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Oral and Mental calculation

- Read and write numbers to at least 500 in numerals and words
- Count on and back in 1s, 10 s or 100 s from any two- or three-digit number.
- Count from 0 in multiples of 2,,4, 5, 8 , 10 , and 100
- Count in fraction steps, e.g. $^1/_5$, $^2/_5$, $^3/_5$ …
- Order a set of random numbers to at least 500.
- Extend number sequences involving counting on or back in different steps-link to scales.
- Find 1, 10 or 100 more/less than a given number
- Recall multiplication and division facts for 2x, 4x 5x ,8x and 10 tables
- *Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:*
  - a 2-digit number and ones
    - *a 2-digit number and tens*
    - *two 2-digit numbers*
    - *adding three 1-digit numbers. (Year 2 objective)*
- Add and subtract mentally HTO +/-O , HT0 +/-T and HTO +/-H
- Recall and use number facts to 20
- Derive and use number facts up to 100
- Add two or more multiples of 10
- Add two or more multiples of 5
- Double and halve numbers to 100
- Use "see 9 or 11 but think 10 " or" see 99 but think 100" when calculating mentally
- Find differences by counting up
- Solve missing number problems
- Revise names and properties of 2D and 3D shapes

Week	Main focus of teaching	
1	**Number and place value to solve problems** • *Recognise the place value of three digit numbers to at least 500* • *Partition and re-partition 2 and 3 digit numbers to at least 500* • *Continue to count in ones, tens and hundreds* • *Partition numbers in different ways* • Partition and re-partition 2 and 3 digit numbers to at least 500 • Compare and order numbers to at least 500 • Recognise the place value of each digit in a three-digit number (hundreds,	

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	tens and ones) to at least 500. • Identify, represent and estimate numbers using different representations, *including the number line.* • *Round numbers to at least 500 to the nearest 10 or 100 using a number line.* • Find 1, 10 or 100 more or less than a given number. • *Solve simple problems involving place value or number*
2	**Addition and subtraction to 1000 to solve problems** • *Ensure children think –can I do it in my head, with some jottings or by using a written method* • Estimate answers to calculations • **Add** two or more numbers (2-digit or 3- digits) crossing the tens and/or hundred boundaries -expanded written recording or column method (answer less than 500) • **Subtract** a 2 or 3 - digit numbers number from another 2 or a 3-digit number (less than 500) crossing the tens and hundreds boundaries-expanded method of written recording • Use inverse to check the answers to calculations • Solve problems, including missing number problems, using number facts or place.-link to real life contexts-e.g. money and measures
3	**Measures –Money to solve problem** • Recognise coinage and bank notes • *Ensure children think –can I do it in my head, with some jottings or by using a written method* • Estimate answers to calculations • Add and subtract money to find totals and to give change to £5 • Use £ or p • Use inverse to check the answers to calculations • *Solve problems involving calculating amounts of money and giving change*
4	**Measures-Mass to solve problems** • Estimate, measure and compare mass g and kg • Read and interpret the scale on a range of measuring equipment • *Ensure children think –can I do it in my head, with some jottings or by using a written method* • Estimate answers to calculations • Measure, compare, add and subtract masses • *Solve problems involving mass.*
5	**Fractions to solve problems**

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	- Count up and down in ½, 1/3 ¼, 1/10 to 10 - Compare and order unit and non-unit fractions with the same denominator *(including on a number line)* - Recognise and show using diagrams , equivalent fractions with small denominators (e.g. 1/2 ,1/3 ,1/4, 1/6 ,1/12) *Show practically and pictorially that unit fraction can be added to total one i.e. 1/3+1/3 +1/3 =1* *Show practically and pictorially that a fraction is one whole number divided by another (for example, $\frac{3}{4}$ can be interpreted as 3 ÷ 4).-link to division* *link fractions of amounts to division by sharing* - Solve problems involving fractions- *link to money or measurement*
6	**Multiplication to solve problems** - Recall and use facts for the, 3x 4x and 8s tables and related division facts - Write and calculate number sentences for 2x ,5x, 10x, 4x and 8x tables - including division facts *Understand how multiplication statements can be represented using arrays.* *Ensure children think –can I do it in my head, with some jottings or by using a written method* - Estimate answers to calculations *W*rite and calculate mathematical statements for **multiplication** using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and/or expanded written methods *(supported by diagrams or manipulatives.)* - Use inverse to check the answers to calculations *Solve problems involving money and measures including* scaling problems *(making an amount a number of times larger).*
7	**Shape and position and direction to solve problems** *Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line. (Year 2 objective)* *Compare and sort common 2-D shapes and everyday objects. (Year 2 objective)*

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	• Draw then describe 2D shapes -edges , vertices and faces • Recognise that angles are a property of a shape or a description of a turn. • Identify whether angles are greater than or less than a right angle. • *Describe positions on a square grid labelled with letters and numbers.* • *Solve simple problems involving shape, direction or position*
8	Division to solve problems • Recall and use facts for the, 3x 4x and 8s tables and related division facts • Write and calculate number sentences for 2x ,5x, 10x, 4x and 8x tables • including division facts • *Understand how division statements can be represented using arrays.* • *Select a mental strategy appropriate for the numbers involved in the calculation.* • *Understand division as sharing and grouping and use each appropriately* • *Ensure children think –can I do it in my head, with some jottings or by using a written method* • Estimate answers to calculations • Write and calculate mathematical statements for **division** using the multiplication tables that they know, including for two-digit numbers divided by one-digit numbers, using mental and/or expanded written methods.(*supported by diagrams or manipulatives*) • Use inverse to check the answers to calculations • *Solve problems involving money and measures including scaling problems (making an amount a number of times smaller)*
9	Measures –Time to solve problems • Continue to tell and write the time from an analogue clock to at least the nearest five minutes • Record and compare time in terms of minutes and hours; • Continue to use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. • Know the number of seconds in a minute and the number of days in each month, year and leap year. • Compare durations of events, for example to calculate the time taken by particular events or tasks-*using a number line.* • *Solve simple problems involving time.*
10	Assess and review

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