

Progression of End-of-Year Mental Maths Skills

*Statutory requirement

This document includes mental calculation skills which children should be able to derive and recall, work through mentally with jottings or use as a method or strategy to help find answers.

| Year group | Counting | Partitioning and Place Value | Addition and Subtraction | Multiplication and Division | Doubles and Halves | Other | Skills |
|------------|---|------------------------------|---|-----------------------------|--------------------------------|--|--|
| Reception | Count reliably to 20* Order numbers to 20* | N/A | Identify 1 more and 1 less to 20* Begin to add or subtract 2 single digit numbers* Begin to make pairs of numbers for each number to 10 | N/A | Doubles to 5 Halves from 10 | Uses the language of 'more' and 'fewer' to compare two sets of objects. Estimates how many objects they can see and checks by counting them Selects the correct numeral to represent objects to 20 Write numerals to 20 | Using fingers to understand/make 10 Know there is a starting point for counting |

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| Year 1 | <p>Count to and across 100, forwards and backwards, beginning with 0 or 1 or from any given number*</p> <p>Identify and represent numbers using objects*</p> <p>Count in multiples of twos, fives and tens*</p> | <p>Partition tens and ones to 99</p> <p>Partition numbers to 20 in a variety of ways</p> | <p>Identify one more and one less*</p> <p>Number bonds to total 10, or what you need to add to a number to make 10</p> <p>Addition facts to at least 5</p> <p>Addition doubles to 10</p> <p>Add or subtract a pair of single digit numbers e.g. $4 + 3$, $8 - 3$</p> <p>Add or subtract a single digit number to or from a teen number e.g. $13 + 5$, $17 - 3$</p> <p>Add or subtract a single digit number from a tens number e.g. $10 + 7$, $20 - 5$</p> <p>Add near doubles e.g. $6 + 7$</p> | <p>Begin to link counting patterns to multiplication and division</p> <p>Times tables – 2 and 10</p> | <p>Doubles to 10</p> <p>Halves from 20</p> | <p>Read and write numbers to 100 in numerals*</p> <p>Use the language 'equal to', 'more than' and 'less than'*</p> <p>Read and write number words to 20*</p> <p>Order objects (first, second, third, etc.)</p> <p>Recognise a repeating pattern with objects and shapes</p> <p>Odd and even numbers</p> | <p>Reorder numbers when adding e.g. put larger number first</p> <p>Be able to count on from a number (not go back to 1 each time)</p> <p>Partition smaller numbers e.g. $8 + 3 = 8 + 2 + 1$</p> <p>Partition and combine tens and ones e.g. $11 + 12 = 10 + 10$ and $1 + 2$</p> |
| Year group | Counting | Partitioning and Place Value | Addition and Subtraction | Multiplication and Division | Doubles and Halves | Other | Skills |

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| Year 2 | Count in steps of 2, 3 and 5 from 0, and in tens from any number, forwards and backwards* | <p>Recognise the place value of each digit in a two-digit number (tens, ones)*</p> <p>Use place value and number facts to solve problems*</p> | <p>Recall and use addition and subtraction facts to 20 fluently e.g. $8 - 5$, $7 + 4$</p> <p>Number pairs that total 20</p> <p>Derive and use related facts to 100 e.g. $3 + 7 = 10$ so $30 + 70 = 100$</p> <p>Add and subtract single digit numbers that cross 10 e.g. $5 + 8$</p> <p>Add or subtract a single digit number to or from a multiple of 10 e.g. $60 + 5$, $80 - 7$</p> <p>Add or subtract a single digit number to or from a two digit number e.g. $23 + 5$, $37 - 7$</p> <p>Add or subtract a multiple of 10 to or from any two digit number e.g. $27 + 60$</p> <p>Add near doubles e.g. $13 + 14$</p> | <p>Begin to link counting patterns to multiplication and division</p> <p>Times tables – 2, 5 and 10 and introducing 3's</p> | <p>Doubles to 20</p> <p>Halves from 40</p> | <p>Identify, represent and estimate numbers using different representations e.g. a number line*</p> <p>Compare and order numbers from 0 up to 100; use $<$ and $>$*</p> <p>Read and write numbers to at least 100 in numerals and words*</p> <p>Odd and even numbers</p> | <p>Reorder numbers when adding e.g. put larger number first</p> <p>Partition and combine tens and ones</p> <p>Use knowledge of making 10</p> <p>Count on or back in tens to find an answer e.g. $34 + 30 = 34, 44, 54, 64$</p> <p>Add a multiple of 10 then adjust by 1 e.g. $22 + 9 = 22 + 10 - 1$</p> |
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