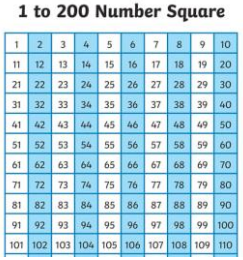
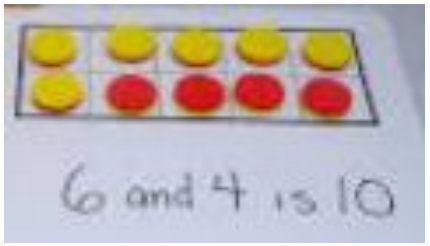
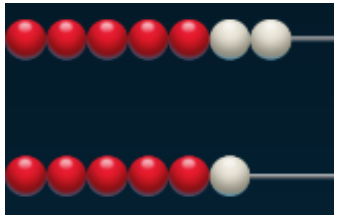




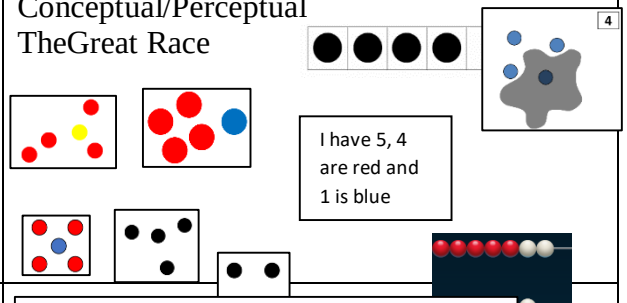
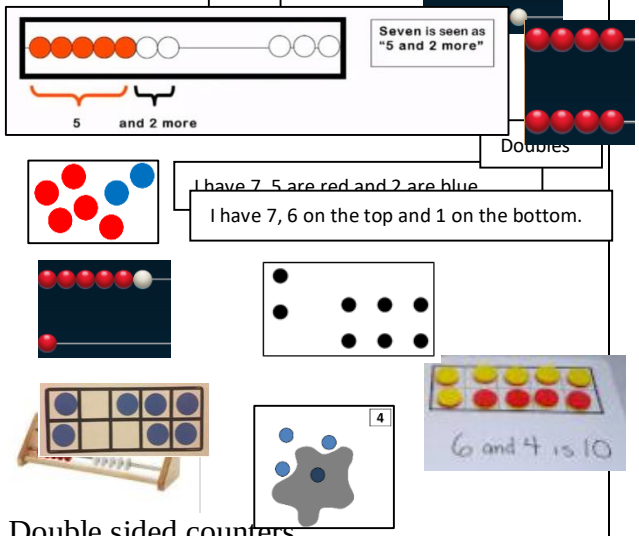
Agreed minimum standards of fluency in arithmetic by end of EYFS to Year Four

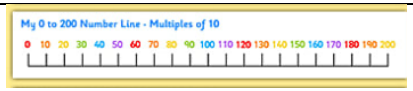
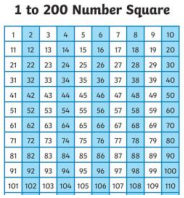
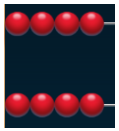
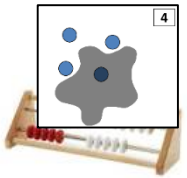
at

Gunthorpe Primary School



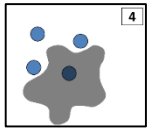
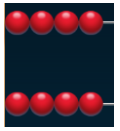
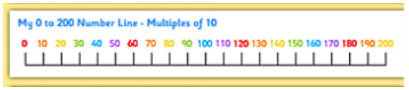
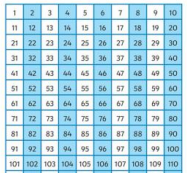
These objectives address the basic skills needed to be learnt by the end of each year group to enable children to access the problem solving and reasoning questions they will cover. The skills should be taught as part of Maths Meetings, as part of the introduction in main maths lessons and any other opportunites such as lining up for assembly, getting ready for lunch or playtime, etc.
In the first half of the Autumn term the previous year's objectives should be covered intiallly with the gradual introduction of others during the latter part of the half term. The skills may be covered in any order but need to be fully embedded so should be revisited on a regular basis. When targetting a particular objective please ensure that they also form part of the problem solving and reasoning questions covered in the main maths lessons.

Year	Objectives	Examples	Resources which could be used
EYFS	Matching numerals to objects in a set, up to 10 Recognise and count numbers to 20 To partition numbers up to 5 Subitise numbers up to 5 Know one more than, one less than a given number up to 10 Counting forwards and backwards to 10 in 1s from any number within 10	1 and 4, 2 and 3, 5 and 0  Show me 7, show me 1 less than 7	Conceptual/Perceptual TheGreat Race 
Y1	+ 0/- 0 to/from any single digit +/- bonds within 5 5 + facts +1/-1 from numbers within 20 +0/-0 from numbers within 20 Doubles – up to double 5 Pairs equal to 10 and corresponding subtraction (yellow facts) Count in 10s from 0 to 100 forwards and backwards State the next/previous multiple of 10 Partitioning single digit numbers Partitioning using PV 2dn up to 20 Counting forwards and backwards to 20 in 1s from any number within 20 Counting forwards and backwards to 20 in 2s - starting at 0 Counting forwards from 1 in 2s to 19	All green facts 4 + 1, 3 – 1 etc. 5 + 1 = 6, 5 + 2 = 7 etc. 7 + 1/7- 1 etc. 15 + 0, 18 – 0 etc. 1 + 1, 2+2 etc. 10 + 0, 10 – 0, 9 + 1, etc. 50, 60 or 70,60 Show me 7 in as many ways as you can 11 is 10 and 1, 12 is 10 and 2	 Double sided counters The Great Race (+1 + 2; -1, -2) Fingers, ladybirds, Matching numerals to double answer

Y2	+2/-2 up to 18 + 2 10 +/- facts up to 10 + 10 (Lilac facts) White facts Doubles – from double 6 to double 10 Near doubles Half of even numbers up to 10 Next/previous multiple of 2 Counting forwards/backwards in 1s from any number up to 105 Counting forwards/backwards in multiples of 2 up to 104 Counting backwards in odd numbers from 21 Counting forwards and backwards in 10s from any number up to 110 State 10 more/fewer than any number up to 110 + 10/-10 from any number up to 110. (As a written calculation) Partition and combine any 2-digit number Multiples of 10 that equal 100 Recall key multiplication and division facts for 2, 5 and 10 times tables	4 + 2, 2+ 4, 6 -2, 2 -6 etc. 10 + 4, 15 – 5 etc. 6 + 3, 5 + 3, 8 – 3, 9 - 3 6 + 6, 7 + 7 etc. 4 + 5, 5 + 6 etc. half of 8, half of 4 etc. 14, 16 or 18, 16 etc. 82, 81,80, 79 or 98, 99, 100, 101 etc. 68, 70, 72 or 102, 100, 98 etc. 21,19,17,15 etc. 6,16,26,36 etc. 16 and 26, 95 and 105 etc. 37 + 10 =, 96 -10 = etc. 27 is 20 and 7 etc. 80 and 20, 70 and 30 etc. Must know 2x, 5x and 10x and use this to find others.	   I know 4 + 4 = 8 so 4 + 5 = 9  Doubles/halves 

I know 4 + 4 = 8 so 4 + 5 = 9

Doubles/halves

Y3	All +/- facts to 20 (11 purple) Doubles up to double 20 Half of 20, 18, 16, 14, 12 +2/-2 from any 2dn Partitioning a 2digit number using a multiple of 10 and the number remaining Addition bonds = 100 Adding two multiples of 10 up to 200 20 more or 20 fewer/less than any number up to 120 Recall key multiplication and division facts for 3, 4 and 8s Multiply and divide by 10 Count forwards and backwards from 0 in multiples of 50 Count forwards and backwards from 0 in multiples of 100	7+4; 7+5; 8+3; 8+4; 8+5; 8+6; 9+ 3 up to 9+7 Use 6 + 6 to move to 16 + 16 35 – 2, 49 + 2 etc. 27 is 10 and 17, 46 is 20 and 26 etc. 46 + 54, 28 + 72 etc. 70 + 20, 80 + 40 etc. 46 and 66, 78 and 58 etc. Must know 2x, 5x and 10x and use this to find others. 32 x 10 =320 and 320 ÷ 10 =32 etc.	  Doubles/halves   1 to 200 Number Square  
Y4	+/- multiples of 10 to a 2dn (up to 100) Doubling numbers up to 50 Halving even numbers to 100 +/- 10 and 100 to 3dn +/- Bonds to 100 Subtraction facts – difficult points – finding the difference (use part/whole model to show link) All remaining times tables Multiply and divide by 10 and 100 Count forwards and backwards from 0 in multiples of 25 Count forwards and backwards from 0 in multiples of 1000	34 + 30, decrease 97 by 40 etc. Double 6 links to double 16, 26 etc Half of 84, half of 76 etc. 123 = 10, 345 – 100 etc. 75 + 25, 67 + 33, 100 -? = 64 etc. 12 – 8; 13 – 7; 15 – 8 etc. Must know all x2, x5 and x10 tables and use this to find others. 23 x 100 =2300 and 2300 ÷ 100 = 23	1 to 200 Number Square  

	Count backwards and forwards through zero to include negative numbers		
	https://apps.mathlearningcenter.org/number-rack/ https://www.parentingscience.com/preschool-math-games.htmlhttps://www.ncetm.org.uk/resources/52219	Rekenrek website Great Race explanation Breaks down arithmetic into very small steps.	