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8 Use knowledge of rounding, place value, number facts and inverse operations to estimate and check calculations

3
3 Extend mental methods for whole-number calculations, for example to multiply a two-digit by a one-digit number (e.g. 12×9), to multiply by 25 (e.g. 16×25), to subtract one near multiple of 1000 from another (e.g. $6070 - 4097$)

3
8 Use a calculator to solve problems, including those involving decimals or fractions (e.g. to find $\frac{3}{4}$ of 150 g); interpret the display correctly in the context of measurement

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7 Solve one-step and two-step problems involving whole numbers and decimals and all four operations, choosing and using appropriate calculation strategies, including calculator use

3
4 Use understanding of place value to multiply and divide whole numbers and decimals by 10, 100 or 1000

4
4 Identify pairs of factors of two-digit whole numbers and find common multiples (e.g. for 6 and 9)

4
8 Explain reasoning using diagrams, graphs and text; refine ways of recording using images and symbols

3
6 Recall quickly multiplication facts up to 10×10 and use them to multiply pairs of multiples of 10 and 100; derive quickly

3
6 Use efficient written methods to add and subtract whole numbers and decimals with up to two places

2
3 Explain what each digit represents in whole numbers and decimals with up to two places, and partition, round and order these numbers

2
3 Count from any given number in whole-number and decimal steps, extending beyond zero when counting backwards; relate the numbers to their position on a number line

2
6 Use knowledge of place value and addition and subtraction of two-digit numbers to derive sums and differences and doubles and halves of decimals (e.g. 6.5 ± 2.7 , half of 5.6, double 0.34)