Sunderland TFC SCFC Planning for Mathematics as used by Hemlington Hall Academy

The following trackers are to support the assessment of pupils' ability to subitise, count, recall facts and use efficient mental and written strategies for calculation. They set out expectations by year group but should not to be used as a planning document – planning is within a separate document to demonstrate the frequency of practice which may be required and to allow for precise pitch of learning to address gaps.

Reception Expectations Tracker

	Skills	Date Met
Subitising	Perceptually subitise 1, 2 & 3 *(regular arrangement)*	
	Perceptually subitise 1 to 6 *(regular arrangement)*	
	Perceptually subitise 1 to 10 *(regular arrangement)*	
	Conceptually subitise 2 and 3 *(1 and 1, 2 and 1/1 and 2)*	
	Conceptually subitise 2 to 5 *(link to bonds)*	

	Skills	Date Met
Counting	Count forwards in 1s, from 1 to 5	
	Count backwards in 1s, from 5 to 1	
	Count forwards in 1s, from a different starting number, within 5	
	Count backwards in 1s, from a different starting number, within 5	
	Count forwards in 1s, from 1 to 10	
	Count backwards in 1s, from 10 to 1	
	Count forwards in 1s, from a different starting number, within 10	
	Count backwards in 1s, from a different starting number, within 10	
	Count forwards in 1s, from 0 to 20	
	Count backwards in 1s, from 20 to 0	
	Count forwards in 1s, from a different starting number, within 20	
	Count backwards in 1s, from a different starting number, within 20	
	Count forwards, in multiples of two from zero, to 20	
	Count forwards, in multiples of 10, from zero, to 100	

	Skills	Date Met
Fact Recall	Recall 'one more' facts, with numbers 1 to 4	
	Recall 'one less' facts, with numbers 2 to 5	
	Recall 'one more' facts, within 10, including zero	
	Recall 'one less' facts, within 10, including zero	
	Recall number bonds, up to a total of 5, including zero *(1+1, 1+2/2+1, 3+1/1+3, 3+2/2+3, 4+1/1+4)*	
	Recall addition doubles for 1 and 2 (Recall double 1 and 2)	
	Recall addition doubles for 1, 2 and 5 (Recall double 1, 2 and 5)	
	Recall addition doubles for all numbers to 5, up to a total of 10 (Recall doubles to 5, up to a total of 10)	

	Skills	Date Met
Mental Calculation	Find one more, within a group of up to five objects	
	Find one less from a group of up to five objects	
	Find one more, within a group of up to 10 objects	
	Find one less from a group of up to 10 objects	
	Find the total number of items in two groups, up to a total of 5 *(combine and subitise, count all (aggregation), use known facts)*	
	Remove from a small group and find how many are left, up to a total of 5 *(take away and subitise, take away and count how many are left, use known facts)*	
	Find the total number of items in two groups, up to a total of 10 *(combine and subitise, count all (aggregation), use known facts)*	
	Remove from a small group and find how many are left, up to a total of 10 *(take away and subitise, take away and count how many are left, use known facts)*	
	Add zero, within numbers to 10	
	Subtract zero, within numbers to 10	

Year 1 Expectations Tracker

	Skills	Date Met
Counting	Count forwards in 1s, from 0 to 10 ***(EYFS)***	
	Count backwards in 1s, from 10, to 0 ***(EYFS)***	
	Count forwards in 1s, from a different starting number, within 10 ***(EYFS)***	
	Count backwards in 1s, from a different starting number, within 10 ***(EYFS)***	
	Count forwards in 1s, from 0 to 20 ***(EYFS)***	
	Count backwards in 1s, from 20, to 0 ***(EYFS)***	
	Count forwards in 1s, from a different starting number, within 20 ***(EYFS)***	
	Count backwards in 1s, from a different starting number, within 20 ***(EYFS)***	
	Count forwards in 1s, from 0 to 50	
	Count backwards in 1s, from 50 to 0	
	Count forwards in 1s, from a different starting number, within 50	
	Count backwards in 1s, from a different starting number, within 50	
	Count forwards in 1s, from 0 to 100	
	Count backwards in 1s, from 100 to 0	
	Count forwards in 1s, from a different starting number, within 100	
	Count backwards in 1s, from a different starting number, within 100	
	WTS Count forwards in multiples of 2, from zero, or any other multiple, up to 12x2	
	WTS Count backwards, in multiples of 2, from zero, or any other multiple, up to 12x2	
	Count forwards, in multiples of two, from any other multiple, up to 50	
	Count backwards, in multiples of two, from any other multiple, to zero	
	WTS Count forwards in multiples of 10, from zero, or any other multiple, up to 12x10	
	WTS Count backwards, in multiples of 10, from zero, or any other multiple, up to 12x10	
	Count forwards, in multiples of 10, from any other multiple, up to 120	
	Count backwards, in multiples of 10, from any other multiple, to zero	
	WTS Count forwards in multiples of 5, from zero, or any other multiple, up to 12x5	
	WTS Count backwards, in multiples of 5, from zero, or any other multiple, up to 12x5	
	Count forwards, in multiples of five, from any other multiple, up to 60	
	Count backwards, in multiples of five, from any other multiple, to zero	

	Skills	Date Met
Fact Recall	Recall 'one more' facts, within 10, including zero ***(EYFS)***	
	Recall 'one less' facts, within 10 ***(EYFS)***	
	Recall 'one more' facts, within 20, including zero	
	Recall 'one less' facts, within 20	
	Recall 'one more' facts, within 50, including zero	
	Recall 'one less' facts, within 50	
	Recall 'one more' facts, within 100, including zero	
	Recall 'one less' facts, within 100	
	Recall number bonds and related subtraction facts within 5, including zero and use the commutative law ***(EYFS)***	
	WTS Recall at least four of the six number bonds for 10 and reason about associated facts	
	EXS Recall systematic number bonds for 10, including zero and the commutative law	
	EXS Recall systematic number bonds for 20, including zero and the commutative law	
	Recall addition doubles for all number to 5, up to a total of 10 (Recall doubles to 5) ***(EYFS)***	
	Recall corresponding halves for doubles to 5	
	Recall addition doubles for numbers 6 to 10, up to a total of 20 (Recall doubles for numbers 6 to 10)	
	Recall corresponding halves for doubles of numbers 6 to 10	
	Recall addition doubles to 10, up to a total to 20 (Recall doubles to 10)	
	Recall corresponding halves for doubles to 10	

	Skills	Date Met
Mental Calculation	Add near addition doubles, up to a total of 10, using doubles to 5 *(partition, double and adjust by 1)*	
	Add near addition doubles, up to a total of 20, using doubles to 10 *(partition, double and adjust by 1)*	
	Add three, one-digit numbers, without bridging the ten boundary *(subitise, reorder and put the larger number first, count on (augmentation), partition to bridge the ten, known fact)*	
	Add two, 1-digit numbers, within 10, without bridging the ten boundary *(subitise, reorder and put the larger number first, count on (augmentation), known fact)*	
	Subtract two, 1-digit numbers, within 10 *(subitise, count back (taking away), count on (finding the difference), known fact)*	
	Subtract a 1-digit number from ten *(subitise, count back (taking away), count on (finding the difference), known fact)*	
	Add two, one-digit numbers, bridging the ten boundary, within 20	
	Add a one-digit number and 10, making a teens number, within 20	
	Add a one-digit number to a two-digit number (teens numbers), within 20 *(subitise, reorder putting the larger number first, counting on (augmentation), partition and combine ones and ten, known fact)*	
	Subtract ten from a two-digit number (teens number)	
	Subtract a one-digit number from a two-digit number (teens numbers), within 20, without bridging the ten boundary *(subitise, count back (taking away), count on (finding the difference), known fact)*	
	Subtract a one-digit number from a two-digit number (teens numbers), within 20, bridging the ten boundary *(subitise, count back (taking away), count on (finding the difference), known fact)*	

Year 2 Expectations Tracker

	Skills	Date Met
Counting	Count forwards and backwards in 1s, from 0/100 or any other number, within 100 ***(Y1)***	
	Count forwards and backwards in 1s, from 0/100 or any other number, beyond 100, crossing the 100 boundary	
	WTS Count forwards and backwards, in multiples of 2, from zero, or any other multiple, up to 12x2 (Y1)	
	WTS Count forwards and backwards, in multiples of 10, from zero, or any other multiple, up to 12x10 (Y1)	
	WTS Count forwards and backwards, in multiples of 5, from zero, or any other multiple, up to 12x5 (Y1)	
	Count forwards and backwards, in multiples of 3, from zero, or any other multiple, up to 12 x 3	
	Count forwards and backwards, in fractions	

	Skills	Date Met
Fact Recall	Recall '10 more' facts, within 100	
	Recall '10 less' facts, within 100	
	WTS Recall 4/6 number bonds for 10 and reason about associated facts (Y1)	
	EXS Recall addition and subtraction facts, for all numbers within 20, including zero, and those for 10 and 20 and the commutative law	
	Recall what must be added to any two-digit number to make the next multiple of 10, within 100 *(56+? = 60)*	
	Recall adding a one-digit number and a multiple of 10, within 100	
	Add multiples of 10, using knowledge of bonds up to 10, within 100 *(20+50, using knowledge of 2+5)*	
	Subtract multiples of 10, within 100, using knowledge of bonds up to 10, within 100 *(70-30, using knowledge of 7-3)*	
	Recall addition doubles to 20, up to a total of 40 (Recall doubles to 20)	
	Recall corresponding halves for doubles to 20	
	Recall addition doubles for multiples of 10, up to a total of 100 (Recall doubles of multiples of 10)	
	Recall corresponding halves for doubles of multiples of 10	
	Recall doubles of multiples of 5, up to a total of 50	
	EXS Recall multiples of 10, up to 12x10, in any order, including missing numbers and related division facts	
	EXS Recall multiples of 2, up to 12x2, in any order, including missing numbers and related division facts	
	EXS Recall multiples of 5, up to 12x5, in any order, including missing numbers and related division facts	

	Skills	Date Met
Mental Calculation	Derive complements for 100, using knowledge of bonds for 10 and 100 *(23+77=100, using knowledge of 20+70 (2+7) and 3+7)*	
	Add three, one-digit numbers, including bridging the ten boundary	
	WTS Add a one-digit number to any two-digit number, without bridging the ten boundary, within 100	
	Add a one-digit number to any two-digit number, bridging the ten boundary, within 100	
	WTS Add a multiple of 10 and a two-digit number, within 100	
	Add 9 to any two-digit number, within 100 *(adding ten and subtracting 1 to adjust)*	
	Add 11 to any two-digit number, within 100 *(adding ten and 1)*	
	Add 19, 29 etc. to any two-digit number, within 100 *(adding 20, 30 etc. and subtracting 1 to adjust)*	
	Add 21, 31 etc. to any two-digit number, within 100 *(adding 20, 30 etc. and 1)*	
	Add two, two-digit numbers, without bridging the ten boundary, within 100	
	EXS Add two, two-digit numbers, bridging the ten boundary, within 100	
	EXS Add two, two-digit numbers, bridging the ten boundary and the 100 boundary	
	Add near addition doubles up to a total of 40, using doubles to 20 *(partition, double and adjust by 1)*	
	Subtract a one-digit number from a multiple of 10, within 100	
	WTS Subtract a one-digit number from a two-digit number, without bridging the ten boundary, within 100	
	Subtract a one-digit number from a two-digit number, bridging the ten boundary, within 100	
	WTS Subtract a multiple of ten from any two-digit number, within 100	
	Subtract 9 from any two-digit number, within 100 *(subtract ten and add 1 to adjust)*	
	Subtract 11 from any two-digit number, within 100 *(subtract ten and 1)*	
	Subtract 19, 29 etc. to any two-digit number, within 100 *(adding 20, 30 etc. and subtracting 1 to adjust)*	
	Subtract 21, 31 etc. to any two-digit number, within 100 *(adding 20, 30 etc. and 1)*	
	Subtract two, two-digit numbers, without bridging the ten boundary, within 100	
	EXS Subtract two, two-digit numbers, bridging the ten boundary, within 100	

Year 3 Expectations Tracker

	Skills	Date Met
Counting	Count forwards and backwards, in multiples of 50, from zero or any other multiple	
	Count forwards and backwards, in multiples of 100, from zero or any other multiple	
	Count forwards and backwards, in multiples of 3, from zero, or any other multiple, up to 12x3 ***(Y2)***	
	Count forwards and backwards, in multiples of 4, from zero, or any other multiple, up to 12x4	
	Count forwards and backwards, in multiples of 8, from zero, or any other multiple, up to 12x8	
	Count forwards and backwards in tenths	
	Count forwards and backwards, in fractions	

	Skills	Date Met
Fact Recall	Recall '1, 10 and 100 more' facts, within 1000	
	Recall '1, 10 and 100 less' facts, within 1000	
	Recall addition facts, within 100, using bonds to 10 to support *(27+3, 36+14)*	
	Recall sums of multiples of 10 *(40+30, 50+80 (bridge))*	
	Recall differences of multiples of 10 *(80-40, 120-90 (bridge))*	
	Recall what must be added to any three-digit number to make the next multiple of 100 *(521+? =600)*	
	Add multiples of 100, within 1000	
	Subtract multiples of 100, within 1000	
	Add a multiple of 100 and a three-digit number *(200+356 or 356+200)*	
	Subtract a multiple of 100 from a three-digit number, within 1000 *(872-300)*	
	Recall addition doubles for all numbers to 50, up to a total of 100 *(42+42, 46+46 (bridging))* (Recall doubles to 50)	
	Recall corresponding halves for numbers to 50	
	Recall addition doubles for multiples of 10, up to a total of 200 (Recall doubles of multiples of 10)	
	Recall corresponding halves for multiples of 10	
	Recall addition doubles for multiples of 100, up to a total of 1000 (Recall doubles of multiples of 100)	
	Recall corresponding halves for multiples of 100	
	Recall doubles of multiples of 5, up to a total of 100	
	Recall corresponding halves of multiples of 5	
	Recall multiples of 3, up to 12x3, in any order, including missing numbers and related division facts	
	Recall multiples of 4, up to 12x4, in any order, including missing numbers and related division facts	
	Recall multiples of 8, up to 12x8, in any order, including missing numbers and related division facts	

	Skills	Date Met
Mental Calculation	Add near addition doubles up to a total of 40, with a difference of 2, using doubles to 20 *(partition, double and adjust by 2)*	
	Add near addition doubles of multiples of 10, with a difference of 10 *(partition, double and adjust by 10)*	
	Add a near multiple of 10 *(56 +29)*	
	Subtract a near multiple of 10 *(56 -29)*	
	Add a multiple of 10 and a three-digit number *(50+342 or 342+50, 70+342 or 342+70 (bridging))*	
	Subtract a multiple of ten from a three-digit number *(564-30, 742-60 (bridging))*	
	Add 9, 19, 29, 39 etc. to any three-digit number *(adding 10, 20, 30 etc. and subtracting 1 to adjust)*	
	Subtract 9, 19, 29, 39 etc. from any three-digit number *(subtracting 10, 20, 30 etc. and adding 1 to adjust)*	
	Add 11, 21, 31, 41 etc. to any three-digit number *(adding 10, 20, 30 etc. and 1)*	
	Subtracting 11, 21, 31, 41 etc. to any three-digit number (subtracting 10, 20, 30 etc. and 1)	
	Add three-digit multiples of 10 *(620+280)*	
	Subtract three-digit multiples of 10 *(620-380)*	
	Add a three-digit number and a one-digit number, without bridging the ten boundary	
	Subtract a one-digit number from a three-digit number, without bridging the ten boundary	
	Add a three-digit number and a one-digit number, bridging the ten boundary	
	Subtract a one-digit number from a three-digit number, bridging the ten boundary	
	Add a three-digit number and a two-digit number, without bridging the ten boundary	
	Subtract a three-digit number and a two-digit number, without bridging the ten boundary	
	Add a three-digit number and a two-digit number, bridging the ten boundary	
	Subtract a three-digit number and a two-digit number, bridging the ten boundary	
	Add a three-digit number and a two-digit number, bridging the ten boundary and the 100 boundary.	
	Multiply by 2, 5 & 1	
	Divide by 2, 5 & 10	
	Identify the remainder when dividing by 2, 5 or 10	
	Multiply by 3, 4 & 8	
	Divide by 3, 4 & 8	
	Multiply a two-digit by a one-digit without crossing boundaries *(13 x 3)*	
	Multiply a two-digit by a one-digit crossing tens boundary *(13 x 4)*	
	Multiply a two-digit by a one-digit crossing the tens and hundred boundary *(33x4)*	
	Divide a two-digit by a one-digit without crossing boundaries *(48÷4)*	
	Divide a two-digit by a one-digit crossing boundaries (*72÷4)*	
	Divide a two-digit by a one-digit with reminders	
	Multiple a one-digit number by 10	
	Divide a one-digit number by 10 *(whole number answers)*	
	Multiple a two-digit number by 10	
	Divide a one-digit number by 10 *(1.d.p.)*	

	Skills	Date Met
Formal Methods of Calculation	Add numbers with up to three digits, using a formal written method *(column addition)*	
	Subtract numbers with up to three digits, using a formal written method *(column subtraction)*	
	Add money *(2.d.p.)* using *(column addition)*	
	Subtract money to find change *(2.d.p.)* using *(column subtraction)*	
	Multiply a two-digit number by a one-digit number (*short multiplication)*	

Year 4 Expectations Tracker

	Skills	Date Met
Counting	Count backwards through zero to include negative numbers	
	Count forwards and backwards, in multiples 25, from zero or any other multiple	
	Count forwards and backwards, in multiples 1000, from zero or any other multiple	
	Count forwards and backwards, in multiples of 6, from zero, or any other multiple, up to 12x6,	
	Count forwards and backwards, in multiples of 7, from zero, or any other multiple, up to 12x7	
	Count forwards and backwards, in multiples of 9, from zero, or any other multiple, up to 12x9	
	Count forwards and backwards, in multiples of 11, from zero or any other multiple, up to 12x11	
	Count forwards and backwards, in multiples of 12, from zero or any other multiple, up to 12x12	
	Count forwards and backwards, in any multiples up to 12, from zero or any other multiple, up to 12x12	
	Count forwards and backwards, in fractions	
	Count forwards and backwards in tenths and hundredths	

	Skills	Date Met
Fact Recall	Recall '1, 10 , 100 and 1000 more' facts, with numbers up to 4-digits	
	Recall '1, 10 , 100 and 1000 less facts, with numbers up to 4-digits	
	Derive and recall addition facts, within 1000, using bonds to 10 to support *(327+23, 452+154)*	
	Derive and recall sums of multiples of 10, 100 or 1000 *(650+230)*	
	Derive and recall differences of multiples of 10, 100 or 1000 *(960-390)*	
	Derive and recall what must be added to any four-digit number to make the next multiple of 1000 *(4087+?=5000)*	
	Derive and recall addition doubles of all numbers from 1 to 100 , up to a total of 200 *(63+63, 67+67 (bridging))* (Recall doubles up to 100)	
	Recall corresponding halves of doubles up to 100	
	Derive and recall addition doubles for multiples of 10, within 1000 (Recall doubles of multiples of 10)	
	Recall corresponding halves of doubles of multiples of 10	
	Derive and recall addition doubles for multiples of 100, up to a total of 2000 (Recall doubles of multiples of 100)	
	Recall corresponding halves of doubles of multiples of 100	
	Derive and recall addition doubles for multiples of 1000 (Recall doubles of multiples of 1000)	
	Recall multiples of 3, up to 12x3, in any order, including missing numbers and related division facts ***(Y3)***	
	Recall multiples of 4, up to 12x4, in any order, including missing numbers and related division facts ***(Y3)***	
	Recall multiples of 8, up to 12x8, in any order, including missing numbers and related division facts ***(Y3)***	
	Recall multiples of 6, up to 12x6, in any order, including missing numbers and related division facts	
	Recall multiples of 7, up to 12x7, in any order, including missing numbers and related division facts	
	Recall multiples of 9, up to 12x9, in any order, including missing numbers and related division facts	
	Recall multiples of 11, up to 12x11, in any order, including missing numbers and related division facts	
	Recall multiples of 12, up to 12x12, in any order, including missing numbers and related division facts	
	Derive and recall factor pairs for known table facts *(20 (1x20, 2x10, 4x5))*	
	Multiply by 1 and 0	
	Divide by 1	

Mental Calculation	Skills	Date Met
	Add near addition doubles of multiples of 10, with a difference of 20 *(partition, double and adjust)*	
	Add a near multiple of 100 *(140+150)*	
	Subtract a near multiple of 100 *(390-370)*	
	Add a near multiple of 10 or 100 to any two-digit or three-digit number *(235+198)*	
	Subtract a near multiple of 10 or 100 from any two-digit or three-digit number *(535-198)*	
	Add a pair of two-digit numbers or three-digit multiples of 10 *(38+86, 350+360)*	
	Subtract a pair of two-digit numbers or three-digit multiples of 10 *(86+-39, 390-360)*	
	Multiply numbers, up to 20, by a one-digit number	
	Multiply a multiple of 10, up to 100, by a one-digit number *(90x6)*	
	Multiple a one-digit by 100	
	Multiple a two-digit by 100	
	Multiply a three-digit by 10	
	Multiply a three-digit by 100	
	Divide numbers by 10 *(whole number answers)*	
	Divide numbers by 100 *(whole number answers)*	
	Multiply by 6, 7 & 9	
	Divide by 6, 7 & 9	
	Find the remainder after dividing a two-digit number by a one-digit number	
	Multiply two-digit numbers by 4, using doubles *(26x4=double 26, double 52)*	
	Divide two-digit numbers by 4, using doubles *(96÷4=halve 96, halve 48)*	
	Multiply two-digit numbers by 5, using x10 and halve *(32x5 = (32x10)÷2 or (32÷2)x10)*	
	Multiply two-digit numbers by 20, using x10 and double *(32x20 = (32x10)x2 or (32x2) x 10)*	
	Multiply 3 numbers	
	Divide a two-digit by a one-digit	
	Multiply by 11 & 12	
	Divide by 11 & 12	
	Divide a one-digit by 10 *(1.d.p)*	
	Divide a two-digit by 10 *(1.d.p)*	
	Divide a one-digit by 100 *(2.d.p.)*	
	Divide a two-digit by 100 *(2.d.p.)*	

Formal Methods of Calculation	Skills	Date Met
	Add numbers with up to 4 digits using a formal written method *(column addition)*	
	Subtract numbers with up to 4 digits using a formal written method *(column subtraction)*	
	Add decimals up to 2.d.p., using a formal written method *(column addition)*	
	Subtract decimals up to 2.d.p., using a formal written method *(column subtraction)*	
	Multiply a two-digit number by a one-digit number using a formal written layout *(short multiplication)*	
	Multiply a three-digit number by a one-digit number using a formal written layout *(short multiplication)*	

Year 5 Expectations Tracker

	Skills	Date Met
Counting	Count forwards and backwards with positive and negative whole numbers, including through zero	
	Count forwards or backwards in steps of powers of 10 *(10s, 100s, 1,000s, 10,000s, 100,000s)* for any given number up to 1000000	
	Count forwards and backwards, in any multiples up to 12, from zero or any other multiple, up to 12x12 ***(Y4)***	
	Count forwards and backwards in fractions	
	Count forwards and backwards in decimals up to 3.d.p.	
	Count forwards and backwards in %	

	Skills	Date Met
Fact Recall	Recall multiples of 12, up to 12x12, in any order, including missing numbers and related division facts ***(Y4)***	
	Recall multiples of all times tables up to 12x12, in any order, including missing numbers and related division facts	
	Use the recall of multiples of all times tables up to 12x12 and related division facts to recall new facts	
	Recall prime numbers up to 19	
	Recall squares to 12 x 12	
	Recall cube numbers	
	Derive and recall factor pairs to 100 *(56 (1x56, 2x28, 4x14, 7x8))*	
	Recall fraction, decimal and % equivalents	
	Derive and recall addition doubles for multiples of 10, 100 and 1000 *(30+30, 400+400, 2000+2000)* (Recall doubles for multiples of 10, 100 and 1000)	
	Recall corresponding halves for doubles of multiples of 10, 100 and 1000	
	Recall doubles of decimals with ones and tenths *(Double 5.2, halve 10.4 and Double 5.6, halve 11.2)*	
	Recall corresponding halves of doubles of decimals with ones and tenths	
	Recall '0.1 and 0.01 more' facts, with numbers up to 2.d.p.	
	Recall '0.1 and 0.01 less facts, with numbers up to 2.d.p.	
	Derive and recall addition complements for 1, using bonds to 10 to support (1.d.p.) *(0.7+0.3)*	
	Derive and recall what must be added to a decimal, with ones and tenths *(1.d.p.),* to make the next whole number *(7.2+?=8)*	
	Add decimals within 1 *(1.d.p.) (0.6 + 0.3)*	
	Subtract decimals within 1 *(1.d.p.) (0.8 – 0.2)*	

	Skills	Date Met
Mental Calculation	Add a near multiple of 10, 100 or 1000 to any number *(3235+1198)*	
	Subtract a near multiple of 10, 100 or 1000 from any number *(3235-1198)*	
	Derive and recall addition complements, for 1, using bonds to 100 to support (2.d.p.) *(0.73+0.27)*	
	Derive and recall addition complements, for 1, using bonds to 100 to support (3.d.p.) *(0.735+0.265)*	
	Add decimals within 1 *(2.d.p.) (0.34 + 0.21)*	
	Subtract decimals within 1 *(2.d.p.) (0.34 – 0.21)*	
	Add decimals within 1 with mixed decimal places *(0.5 + 0.27)*	
	Subtract decimals within 1 with mixed decimal places *(0.5 – 0.21)*	
	Add any pairs of decimals with ones and tenths *(1.d.p.) (5.7+2.5)*	
	Subtract any pairs of decimals with ones and tenths *(1.d.p.) (6.3-4.8)*	
	Add decimals with mixed decimal places	
	Subtract decimal with mixed decimal places	
	Add near addition doubles of decimals, with ones and tenths (1.d.p.), with a difference of 0.1 *(partition,* double and adjust by 0.1)	
	Multiply pairs of multiples of 10 *(60x30)*	
	Multiply a multiple of 100, by a one-digit *(400x3)*	
	Divide a multiple of 10 by a one-digit *(whole number answers) (80÷4, 270÷3)*	
	Multiply numbers, up to 100, by a one-digit *(67x3)*	
	Divide numbers, up to 100, by a one-digit *(68÷4)*	
	Divide numbers, up to 100, by a one-digit, with remainders *(69÷4)*	
	Multiply whole numbers, by 10, 100 and 1000 *(whole number answers)*	
	Divide, whole numbers, by 10, 100 and 1000 *(whole number answers)*	
	Multiply two-digits by 8, using doubling *(26x4=double 26, double 52, double 104)*	
	Divide two-digits by 8, using halving *(96÷8=halve 96, halve 48, halve 24)*	
	Multiply numbers by 5, using x10 and halving *(320x5 = (320x10)÷2 or (320÷2)x10)*	
	Multiply numbers by 20, using x10 and doubling *(320x20 = (320x10)x2 or (320x2)x10)*	
	Multiply by 25, using x100 and halve and halve again *(48x25=48x100, then halve and halve again or (48÷4)x100)*	
	Multiply by 50 using x100 and halve *(48x50 =(48x100)÷2 or (48÷2)x100)* or x5 and x10 *(44x50 = (44x5)x10 or (44x10)x5)*	
	Multiply a one-digit number, with up to 1.d.p., by a one-digit number *(0.8x7)*	
	Divide whole numbers by 10, 100 and 1000 (decimal number answers)	
	Multiply decimal numbers, by 10, 100 and 1000 (whole number answers)	
	Divide decimal numbers, by 10, 100 and 1000 (whole number answers)	
	Multiply decimal numbers, by 10, 100 and 1000 (decimal number answers)	
	Divide decimal numbers, by 10, 100 and 1000 (decimal number answers)	

	Skills	Date Met
Formal Methods of Calculation	Add whole numbers with more than 4-digits, using a formal written methods *(column addition)*	
	Subtract whole numbers with more than 4-digits, using a formal written methods *(column subtraction)*	
	Add decimals up to 3.d.p. and different number of decimal places using a formal written method *(column addition)*	
	Subtract decimals up to 3.d.p. and different number of decimal places using a formal written method *(column subtraction)*	
	Multiply a 4 digit by a one-digit using a formal written method *(short multiplication)*	
	Multiply a 2-digit by a 2-digit using a formal written method *(long multiplication)*	
	Multiply a 3-digit by a 2-digit using a formal written method *(long multiplication)*	
	Multiply a 4 digit by a two-digit using a formal written method *(long multiplication)*	
	Divide a 3 digit by a one-digit using a formal written method *(short division)*	
	Divide a 3 digit by a one-digit using a formal written method *(short division)* and interpret remainders appropriately for the context	
	Divide a 4 digit by a one-digit using a formal written method *(short division)*	
	Divide a 4 digit by a one-digit using a formal written method *(short division)* and interpret remainders appropriately for the context	

Year 6 Expectations Tracker

	Skills	Date Met
Counting	Count forwards or backwards in steps of powers of 10 for any given number up to 10 000000	
	Count forwards and backwards across zero using negative numbers ***(Y5)***	
	Count forwards and backwards using fractions ***(Y5)***	
	Count forwards and backwards in decimals up to 3.d.p. ***(Y5)***	

	Skills	Date Met
Fact Recall	Use the recall of multiples of all times tables up to 12x12 and related division facts to recall new facts ***(Y5)***	
	Recall prime numbers up to 19 *(2, 3, 5, 7, 11, 13, 17, 19)* ***(Y5)***	
	Recall squares to 12 x 12 ***(Y5)***	
	Recall squares to 12 x 12 and the corresponding multiples of 10 *(60x60=3600)*	
	Recall cube numbers ***(Y5)***	
	Recall fraction, decimal and % equivalents ***(Y5)***	
	Derive and recall doubles of increasingly larger whole and decimal numbers *(double 15.42, halve 30.84)*	
	Recall the corresponding halves of doubles of increasingly larger whole and decimals numbers	
	Derive and recall addition doubles for multiples of 10, 100 and 1000 with increasing larger numbers (Recall doubles of multiples of 10, 100 and 1000)	
	Recall the corresponding halves of doubles of multiples of 10, 100 and 1000	
	Recall '0.1, 0.01 and 0.001 more' facts, with numbers up to 3.d.p.	
	Recall '0.1, 0.01 and 0.001 less facts, with numbers up to 3.d.p.	
	Derive and recall addition facts, within 0.1 and 0.01, using bonds to 10 to support *(0.02+0.08, 0.43+0.27)*	
	Derive and recall what must be added to a decimal, with ones, tenths and hundredths (2.d.p.), to make the next whole number *(7.26 +? = 8)*	

	Skills	Date Met
Mental Calculation	Add any near multiple for increasing larger numbers	
	Subtract any near multiple for increasing larger numbers	
	Derive and recall sums and differences of decimals with ones and tenths and hundredths *(2.d.p) (6.54+2.71, 7.86–1.32)*	
	Derive and recall addition doubles of decimals, with tenths and hundredths *(2.d.p) (5.21+5.21, 5.28+5.28 (bridging), 5.62+5.62 (bridging), 5.68+5.68 (bridging))* (Recall doubles of decimals with tenths and hundredths)	
	Recall corresponding halves of doubles of decimals with tenths and hundredths	
	Add near addition doubles of decimals, with ones, tenths and hundredths *(2.d.p.),* with a difference of 0.01 *(Partition, double and adjust by 0.1)*	
	Add any pair of decimals with ones, tenths and hundredths (2.d.p.) (0.7+3.38)	
	Subtract any pair of decimals with ones, tenths and hundredths (*2.d.p.) (3.38 – 0.7)*	
	Add a decimal with ones and tenths, that is nearly a whole number *(4.3+2.9 (4.3+3-0.1)*	
	Subtract a decimal with ones and tenths, that is nearly a whole number *(4.3-2.9 (4.3-3+0.1)*	
	Multiply pairs of multiples of 10 and 100 *(600x30)*	
	Divide multiples of 100 by a multiple of 10 or 100 *(whole number answers) (600÷20, 800÷400, 2100÷300)*	
	Multiply numbers, up to 1000, by a one-digit number *(467x3)*	
	Divide by 25, using ÷100 and double and double again *(480÷25 = (480÷100)x4 or (480÷4)x100)*	
	Divide by 50, using ÷100 and double *(480÷50 =(480÷100)x2 or (480x2)÷100* *Or ÷5 and ÷10 e.g. 440÷50 = (440÷5)÷10 or (440÷10)÷5)*	
	Divide whole numbers by 10, 100 and 1000 *(decimal number answers)*	
	Multiply decimal numbers, by 10, 100 and 1000 *(whole number answers)*	
	Divide decimal numbers, by 10, 100 and 1000 *(whole number answers)*	
	Multiply decimal numbers, by 10, 100 and 1000 *(decimal number answers)*	
	Divide decimal numbers, by 10, 100 and 1000 *(decimal number answers)*	
	Multiply one-digit numbers, with up to 2.d.p., by a one-digit number *(0.84x7)*	
	Divide decimal numbers, to 1.d.p., by a one-digit number *(4.8÷6)*	

	Skills	Date Met
Formal Methods of Calculation	Add whole numbers, using a formal written method *(column addition)* ***(Y5)***	
	Subtract whole numbers, using a formal written method *(column subtraction)* ***(Y5)***	
	Add decimals up to 3.d.p., using a formal written method *(column addition)* ***(Y5)***	
	Subtract decimals up to 3.d.p., using a formal written method *(column subtraction)* ***(Y5)***	
	Multiply a 4 digit by a two-digit using a formal written method *(long multiplication)* ***(Y5)***	
	Divide a 4 digit by a two-digit using a formal written method *(short division)* and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context.	
	Divide a 4 digit by a two-digit using a formal written method *(long division)* and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context.	