	multiplying by		
facts when			
	2.		
adding 3 one-	• Reordering a		
digit	calculation,		
numbers.	knowing that		
<ul> <li>Counting back</li> </ul>	multiplication		
in tens and	can be done in		
ones.	any order.		
<ul> <li>Subtract</li> </ul>	<ul> <li>Counting in 2s,</li> </ul>		
mentally a	5s, 10s and 3s		
'near multiple	<ul> <li>Links to arrays</li> </ul>		
of 10' by	<ul> <li>Recalling the</li> </ul>		
subtracting	division facts		
and adjusting	for the 2,5		
<ul> <li>Subtract a</li> </ul>	and 10 times		
small number	tables		
by counting	<ul> <li>Using</li> </ul>		
back.	knowledge that		
<ul> <li>Find a small</li> </ul>	halving is in		
difference by	the inverse of		
counting up	doubling and		
from the	the same as		
smaller to the	dividing by 2.		
larger number	Use known		
(on a number	facts and place		
line)	value to divide.		
<ul> <li>Recalling</li> </ul>			
subtraction			
facts for			
numbers to			
20 and using			
these to			
derive the			
related facts			
up to 100.			
<ul> <li>Subtract by</li> </ul>			
partitioning			
the second			
number and			

		subtracting tens then ones. • Use patterns of similar calculations.					
Year 3	Revisit	<ul> <li>Counting in 2s, 5s, 10s and 3s</li> <li>Children should recall multiplication facts for the 2, 5 and 10 times</li> <li>Count on in tens or ones</li> <li>Looking for number bonds/known facts when adding 3 one- digit numbers.</li> </ul>	<ul> <li>Counting in 2s, 5s, 10s and 3s</li> <li>Children should recall multiplication facts for the 2, 5 and 10 times</li> <li>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).</li> <li>Reorder the numbers when adding.</li> <li>Use known facts and place value to add</li> <li>Counting on as a mental strategy for subtraction</li> </ul>	<ul> <li>Counting in 2s, 5s, 10s, 3s, 4s and 8s.</li> <li>Use doubles to link to x2, x4 and x8.</li> <li>Use known facts and place value to multiply by 2,3,4,5,8 and 10.</li> <li>Reorder a calculation, understanding that multiplication can be done in any order.</li> <li>Using knowledge that halving is in the inverse of doubling and the same as dividing by 2.</li> <li>Use known facts and place value to divide.</li> </ul>	<ul> <li>Counting in 2s, 5s, 10s, 3s, 4s and 8s.</li> <li>Counting on in hundreds, tens and ones to find the total.</li> <li>Compensating: add or subtract 10, 20 or 100 and adjust.</li> <li>Bridge through a multiple of 10, then adjust.</li> <li>Compensating: subtract mentally a near multiple of 10 then adjust.</li> <li>Bridging through a multiple of 10</li> <li>Use doubles to link to x2, x4 and x8.</li> </ul>	<ul> <li>Counting in 2s, 5s, 10s, 3s, 4s and 8s.</li> <li>Compensating: add or subtract 10, 20 or 100 and adjust.</li> <li>Bridge through a multiple of 10, then adjust.</li> <li>Compensating: subtract mentally a near multiple of 10 then adjust.</li> <li>Bridging through a multiple of 10</li> <li>Use doubles to link to x2, x4 and x8.</li> <li>Reorder a calculation, understanding that multiplication</li> </ul>	<ul> <li>Counting in 2s, 5s, 10s, 3s, 4s and 8s.</li> <li>Compensating: add or subtract 10, 20 or 100 and adjust.</li> <li>Bridge through a multiple of 10, then adjust.</li> <li>Compensating: subtract mentally a near multiple of 10 then adjust.</li> <li>Bridging through a multiple of 10</li> <li>Use doubles to link to x2, x4 and x8.</li> <li>Reorder a calculation, understanding that multiplication</li> </ul>

	when the numbers are close together (e.g. 131-129), and for finding a small difference. • Subtract a two-digit number by partitioning it then subtracting tens and ones. • Use the relationship between addition and subtraction.	<ul> <li>Counting on in hundreds, tens and ones to find the total.</li> <li>Partitioning into hundreds, tens, and ones in different ways, then recombine (824= 800+ 2. 824=700 + 110 +14).</li> <li>Reorder the numbers when adding.</li> <li>Use known facts and place value to audd</li> <li>Counting on as a mental strategy for subtraction when the numbers are close close close to gether (e.g. 131-129), and difference.</li> <li>Subtract a two-digit number by small difference.</li> <li>Subtract a two-digit number by</li> </ul>	<ul> <li>can be done in any order.</li> <li>Using knowledge that halving is in the inverse of doubling and the same as dividing by 2.</li> <li>Use known facts and place value to add</li> <li>Subtract a two-digit number by partitioning it then subtracting tens and ones.</li> <li>Use known facts and place value to divide.</li> <li>Use known facts and place value to multiply by 2,3,4,5,8 and 10.</li> </ul>
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		partitioning it then subtracting tens and ones. • Use the relationship between addition and subtraction.	
New skills	<ul> <li>Counting on in hundreds, tens and ones to find the total.</li> <li>Partitioning into hundreds, tens, and ones in different ways, then recombine (824= 800+ 20 + 4, 824=700 + 110 + 14).</li> <li>Reorder the numbers when adding.</li> <li>Bridge through a multiple of adjust.</li> <li>Bridge through a multiple of adjust.</li> <li>Use known facts and place value to addi</li> </ul>		

<ul> <li>Use patterns of similar calculations</li> <li>Compensating: add or subtract 10, 20 or 100 and adjust.</li> <li>Counting back in hundreds, tens and ones.</li> <li>Counting on as a mental subtraction when the numbers are close together (e.g. 131-129), and for finding a small difference.</li> <li>Compensating: subtract mentally a near multiple of 10 then</li> <li>Use patterns multiplication can be done in any order.</li> <li>Counting in 2s, 5s, 10s and 3s</li> <li>Links to arrays</li> <li>Recalling the division facts for the 2,5 and 10 times tables</li> <li>Using knowledge that halving is in the inverse of doubling and facts and place value to divide.</li> </ul>	
small value to divide. difference. • Compensating: subtract mentally a near multiple	

		pairs of numbers 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> <li>Using doubling and understanding that this is the same as multiplying by 2</li> <li>Counting in 2s, 5s, 10s, 3s, 4s and 8s.</li> <li>Counting on in hundreds, tens and ones to find the total.</li> <li>Counting back in hundreds, tens and ones.</li> </ul>	<ul> <li>Using doubling and understanding that this is the same as multiplying by 2</li> <li>Counting in 2s, 5s, 10s, 3s, 4s and 8s.</li> <li>Count in steps of thousands, hundreds, tens and ones.</li> <li>Counting on in hundreds, tens and ones to find the total.</li> </ul>	<ul> <li>Using doubling and understanding that this is the same as multiplying by 2</li> <li>Recall previously learnt multiplication facts with increasing confidence (2, 5, 10, 3, 4 and 8 times tables).</li> <li>Partitioning: multiplying hundreds,</li> </ul>	<ul> <li>Using doubling and understanding that this is the same as multiplying by 2</li> <li>Recall previously learnt multiplication facts with increasing confidence (2, 5, 10, 3, 4 and 8 times tables).</li> <li>Count in steps of thousands,</li> </ul>	<ul> <li>Using doubling and understanding that this is the same as multiplying by 2</li> <li>Recall previously learnt multiplication facts with increasing confidence (2, 5, 10, 3, 4 and 8 times tables).</li> <li>Count in steps of thousands,</li> </ul>	<ul> <li>Using doubling and understanding that this is the same as multiplying by 2</li> <li>Count in steps of thousands, hundreds, tens and ones.</li> <li>Counting on and back in thousands, hundreds, tens, ones.</li> <li>Recall previously learnt multiplication</li> </ul>

	<ul> <li>Partitioning into hundreds, tens, and ones in different ways, then recombine (824= 800+ 20 + 4, 824=700 + 110 +14).</li> <li>Use known facts and place value to add</li> <li>Compensating: add or subtract 10, 20 or 100 and adjust.</li> </ul>	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.	<ul> <li>tens and ones separately and then recombining.</li> <li>Using understanding of when a number is multiplied by 10, 100 or 1,000.</li> <li>Using knowledge of number facts and place value e.g. 7 X 8 = 56 to find 70 X 8, 7 X 80 etc.</li> <li>Use known facts and place value to solve calculations and to become more efficient in mental calculations e.g 92÷4 by taking away 4 lots of 20, to be left with 12, then taking away 3x4 to get the answer of 23.</li> </ul>	<ul> <li>hundreds, tens and ones.</li> <li>Counting back in hundreds, tens and ones.</li> <li>Add 3 or 4 small numbers</li> <li>Using understanding of when a number is multiplied by 10, 100 or 1,000.</li> <li>Use partitioning: all 4 operations</li> <li>Use related facts: all 4 operations</li> <li>Compensating: doubling and adjusting</li> <li>Compensating: Adding the nearest multiple of 10 or 100 and then adjust</li> <li>Find a difference by counting up through the next multiple of 10, 100 and 1,000</li> <li>Compensating: Subtracting</li> </ul>	<ul> <li>hundreds, tens and ones.</li> <li>Using understanding of when a number is multiplied by 10, 100 or 1,000.</li> <li>Use partitioning: all 4 operations</li> <li>Use related facts: all 4 operations</li> <li>Compensating: doubling and adjusting</li> <li>Compensating: Adding the nearest multiple of 10 or 100 and then adjust</li> <li>Find a difference by counting up through the next multiple of 10, 100 and 1,000</li> <li>Compensating: Subtracting the nearest multiple of 1, 10, 100 or 1,000 and adjust.</li> </ul>	facts with increasing confidence (2, 5, 10, 3, 4 and 8 times tables) • Recall division facts for all the times tables, up to 12X12 • 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> <li>Use related facts to divide</li> <li>Use factor pairs to divide</li> </ul>	the nearest multiple of 1, 10, 100 or 1,000 and adjust. • Scaling down using known facts • Use the relationship between multiplication and division	<ul> <li>Scaling down using known facts</li> <li>Use the relationship between multiplication and division</li> </ul>	<ol> <li>1,000 and adjust.</li> <li>Scaling down using known facts</li> <li>Use the relationship between multiplication and division</li> </ol>
New skills	<ul> <li>Count in steps of thousands, hundreds, tens and ones.</li> <li>Reorder numbers in a calculation</li> <li>Add 3 or 4 small numbers</li> <li>Partition: adding the most significant digit first</li> <li>Compensating: doubling and adjusting</li> <li>Compensating: Mdding the nearest multiple of 10 or 100 and then adjust</li> <li>Counting in 6s, 7s, 9s, 25s and 100s</li> <li>Recall previously learnt multiplication facts with increasing</li> <li>Recall multiplication facts for the 6,7,9, 11 and 12 times tables.</li> <li>Partitioning: multiple of 10 or 100 and then adjust</li> <li>Counting in 6s, 7s, 9s, 25s and 100s</li> <li>Recall multiplication facts for the 6,7,9, 11 and 12 times tables.</li> <li>Partitioning: multiplying hundreds, tens and ones separately and</li> </ul>				

Using then
knowledge of recombining.
place value • Using
and related understanding
calculations of when a
e.g. working number is
5 5
= 290 by 10,100 or
using 15 + 14 1,000.
= 29. • Using
Counting on knowledge of
and back in number facts
thousands, and place value
hundreds, e.g. 7 X 8 = 56
tens, ones. to find 70 X 8,
Use known     7 X 80 etc.
facts and
place value to 7s, 9s, 25s and
subtract 1000s.
Counting on     Recall division
to subtract facts for all
when the the times
numbers are tables, up to
close 12X12
together. • Use
Find a understanding
difference by of place value
counting up and what
through the happens to the
next multiple value of each
of 10, 100 and digit when it is
1,000 divided by 10,
Compensating: 100 or 1,000.
Subtracting • Use known
the nearest facts and place
multiple of 1, value to solve
1,000 and and to become
adjust. more efficient

			in mental calculations e.g 92÷4 by taking away 4 lots of 20, to be left with 12, then taking away 3x4 to get the answer of 23. 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> <li>Using doubling and understanding that this is the same as multiplying by 2</li> <li>Count in steps of thousands, hundreds, tens and ones.</li> <li>Counting on and back in thousands, hundreds, tens, ones.</li> </ul>	<ul> <li>Using doubling and understanding that this is the same as multiplying by 2.</li> <li>Recall of all times tables up to 12 X 12</li> <li>Counting on in steps of 1, 10, 100 or 1000</li> <li>Counting back in steps of 1,</li> </ul>	<ul> <li>Recall of all times tables up to 12 X 12</li> <li>Counting in steps of powers of 10</li> <li>Use known facts and place value to multiply</li> <li>Use understanding of multiplying by 10, 100 or 1,00 and how the digits</li> </ul>	<ul> <li>Using doubling and understanding that this is the same as multiplying by 2.</li> <li>Recall of all times tables up to 12 X 12</li> <li>Partitioning: using all 4 operations</li> <li>Related facts: using</li> </ul>	<ul> <li>Recall of all times tables up to 12 X 12</li> <li>Counting on in steps of 0.1, 1, 10, 100 or 1,000</li> <li>Counting back steps of 0.1, 1, 10, 100 or 1000</li> <li>Partitioning: using all 4 operations</li> <li>Related facts: using</li> </ul>	<ul> <li>Using doubling and understanding that this is the same as multiplying by 2.</li> <li>Recall of all times tables up to 12 X 12</li> <li>Partitioning: using all 4 operations</li> <li>Related facts: using</li> </ul>

	<ul> <li>Recall previously learnt multiplication facts with increasing confidence (2, 5, 10, 3, 4 and 8 times tables)</li> <li>Recall multiplication facts for the 6,7,9, 11 and 12 times tables.</li> <li>Recall division facts for all the times tables, up to 12X12</li> </ul>	<ul> <li>10, 100 or 1000</li> <li>Reorder the numbers in a calculation</li> <li>Use the relationship between addition and subtraction</li> <li>Partitioning, adding the most significant digit first</li> <li>Use knowledge of place value and related calculations e.g.6.3 + 4.8 using 63 + 48</li> <li>Use knowledge of place value and related calculations e.g. 4.5 - 3.6 using 45-36</li> </ul>	<ul> <li>change in their place value.</li> <li>Use understanding of multiplying by 10, 100 or 1,00 and how the digits change in their place value.</li> <li>Using times table facts to recognise and use square and cube numbers.</li> <li>Use the relationship between multiplication and division</li> </ul>	all 4 operations • Compensating and adjusting : using all 4 operations • Use the relationship between multiplication and division	all 4 operations • Compensating and adjusting : using all 4 operations • Use the relationship between multiplication and division	all 4 operations • Compensating and adjusting : using all 4 operations • Use the relationship between multiplication and division
New skills	<ul> <li>Counting on in steps of 1, 10, 100 or 1000</li> <li>Counting back in steps of 1, 10, 100 or 1000</li> <li>Reorder the numbers in a calculation</li> </ul>	<ul> <li>Counting in steps of powers of 10</li> <li>Use commutativity and tables to multiply</li> <li>Use known facts and place value to multiply</li> </ul>	<ul> <li>Counting on in steps of 0.1</li> <li>Counting back steps of 0.1</li> </ul>			

<ul> <li>Partitioning, adding the most significant</li> <li>Use related facts to multiply</li> <li>Scaling up digit first</li> <li>Scaling up digit first</li> <li>Compensating: Add a multiply</li> <li>Using times 10, 100 or table facts to 1,000 and adjust.</li> <li>Use quare and cube numbers.</li> <li>Compensating: bouble and adjust.</li> <li>Use of multiplying knowledge of place value and related the digits</li> <li>Use claculations</li> <li>Change in their e.g.6.3 + 4.8</li> </ul>
<ul> <li>Use known relationship facts and between place value to multiplication subtract and division.</li> <li>Find a Partitioning: difference by multiplying counting on hundreds, tens through the and ones next multiple separately and of 10, 100 or then 1,000 recombining</li> <li>Subtract by Use counting understanding from the of place value smaller to the and what larger number where this is value of each the most digit when it is</li> </ul>

		efficient method • 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	<ul> <li>divided by 10, 100 or 1,000.</li> <li>Use known facts and place value to solve calculations.</li> <li>Use related facts to divide</li> <li>Use factor pairs to divide</li> <li>Scaling down using known facts</li> <li>Use knowledge of division facts e.g. when carrying out a division to find a remainder.</li> <li>Use the relationship between multiplication and division</li> </ul>				
Year 6	Revisit	<ul> <li>Using doubling and understanding that this is the same as multiplying by 2</li> <li>Recall of all times tables up to 12 X 12</li> <li>Partitioning: using all 4 operations</li> </ul>	<ul> <li>Using doubling and understanding that this is the same as multiplying by 2</li> <li>Counting back in powers of tens, including tenths, hundredths and thousandths.</li> </ul>	<ul> <li>Rapid recall of all times tables up to 12X12 - as in Year 4 and Year 5</li> <li>Counting back in powers of tens, including tenths, hundredths and thousandths.</li> </ul>	<ul> <li>Rapid recall of all times tables up to 12X12 - as in Year 4 and Year 5</li> <li>Counting back in powers of tens, including tenths, hundredths and thousandths.</li> </ul>	<ul> <li>Rapid recall of all times tables up to 12X12 - as in Year 4 and Year 5</li> <li>Counting back in powers of tens, including tenths, hundredths and thousandths.</li> </ul>	<ul> <li>Rapid recall of all times tables up to 12X12 - as in Year 4 and Year 5</li> <li>Counting back in powers of tens, including tenths, hundredths and thousandths.</li> </ul>

	<ul> <li>Related facts: using all 4 operations</li> <li>Compensating and adjusting : using all 4 operations</li> </ul>		<ul> <li>Using doubling and understanding that this is the same as multiplying by 2</li> <li>Counting in steps of powers of 10.</li> <li>Use factor pairs to divide</li> <li>Partitioning: using all 4 operations</li> <li>Related facts: using all 4 operations</li> <li>Compensating and adjusting : using all 4 operations</li> </ul>	<ul> <li>Using doubling and understanding that this is the same as multiplying by 2</li> <li>Counting in steps of powers of 10.</li> <li>Use factor pairs to divide</li> <li>Partitioning: using all 4 operations</li> <li>Related facts: using all 4 operations</li> <li>Compensating and adjusting : using all 4 operations</li> </ul>	<ul> <li>Using doubling and understanding that this is the same as multiplying by 2</li> <li>Counting in steps of powers of 10.</li> <li>Use factor pairs to divide</li> <li>Partitioning: using all 4 operations</li> <li>Related facts: using all 4 operations</li> <li>Compensating and adjusting : using all 4 operations</li> </ul>	<ul> <li>Using doubling and understanding that this is the same as multiplying by 2</li> <li>Counting in steps of powers of 10.</li> <li>Use factor pairs to divide</li> <li>Partitioning: using all 4 operations</li> <li>Related facts: using all 4 operations</li> <li>Compensating and adjusting : using all 4 operations</li> </ul>
New skills	<ul> <li>Partition, adding the most significant digit first</li> <li>Compensating: adding a whole number, multiple of 10 or double and adjust.</li> <li>Use knowledge of</li> </ul>	<ul> <li>Rapid recall of all times tables up to 12X12 - as in Year 4 and Year 5</li> <li>Recalling square and cubed numbers</li> <li>Use known facts and place value to multiply.</li> </ul>	•	•	•	•

place value•Use relatedand relatedfacts tocalculationsmultiply.e.g. 680 +•Scaling up430, 6.8 +using known4.3, 0.68 +facts.0.43 can all•be workedrelationshipout using thebetween
<ul> <li>Counting back steps of powers of 10.</li> <li>tens,          <ul> <li>Recall division</li> <li>including facts for all</li> <li>tenths,              <li>the times</li> <li>hundredths tables, up to</li> <li>and 12X12</li> <li>thousandths.</li> <li>Use understanding knowledge of of place value</li> </li></ul> </li> </ul>
<ul> <li>Nowledge of and what and related happens to the calculations value of each</li> <li>Subtract a digit when it is power of ten, divided by 10, or a whole 100 or 1,000. number and Use known adjust.</li> <li>Find the value to solve</li> </ul>
difference by counting up       • Use knowledge of division         through the nearest       of division         multiple of       carrying out a         0,1, 10, 100 or       division to find         1,000 then       a remainder.         adjust.       •

<ul> <li>Continue to use the relationship between addition and subtraction.</li> <li>Use factor pairs to divide</li> <li>Use the relationship between multiplication and division</li> </ul>	
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