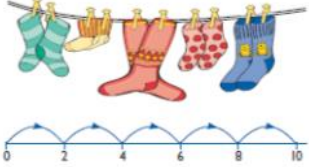
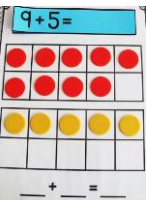
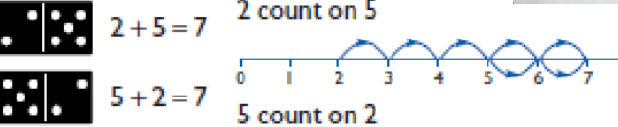
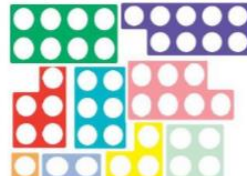

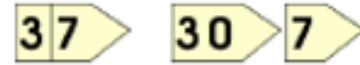


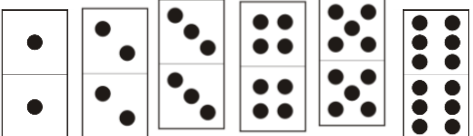
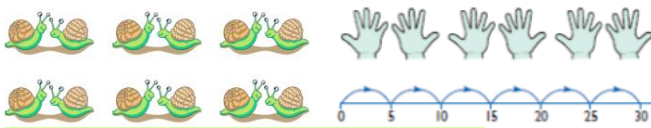
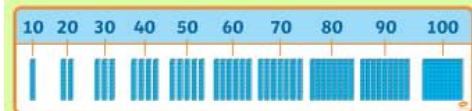


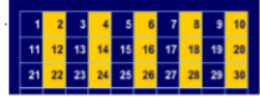


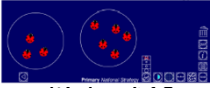
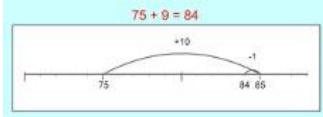

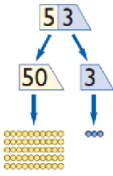
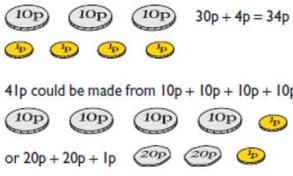
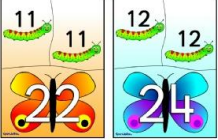

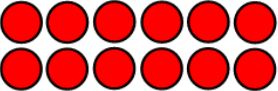
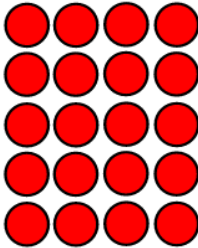
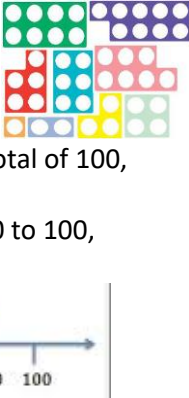
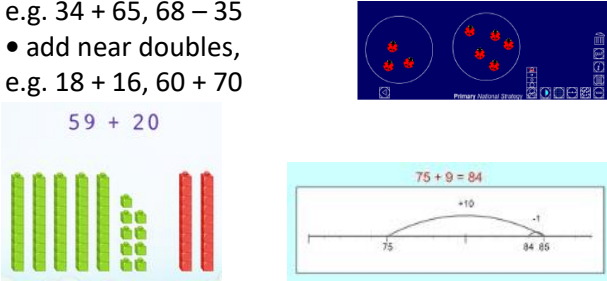
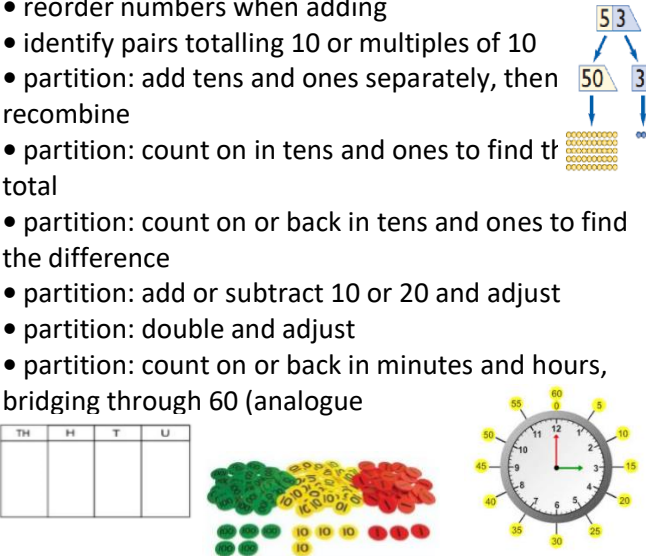
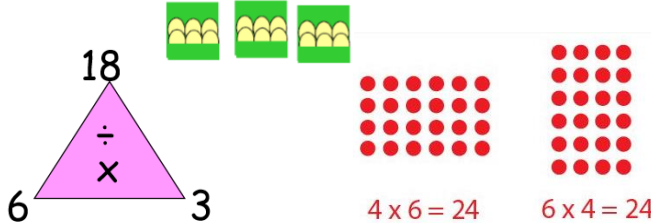
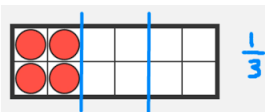


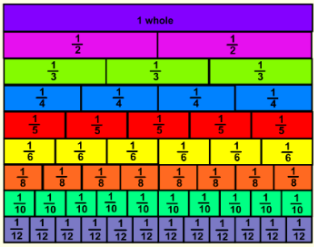
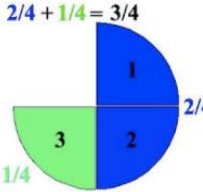





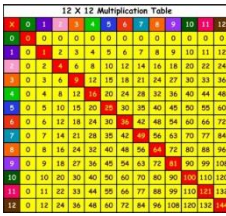


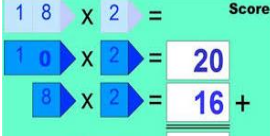
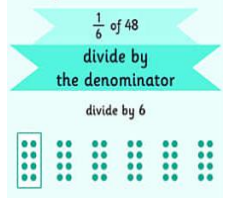
Year 1	Recall:	Mental calculation skills:	Mental methods or strategies:																																																																																																				
+ and -	<p>Children should be able to derive and recall:</p> <ul style="list-style-type: none"> number pairs within 20, e.g. 3 + 7, know what to add to a single-digit number to make 16, e.g. 9 + 7 = 16 addition facts for totals to 20, e.g. 2 + 18, 3 + 17 addition doubles for all numbers to 20, e.g. 8 + 8   	<p>Working mentally, with jottings if needed, children should be able to:</p> <ul style="list-style-type: none"> add or subtract a pair of single-digit numbers, e.g. 4 + 5, 8 - 3 add or subtract a single-digit number to or from a teens number, e.g. 13 + 5, 17 - 3 add or subtract a single-digit to or from 20, and add a multiple of 10 to a single-digit number e.g. 10 + 7, 7 + 30 add near doubles, e.g. 6 + 7  <p>If you know 5+5=___ then 5+6=___</p> <p>If you know 6+6=___ then 6+7=___</p> 	<p>Children should understand when to and be able to apply these strategies:</p> <ul style="list-style-type: none"> reorder numbers when adding e.g. put the larger number first count on or back in ones, twos or tens partition small numbers, e.g. 8 + 3 = 8 + 2 + 1 partition and combine tens and ones    <ul style="list-style-type: none"> partition: double and adjust, e.g. 5 + 6 = 5 + 5 + 1 																																																																																																				
	x and ÷	<ul style="list-style-type: none"> doubles of all numbers to 10, e.g. double 6 odd and even numbers to 20  <div style="border: 1px dashed black; padding: 5px; display: inline-block;"> <p>EVEN numbers have a 0, 2, 4, 6, or 8 in the ones place.</p> </div> <p>Even Steven</p> <div style="border: 1px dashed black; padding: 5px; display: inline-block;"> <p>ODD numbers have a 1, 3, 5, 7, or 9 in the ones place.</p> </div> <p>Odd Todd</p>	<ul style="list-style-type: none"> count on from and back to zero in ones, twos, fives or tens <p>Count the snails by 2s.</p>    <p>2 x 6 = 12</p>  <p>Multiplication Facts ITP</p>	<ul style="list-style-type: none"> use patterns of last digits, e.g. 0 and 5 when counting in fives <p>Counting in 5s</p> <table border="1" data-bbox="1556 1061 1904 1332"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </table>  <p>Number grid ITP</p>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99
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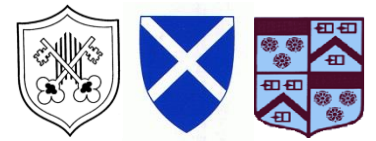


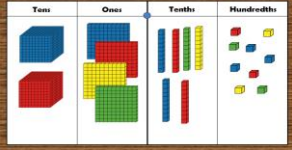
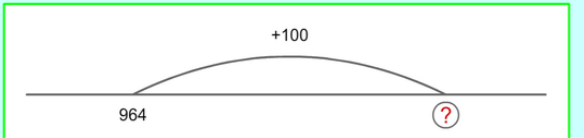
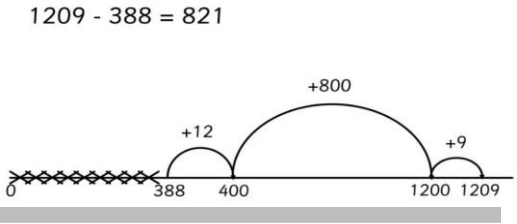
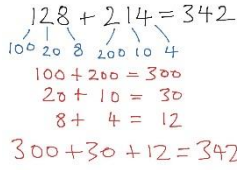
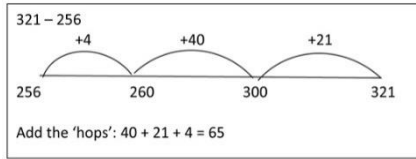
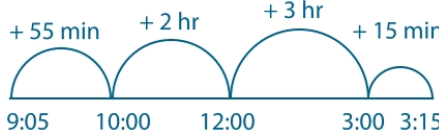
Year 2	Recall:	Mental calculation skills:	Mental methods or strategies:
+ and -	<p>Children should be able to derive and recall:</p> <ul style="list-style-type: none"> addition and subtraction facts for all numbers up to at least 20, e.g. $13 + 4$, $18 - 5$ number pairs with totals to 20  all pairs of multiples of 10 with totals up to 100, e.g. $30 + 70$, or $60 + \square = 100$ derive and use related facts up to 100 what must be added to any two-digit number to make the next multiple of 10, e.g. $52 + \square = 60$ addition doubles for all numbers to 20, e.g. $17 + 17$ and multiples of 10 to 50, e.g. $40 + 40$ add and subtract mentally a 2 digit and a 1 digit, 2 digit and 10's, 2 digit and 2 digit 	<p>Working mentally, with jottings if needed, children should be able to:</p> <ul style="list-style-type: none"> add or subtract a pair of single-digit numbers, including crossing 10, e.g. $5 + 8$, $12 - 7$ add any single-digit number to or from a multiple of 10, e.g. $60 + 5$ subtract any single-digit number from a multiple of 10, e.g. $80 - 7$ add or subtract a single-digit number to or from a two-digit number, including crossing the tens boundary, e.g. $23 + 5$, $57 - 3$, then $28 + 5$, $52 - 7$ add or subtract a multiple of 10 to or from any two-digit number, e.g. $27 + 60$, $72 - 50$ add 9, 19, 29, ... or 11, 21, 31, ... add near doubles, e.g. $13+14$, $39+40$   	<p>Children should understand when to and be able to apply these strategies:</p> <ul style="list-style-type: none"> reorder numbers when adding partition: bridge through 10 and multiples of 10 when adding and subtracting partition and combine multiples of tens and ones use knowledge of pairs making 10 partition: count on in tens and ones to find the total partition: count on or back in tens and ones to find the difference partition: add a multiple of 10 and adjust by 1 partition: double and adjust   <p>41p could be made from $10p + 10p + 10p + 10p + 1p$ or $20p + 20p + 1p$</p>
	x and ÷	<ul style="list-style-type: none"> doubles of all numbers to 20, e.g. double 13, and corresponding halves doubles of multiples of 10 to 50, e.g. double 40, and corresponding halves multiplication facts for the 2, 5 and 10 times-tables, and corresponding division facts odd and even numbers to 100  	<ul style="list-style-type: none"> double any multiple of 5 up to 50, e.g. double 35 halve any multiple of 10 up to 100, e.g. halve 90 find half of even numbers to 40 find the total number of objects when they are organised into groups of 2, 5 or 10  

Year 3	Recall:	Mental calculation skills:	Mental methods or strategies:						
+ and -	<p>Children should be able to derive and recall:</p> <ul style="list-style-type: none"> addition and subtraction facts for all numbers to 20, e.g. $9 + 8$, $17 - 9$, drawing on knowledge of inverse operations sums and differences of multiples of 10, e.g. $50 + 80$, $120 - 90$ pairs of two-digit numbers with a total of 100, e.g. $32 + 68$, or $32 + \square = 100$ addition doubles for multiples of 10 to 100, e.g. $90 + 90$ add and subtract mentally a 3 digit and a 1 digit 3 digit and 10's 3 digit and 100's 	<p>Working mentally, with jottings if needed, children should be able to:</p> <ul style="list-style-type: none"> add and subtract groups of small numbers, e.g. $5 - 3 + 2$ add or subtract a two-digit number to or from a multiple of 10, e.g. $50 + 38$, $90 - 27$ add and subtract two-digit numbers e.g. $34 + 65$, $68 - 35$ add near doubles, e.g. $18 + 16$, $60 + 70$ 	<p>Children should understand when to and be able to apply these strategies:</p> <ul style="list-style-type: none"> reorder numbers when adding identify pairs totalling 10 or multiples of 10 partition: add tens and ones separately, then recombine partition: count on in tens and ones to find the total partition: count on or back in tens and ones to find the difference partition: add or subtract 10 or 20 and adjust partition: double and adjust partition: count on or back in minutes and hours, bridging through 60 (analogue) 						
	x and ÷	<ul style="list-style-type: none"> multiplication facts for the 2, 3, 4, 5, 6, 8 and 10 times-tables, and corresponding division facts doubles of multiples of 10 to 100, e.g. double 90, and corresponding halves count from 0 in multiples of 4, 8, 50 and 100 	<ul style="list-style-type: none"> double any multiple of 5 up to 100, e.g. double 35 halve any multiple of 10 up to 200, e.g. halve 170 multiply one-digit or two-digit numbers by 10 or 100, e.g. 7×100, 46×10, 54×100 find unit fractions of numbers and quantities involving halves, thirds, quarters, fifths and tenths <p>1) Find $\frac{1}{3}$ of 18 by sharing out the number equally into the three boxes.</p> <table border="1" data-bbox="846 1284 1478 1396"> <tr> <td></td> <td>18</td> <td></td> </tr> <tr> <td>$\frac{1}{3}$</td> <td>$\frac{1}{3}$</td> <td>$\frac{1}{3}$</td> </tr> </table> <p>$\frac{1}{3}$ of 18 = $18 \div 3 = \underline{\quad}$</p> 		18		$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$
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$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$							


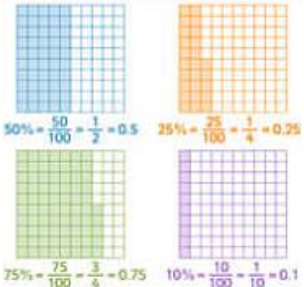
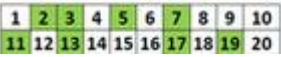
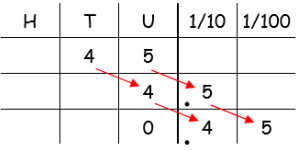





Year 4	Recall:	Mental calculation skills:	Mental methods or strategies:
+ and -	<p>Children should be able to derive and recall:</p> <ul style="list-style-type: none"> • sums and differences of pairs of multiples of 10, 100 or 1000 • addition doubles of numbers 1 to 100, e.g. $38 + 38$, and the corresponding halves • what must be added to any three-digit number to make the next multiple of 100, e.g. $521 + \square = 600$ • pairs of fractions that total 1  	<p>Working mentally, with jottings if needed, children should be able to:</p> <ul style="list-style-type: none"> • add or subtract any pair of two-digit numbers, including crossing the tens and 100 boundary, e.g. $47 + 58, 91 - 35$ • add or subtract a near multiple of 10, e.g. $56 + 29, 86 - 38$ • add near doubles of two-digit numbers, e.g. $38 + 37$ • add or subtract two-digit or three-digit multiples of 10, e.g. $120 - 40, 140 + 150, 370 - 180$  	<p>Children should understand when to and be able to apply these strategies:</p> <ul style="list-style-type: none"> • count on or back in hundreds, tens and ones • partition: add tens and ones separately, then recombine • partition: subtract tens and then ones, e.g. subtracting 27 by subtracting 20 then 7 • subtract by counting up from the smaller to the larger number • partition: add or subtract a multiple of 10 and adjust, e.g. $56 + 29 = 56 + 30 - 1$, or $86 - 38 = 86 - 40 + 2$ • partition: double and adjust • use knowledge of place value and related calculations, e.g. work out $140 + 150 = 290$ using $14 + 15 = 29$ • partition: count on or back in minutes and hours, bridging through 60 (analogue and digital times)   
	x and ÷	<ul style="list-style-type: none"> • multiplication facts to 12×12 and the corresponding division facts • count in multiples of 6, 7, 9, 25 and 1000 • doubles of numbers 1 to 100, e.g. double 58, and corresponding halves • doubles of multiples of 10 and 100 and corresponding halves • fraction and decimal equivalents of one-half, quarters, tenths and hundredths, e.g. 310 is 0.3 and 3100 is 0.03 • factor pairs for known multiplication facts   	<ul style="list-style-type: none"> • double any two-digit number, e.g. double 39, • double any multiple of 10 or 100, e.g. double 340, double 800, and halve the corresponding multiples of 10 and 100, • halve any even number to 200 • find unit fractions and simple non-unit fractions of numbers and quantities, e.g. $3/8$ of 24, • multiply and divide numbers to 1000 by 10 and then 100 (whole-number answers, e.g. $325 \times 10, 42 \times 100, 120 \div 10, 600 \div 100, 850 \div 10$), • multiply a multiple of 10 to 100 by a single-digit number, e.g. 40×3 • multiply numbers to 20 by a single-digit, e.g. 17×3, • identify the remainder when dividing by 2, 5 or 10 • give the factor pair associated with a multiplication fact, e.g. identify that if $2 \times 3 = 6$ then 6 has the factor pair 2 and 3  

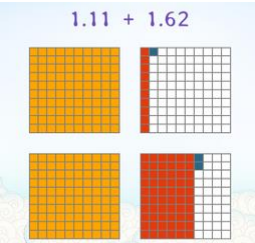

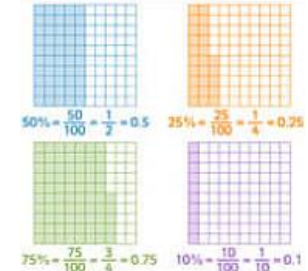
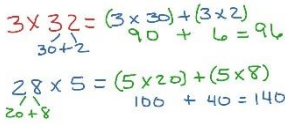
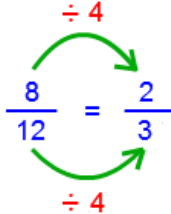


Year 5	Recall:	Mental calculation skills:	Mental methods or strategies:																				
+ and -	<p>Children should be able to derive and recall:</p> <ul style="list-style-type: none"> • sums and differences of decimals, e.g. $6.5 + 2.7$, $7.8 - 1.3$ <table border="1" data-bbox="161 459 448 619"> <thead> <tr> <th>hundreds</th> <th>tens</th> <th>ones</th> <th>tenths</th> <th>hundredths</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>.</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>.</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>.</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • doubles and halves of decimals, e.g. half of 5.6, double 3.4 • what must be added to any four-digit number to make the next multiple of 1000, e.g. $4087 + \square = 5000$ • what must be added to a decimal with units and tenths to make the next whole number, e.g. $7.2 + \square = 8$ 	hundreds	tens	ones	tenths	hundredths				.					.					.		<p>Working mentally, with jottings if needed, children should be able to:</p> <ul style="list-style-type: none"> • add or subtract a pair of two-digit numbers or three-digit multiples of 10, e.g. $38 + 86$, $620 - 380$, $350 + 360$ • add or subtract a near multiple of 10 or 100 to any two-digit or three-digit number mentally, e.g. $235 + 198$ • find the difference between near multiples of 100, e.g. $607 - 588$, or of 1000, e.g. $6070 - 4087$ (<i>Use jottings to support this calculation: count up the difference on a number line, bridging through key multiples of 100</i>): • add or subtract any pairs of decimal fractions each with units and tenths, e.g. $5.7 + 2.5$, $6.3 - 4.8$ <div data-bbox="616 699 907 912"> <p>Introducing Decimals with Base Ten Blocks</p>  </div> <div data-bbox="616 928 1198 1098"> <p>$964 + 98 = ?$</p>  </div> <div data-bbox="616 1145 1131 1369"> <p>$1209 - 388 = 821$</p>  </div>	<p>Children should understand when to and be able to apply these strategies:</p> <ul style="list-style-type: none"> • count on or back in hundreds, tens, ones and tenths (starting from any integer or decimal) • partition: add hundreds, tens or ones separately, then recombine <div data-bbox="1478 497 1713 667"> <p>$128 + 214 = 342$</p>  </div> <ul style="list-style-type: none"> • subtract by counting up from the smaller to the larger number (<i>where efficient due to numbers close together or near multiples</i>) <div data-bbox="1478 737 1892 896"> <p>$321 - 256$</p>  <p>Add the 'hops': $40 + 21 + 4 = 65$</p> </div> <ul style="list-style-type: none"> • add or subtract a multiple of 10 or 100 and adjust (e.g. $235 + 198$ (<i>add 200 mentally and subtract 2</i>); $964 + 88$ (<i>add 90, then subtract 2</i>); $621 - 39$ (<i>subtract 40 then add 1 back on</i>)) • partition: double and adjust • use knowledge of place value and related calculations, e.g. $6.3 - 4.8$, using $63 - 48$ • partition for calculation with time: count on or back in minutes and hours, bridging through 60 (analogue and digital times): <i>Mental jottings as a 'time number line':</i> <div data-bbox="1478 1200 1915 1337">  </div>
	hundreds	tens	ones	tenths	hundredths																		
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			.																				



Year 5	Recall:	Mental calculation skills:	Mental methods or strategies:																								
x and ÷	<p>Children should be able to derive and recall:</p> <ul style="list-style-type: none"> • Recall squares to 12× 12  <ul style="list-style-type: none"> • Recall division facts corresponding to tables up to 12 × 12, and the related unit fractions, e.g. 7 × 9 = 63 so one-ninth of 63 is 7 and one-seventh of 63 is 9 • Recall percentage equivalents of one-half, one-quarter, three-quarters, tenths and hundredths  <ul style="list-style-type: none"> • Recall / find factor pairs to 100 • Recall prime numbers up to 19 <p>Prime Numbers</p> 	<p>Working mentally, with jottings if needed, children should be able to:</p> <ul style="list-style-type: none"> • multiply and divide two-digit numbers by 4 or 8, e.g. 26×4, $96 \div 8$ • multiply two-digit numbers by 5 or 20, e.g. 320×5, 14×20 using doubling and halving • multiply by 25 or 50, e.g. 48×25, 32×50 • double three-digit multiples of 10 to 500, e.g. 380×2, and find the corresponding halves, e.g. $760 \div 2$ • find the remainder after dividing a two-digit number by a single-digit number, e.g. $27 \div 4 = 6 \text{ R } 3$ • multiply and divide whole numbers and decimals by 10, 100 or 1000, e.g. 4.3×10, 0.75×100, $25 \div 10$, $673 \div 100$, $74 \div 100$ <p>Multiplying and Dividing by 10, 100 and 1000</p> <table border="1" data-bbox="616 718 952 805"> <tr> <td>10 000</td> <td>1000</td> <td>100</td> <td>10</td> <td>1</td> <td>$\frac{1}{10}$</td> <td>$\frac{1}{100}$</td> <td>$\frac{1}{1000}$</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>•</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>•</td> <td></td> <td></td> </tr> </table> <div style="display: flex; justify-content: space-around;"> <div data-bbox="616 813 772 901"> <p>Multiplying</p> <p>X 10 digits move LEFT 1 space X 100 digits move LEFT 2 spaces X 1000 digits move LEFT 3 spaces</p> <p>←</p> </div> <div data-bbox="784 813 952 901"> <p>Dividing</p> <p>÷ 10 digits move RIGHT 1 space ÷ 100 digits move RIGHT 2 spaces ÷ 1000 digits move RIGHT 3 spaces</p> <p>→</p> </div> </div>  <p>45 ÷ 100 = 0.45</p> <ul style="list-style-type: none"> • multiply pairs of multiples of 10, e.g. 60×30, and a multiple of 100 by a single digit number, e.g. 900×8 • divide a multiple of 10 by a single-digit number (whole number answers) e.g. $80 \div 4$, $270 \div 3$ • find fractions of whole numbers or quantities, e.g. $\frac{2}{3}$ of 27, $\frac{4}{5}$ of 70 kg • find 50%, 25% or 10% of whole numbers or quantities, e.g. 25% of 20 kg, 10% of £80 • find factor pairs for numbers to 100, e.g. 30 has the factor pairs 1×30, 2×15, 3×10 and 5×6 	10 000	1000	100	10	1	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$						•								•			<p>Children should understand when to and be able to apply these strategies:</p> <ul style="list-style-type: none"> • multiply or divide by 4 or 8 by repeated doubling or halving • form an equivalent calculation, e.g. to multiply by 5, multiply by 10, then halve; to multiply by 20, double, then multiply by 10 • use knowledge of doubles/halves and understanding of place value, e.g. when multiplying by 50 multiply by 100 and divide by 2 • use knowledge of division facts, e.g. when to find a remainder • use understanding that when a number is multiplied or divided by 10 or 100, its digits move one or two places to the left or the right relative to the decimal point, and zero is used as a place holder • use knowledge of multiplication and division facts and understanding of place value, e.g. calculating with multiples of 10 • use knowledge of equivalence between fractions and percentages, e.g. to find 50%, 25% and 10% • use knowledge of multiplication and division facts to find factor pairs <p>(‘Factor rainbows’ – rainbow starts and ends with 1 and the number itself, then all the other possible pairs in order inside)</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="1467 965 1780 1204"> <p>Factor Pairs</p> <p>What are all the numbers you can multiply together to get your target number?</p> <p>Target Number = 36</p>  <p>1, 2, 3, 4, 6, 9, 12, 18, 36</p> </div> <div data-bbox="1792 981 2184 1268"> <p>Factoring</p> <p>To find factors and factor pairs, make a list. First, put the product at the top. Next, multiply starting with 1. If a number can be multiplied with another number to make the product at the top of your list -BINGO! You've found a factor, or a factor pair! Your list is done when numbers repeat.</p>   </div> </div>
10 000	1000	100	10	1	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$																				
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Year 6	Recall:	Mental calculation skills:	Mental methods or strategies:																														
+ and -	<p>Children should be able to derive and recall:</p> <ul style="list-style-type: none"> • addition and subtraction facts for multiples of 10 to 1000 and decimal numbers with one decimal place, e.g. $650 + \square = 930$, $\square - 1.4 = 2.5$ • what must be added to a decimal with units, tenths and hundredths to make the next whole number, e.g. $7.26 + \square = 8$ 	<p>Working mentally, with jottings if needed, children should be able to:</p> <ul style="list-style-type: none"> • add or subtract pairs of decimals with units, tenths or hundredths, e.g. $0.7 + 3.38$ • find doubles of decimals each with units and tenths, e.g. $1.6 + 1.6$ • add near doubles of decimals, e.g. $2.5 + 2.6$ • add or subtract a decimal with units and tenths, that is nearly a whole number, e.g. $4.3 + 2.9$ (Strategy to teach: do $4.3 + 3$, then subtract 0.1); $6.5 - 3.8$ (do 6.5 subtract 4, then add 0.2 back on) 	<p>Children should understand when to and be able to apply these strategies:</p> <ul style="list-style-type: none"> • count on or back in hundreds, tens, ones, tenths and hundredths • use knowledge of 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 $68 + 43$ • use knowledge of place value and of doubles of two-digit whole numbers • partition: double and adjust • partition: add or subtract a whole number and adjust, e.g. $4.3 + 2.9 = 4.3 + 3 - 0.1$, $6.5 - 3.8 = 6.5 - 4 + 0.2$ • partition: count on or back in minutes and hours, bridging through 60 (analogue and digital times, 12-hour and 24-hour clock)  <p>(Time number line jottings):</p>																														
	x and ÷	<ul style="list-style-type: none"> • perform mental calculations with mixed operations and large numbers • prime numbers less than 100 • equivalent fractions, decimals and percentages for hundredths, e.g. 35% is equivalent to 0.35 or 35/100  <table border="1" data-bbox="181 1225 488 1437"> <thead> <tr> <th>Fractions</th> <th>Decimals</th> <th>Diagram</th> <th>Out of 100</th> <th>Percentages</th> </tr> </thead> <tbody> <tr> <td>1/10</td> <td>0.1</td> <td></td> <td>10/100</td> <td>10%</td> </tr> <tr> <td>2/10</td> <td>0.2</td> <td></td> <td>20/100</td> <td>20%</td> </tr> <tr> <td>3/10</td> <td>0.3</td> <td></td> <td>30/100</td> <td>30%</td> </tr> <tr> <td>4/10</td> <td>0.4</td> <td></td> <td>40/100</td> <td>40%</td> </tr> <tr> <td>5/10</td> <td>0.5</td> <td></td> <td>50/100</td> <td>50%</td> </tr> </tbody> </table>	Fractions	Decimals	Diagram	Out of 100	Percentages	1/10	0.1		10/100	10%	2/10	0.2		20/100	20%	3/10	0.3		30/100	30%	4/10	0.4		40/100	40%	5/10	0.5		50/100	50%	<ul style="list-style-type: none"> • multiply pairs of two-digit and single-digit numbers, e.g. 28×3 • divide a two-digit number by a single-digit number, e.g. $68 \div 4$ • divide by 25 or 50, e.g. $480 \div 25$, $3200 \div 50$ • double decimals with units and tenths, e.g. double 7.6, and find the corresponding halves, e.g. half of 15.2 • multiply pairs of multiples of 10 and 100, e.g. 50×30, 600×20 • divide multiples of 100 by a multiple of 10 or 100 (whole number answers), e.g. $600 \div 20$, $800 \div 400$, $2100 \div 300$ • multiply and divide two-digit decimals such as 0.8×7, $4.8 \div 6$ using place value knowledge (e.g. $0.8 \times 7 = 8 \times 7 = 56$, then $\div 10 = 5.6$) • find 10% or multiples of 10%, of whole numbers and quantities, e.g. 30% of 50 ml, 40% of £30, 70% of 200 g • simplify fractions by cancelling • scale up and down using known facts, e.g. given that three oranges cost 24p, find the cost of four oranges • identify numbers with odd and even numbers of factors and no factor pairs other than 1 and themselves  
Fractions	Decimals	Diagram	Out of 100	Percentages																													
1/10	0.1		10/100	10%																													
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