

Halstead Community Primary School

Mental Calculation Policy



Approved by the Full Governing Body
Signed: Patricia Dunmall (Chair of Governors)

Headteacher : Mr Hawkins

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Mental Calculation Policy

Introduction

This policy contains the key knowledge and skills children need to calculate mentally. It has been written to ensure consistency and progression throughout the school. It is important to recognise that the ability to calculate mentally lies at the heart of numeracy. This policy should be read in conjunction with the [Mathematics Policy](#) and the [Written and Manipulative Policies](#)

Aims

- To ensure a consistent and progressive approach exists within the school to secure good progress in mental calculation.
- To ensure that mental calculation is an integral part of our mathematical lessons.
- That written recordings are used to clarify pupil's thinking and support/extend the development of more fluent and sophisticated mental strategies.
- Although mental calculation skills will be taught in the year group specified, children should not be discouraged from using previously taught methods with which they are secure, while the new concepts are becoming embedded. In addition if children are secure in certain forms of mental calculation, differentiation should provide children the opportunity to progress to a more sophisticated form.
- For children to reflect upon which method to use to solve a problem and ask questions
- For children to be able to clearly explain the mental calculation and justify why their answer are correct using sound mathematical vocabulary. Therefore strong speaking and listening opportunities underpin good mathematics teaching.
- To share progress mental calculation with parents so that they have the confidence and knowledge to support their children at home with their mathematical development through the use of a 'Numeracy Passport'
- For children to use their mental skills to check the steps involved in a written calculation and decide if their answer makes sense.

This policy has been developed from the DFE publication of the National Curriculum for Mathematics but it also included many of the approaches and strategies that have supported learning from the National Curriculum.

The objectives for Mental Calculation was originally provided by Chartwell Primary Maths September 2013

Early years Foundation Stage mental calculation expectations

Counting and understanding Number	Knowing and using number facts	Calculating
<ul style="list-style-type: none">• Say the numbers 0-10 accurately• Say 1 more than any number between 0-10• Say 1 less than any number between 0-10• Count reliably up to 10 everyday objects• Count aloud in ones, twos, fives and tens	<ul style="list-style-type: none">• Find one more or less than a number from 1 to 10• Select two groups of objects to make a given total of objects	<ul style="list-style-type: none">• Begin to relate addition to 'combining' two groups of objects and subtraction to 'taking away'• Count repeated groups of the same size• Share objects into equal groups and count how many in each group

Year 1 end of year Mental Calculations expectations

Rapid Recall and Counting	Children should be able to use the following Mental Strategies, as appropriate for mental calculations	Children should be able to Calculate Mentally
<ul style="list-style-type: none"> • Count from 1 and from any other number forwards and backwards in 1's, 2's, 5's and 10's • Distinguish between ordinal and cardinal numbers • Know by heart all number bonds to 20 in 3 forms: $6+8=14$, $14-8=6$, $14-6=8$ • Recall doubles of all numbers to at least twenty and corresponding halves • Begin to recognise two-digit multiples of 2, 5, 10 • Know odd and even numbers 	<ul style="list-style-type: none"> • Re-order numbers in a calculation e.g. $2+8$ to $8+2$, noticing that this does not change the answer • Begin to bridge through 10, and later 20, when adding a single digit number • Use known number facts and place value to add or subtract pairs of single-digit numbers • Add 9 to single-digit numbers by adding 10 and then subtracting 1 • Identifying near doubles, using doubles already known i.e. $8+7$ is $7+7+1$, or $8+8-1$ • Use patterns of similar calculations i.e. $9+1=10$, $9+2=11$, $9+3=12$ • Begin to partition to add numbers close to a multiple of 10 e.g. $5+9=5+10-1$ (using a number line) • Bridging through numbers other than 10, e.g. 1 week = 7 days 'It is half past seven. What time was it 3 hours ago?' 	<ul style="list-style-type: none"> • Add or subtract a single digit to or from a single digit without crossing 10 i.e. $4+5$, $8-3$ • Add or subtract a single digit to or from 10 • Add or subtract a single-digit to or from a 'teens' number, without crossing 20 or 10, e.g. $13+5$, $17-3$ • Doubles of all numbers to 20, e.g. $7+7$, double 9 • Add or subtract 10 to any 2 digit number, i.e. $32+10=42$, recognising patterns and the digit that changes

Year 2 end of year Mental Calculations expectations

Rapid Recall and Counting	Children should be able to use the following Mental Strategies , as appropriate for mental calculations	Children should be able to Calculate Mentally
<ul style="list-style-type: none"> • Count in steps of 2,3,5 and 10 from any given number • Count in fractions up to 10, using $\frac{1}{2}$ and $\frac{2}{4}$ equivalence • Know by heart all number bonds that total 20 • Know by heart all addition and subtraction facts for each number up to 20 • Know by heart doubles of all number to 20 • Know by heart all halves of numbers to 20 • Know by heart all multiplication facts for 2, 5 and 10 tables • Know division facts for multiples of 2, 5 and 10 • Know by heart all bonds of multiples of 10 up to 100 e.g. $30 + 70$ 	<ul style="list-style-type: none"> • Find 10 more and less than numbers to 100 • Find a difference by calculating from the smaller to the larger number • Reorder numbers in a calculation e.g. $2 + 36 = 36 + 2$, $5 + 7 + 5 = 5 + 5 + 7$ • Add three small numbers by putting the largest number first and/ or finding a pair totalling 10 i.e. $2 + 6 + 9$ becomes $9 + 6 + 2$, $8 + 3 + 2$ becomes $(8 + 2) + 3 =$ • Respond to questions such as 'Tell me three numbers that add to 20?' • Work out $1 + \square + 5 = 17$ • Bridging through numbers other than 10 e.g. 1 year = 12 months. 10.30 to 10.45 • Partition additions into 10s and units and then recombine mentally with 2 digit numbers that total less than 100 i.e. $24 + 12 = 20 + 10 + 4 + 2 = 30 + 6 = 36$ • Partitioning bridging through multiples of 10, e.g. $6 + 7 = 6 + 4 + 3$, $23 - 9 = 23 - 3 - 6$ • Use known number facts and place value to add or subtract pairs of numbers • Understanding place value to multiply and divide by 10, moving digits to right to multiply by 10 and to the left to divide by 10 i.e. $17 \times 10 = 170$, $30 \div 10 = 3$ • Add or subtract 9, 19, 11 or 21 by rounding and compensating i.e. $37 + 9 = 37 + 10 - 1 = 46$ • Using near doubles e.g. $13 + 14$ is double 14 and subtract 1 or double 13 and add 1. Understanding halving as the inverse of doubling • Use the relationship between addition and subtraction i.e. $8 + 7 = 15$ therefore $15 - 8 = 7$ and $15 - 7 = 8$ • Use knowledge of number facts and place value to multiply and divide by 2, 5, and 10 • Uses patterns of similar calculations e.g. $12 + 7 = 19$, $120 + 70 = 190$ 	<ul style="list-style-type: none"> • Add or subtract a single-digit to or from any two-digit without crossing the tens boundary e.g. $62 + 4$, $38 - 7$ • Add or subtract a single-digit to or from 10, e.g. $60 + 5$, $80 - 7$ • Add or subtract any teens number to any two-digit number, without crossing the tens boundary e.g. $24 + 14$, $48 - 13$ • Find what must be added to any two-digit multiple of 10 to make 100, e.g. $70 + \square = 100$ • Add or subtract a multiple of 10 to or from any two-digit number when the difference is less than 10, e.g. $78 - 71$ or $52 - 48$ • Doubles of all numbers to at least 20. Double any multiple of 5 up to at least 50, e.g. double 35. • Halve any multiple of 10 up to 100, e.g. halve 50 • Mental addition and subtraction of two digit numbers, totalling less than 100

Year 3 end of year Mental Calculations expectations

Rapid Recall and Counting	Children should be able to use the following Mental Strategies , as appropriate for mental calculations	Children should be able to Calculate Mentally
<ul style="list-style-type: none"> • Order numbers and compare to 1000 • Count in multiples of 2, 3, 4, 5, 8 and 10 forwards and backwards. • Count in 50's and 100's • Know 10 or 100 more than numbers to 1000 • Count in fractions to 10; also count forwards and backwards in tenths. Recognise equivalents • Know by heart addition and subtraction facts for each number up to 20 • Know by heart all sums and differences of multiples of 10 up to 100 • Know by heart all doubles of multiples of 5 and 10 up to 100 • Know by heart all halves of multiples of 10 up to 100 • Know by heart all multiplication facts for 2, 3, 4, 5, 8, 10 up to 12 • Know the corresponding division facts for above tables to 12 • Recognise multiples of 2, 5, 10 up to 1000 • Know all pairs of multiples of 100 with a total of 1000 e.g. $800 + 200$ • Know all pairs of multiples of 5 with a total of 100 i.e. $56 + 35$ 	<ul style="list-style-type: none"> • Find a difference by calculating from the smaller to the larger number, e.g. $82 - 47 = 15$ • Reorder numbers in a calculation, e.g. $12 - 7 - 2 = 12 - 2 - 5$ • Add three or four small numbers by putting the largest number first and/or finding pairs totalling 10 • Partition into tens and units and recombine • For calculating, answers to exceed 100 • Bridge through a multiple of ten and adjust be able to do this with 3 digit numbers, e.g. $149 + 32 = 149 + 1 + 31$, $150 + 31 = 81$ • Add and subtract pairs of 1 and 2 digit numbers • Add and subtract 3 digit numbers and 1 digit, 3 digit and tens, 3 digit and hundreds • Recognise fractions and pairs of fractions equivalent to one • Calculate with fractions that have same denominator within one whole eg $1/7 + 2/7 = 3/7$ • Recognise and use inverses with + and -, multiplication and division • Partition into '5 and a bit' when adding 6, 7, 8 or 9, then recombine. i.e. $27 + 8 = 27 + 3 + 5 = 35$ • Add or subtract mentally a 'near multiple of 10' to or from a two digit number, e.g. $53 + 71 = 58 + 70 + 1$ • Identify near doubles e.g. $18 + 16$ is double 18 and subtract 2 or double 16 and add 2. Understand doubling as inverse of halving • Use patterns of similar calculations, e.g. $15 + 17 = 32$ therefore $150 + 170 = 320$ • Say or write a subtraction statement corresponding to a given addition statement, e.g. $16 + 13 = 29$, $29 - 13 = 16$ etc • To multiply a number by 10/100 shift its digits one, two places to the left • Use knowledge of number facts and place value to multiply or divide by 2, 3, 4, 5, 10 and 100 • Say or write a division statement corresponding to a given multiplication statement 	<ul style="list-style-type: none"> • Find what must be added to any multiple of 100 to make 1000 e.g. $300 + \square = 1000$ • Add or subtract any pair of two-digit numbers, with and without crossing a tens boundary or 100 e.g. $33 + 45$, $87 - 12$ • Find what must be added to/subtracted from any two-digit number to make the next higher/lower multiple of 10, e.g. $64 + \square = 70$, $56 - \square = 50$ • Subtract any 3 digit number from any three-digit number when the difference is less than 10 e.g. $458 - 451$ • Find what must be added to /subtracted from any three digit number to make the next higher/lower multiple of 10, e.g. $647 + \square = 650$ • Double any number to at least 20 e.g. double 18 and corresponding halves, $\frac{1}{2}$ 36, double 60 halve 120 • Multiply single digit numbers by 10 or 100 e.g. 6×100 • Divide any multiple of 10 x 10 e.g. $60 \div 10$

Year 4 end of year Mental Calculations expectations

Rapid Recall and Counting	Children should be able to use the following Mental Strategies , as appropriate for mental calculations	Children should be able to Calculate Mentally
<ul style="list-style-type: none"> • Count in multiples of 2, 3, 4, 5, 6, 7, 8, 9, 10, 25, 100, 1000 from any number • Say 10, 100, 1000 more or less than a number • Count up through the next multiple of 10, 100 or 1000 e.g. 789, 799, 809 etc • Reorder numbers in a calculation • Count in fractions and decimal fractions forwards and backwards • Double any two or three digit number • Halve any 2 or 3 digit number • Know all multiplication tables to 12x12 • Know division tables up to multiple 12x12 • Know decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ and any number of tenths and hundredths 	<ul style="list-style-type: none"> • Round any number to nearest 10 or 100 • Use place value to aide calculation • Show use of number facts in mental calculation strategies and be able to talk about them • Calculate with increasingly complex numbers e.g. $12,462 - 2,400$ or $12,462 + 600$ • Bridge through a 100 or 1000 <ul style="list-style-type: none"> ○ $89 + 67$ ($67 = 11 + 56$) ○ $89 + 11 + 56 = 156$ • Add or subtract 9, 19, 29, 11, 21 etc. by rounding and compensating • Use knowledge of near doubles • Continue to use the relationship between addition and subtraction, multiplication and division • Use knowledge of multiplication and division facts to calculate questions such as 640 divided by 8, • Use distributive law to derive facts such as $39 \times 8 = 30 \times 8 + 9 \times 8$ • Double two and three digit numbers • Partition to carry out multiplication • $56 \times 7 = (50 \times 7) + (6 \times 7) = 350 + 42 = 392$ • Use closely related facts to carry out multiplication and division e.g. $7 \times 6 = 42$ therefore $70 \times 6 = 420$ or $6 \times 8 = 6 \times 4 \times 2 =$ 	<ul style="list-style-type: none"> • Find what must be added to any two digit number to make 100 e.g. $37 + ? = 100$ • Add or subtract any pair of two-digit numbers e.g. $38 + 85$, $92 - 47$ • Find out what must be added to/subtracted from any two or three digit number to make the next higher/lower multiple of 100, e.g. $374 + ? = 400$, $826 - ? = 800$ • Subtract any four-digit number from any four-digit number when the difference is small e.g. $3641 - 3628$ or $6002 - 5991$ • Double any whole number from 1 to 50 e.g. double 36, and find all the corresponding halves e.g. $96 \div 2$ • Double any multiple of 10 to 500, e.g. 380×2 and find all the corresponding halves, e.g. $760 \div 2$, $130 \div 2$ • Double any multiple of 5 to 100, e.g. 65×2 • Multiply any two-digit number by 10, e.g. 26×10 • Divide a multiple of 100 by 10, e.g. $600 \div 10$ • Multiply any two-digit multiple of 10 by 2, 3, 4, 5 e.g. 60×4, 80×3

Year 5 end of year Mental Calculations expectations

Rapid Recall and Counting	Children should be able to use the following Mental Strategies , as appropriate for mental calculations	Children should be able to Calculate Mentally
<ul style="list-style-type: none"> • Count forwards and backwards in steps of 10, 100, 1000 or 10,000 for any given number up to 1,000,000 • Round numbers up to 1,000,000 to nearest 10, 100, 1000, 10,000 and 100,000 • Count in decimal fractions and decimals understanding the place value of each digit • Count in fractions and recognise equivalents • Reorder numbers in a calculation • Double any number with up to 2 decimal places • Halve any number with up to 2 decimal places • Recall quickly multiplication and division facts up to 12×12 and use them to multiply and divide pairs of multiples of 10 and 100, e.g. 30×70, $240 \div 40 = 60$ • Identify pairs of factors for 2 digit whole numbers • Recall prime numbers to 19 • Know connections between percentages, fractions and decimals 	<ul style="list-style-type: none"> • Use estimation in calculating and verbalise • Calculate whether a number up to 100 is prime • Add and subtract, multiply and divide mentally with increasingly large numbers, practicing speed and fluency • Use partitioning and place value in calculation • Add or subtract the nearest multiple of 10, 100 or 1000 then adjust • Use doubling and halving • Identify near doubles and use in strategies to calculate • Use factors, e.g. 15×6, $15 \times 3 = 45$, $45 \times 2 = 90$ • Work out sixths by halving thirds etc. • Use closely related facts to carry out multiplication and division $11 \times 15 = (8 \times 15) + (2 \times 15) + (1 \times 15)$, $(8 = 2 \times 2 \times 2)$ therefore $15 \times 2 \times 2 \times 2 = 120$, $120 + 30 + 15 = 165$ • Use the relationship between addition and subtraction, multiplication and division 	<ul style="list-style-type: none"> • Add or subtract any pair of three-digit numbers e.g. $560 + 250$, $620 - 380$ • Find what must be added to a decimal fraction with units and tenths to make the next higher whole number e.g. $4.3 + ? = 5$ • Add or subtract any pair of decimal fractions each with units or tenths, or each with tenths and hundredths e.g. $5.7 + 2.5$, $0.63 - 0.48$ • Subtract a four digit number just less than a multiple of 1000 from a four-digit number just more than a multiple of 1000, e.g. $5001 - 1997$ • Multiply any two or three-digit number by 10 or 100, e.g. 26×10, 79×100 • Divide a multiple of 100 by 10 by a single-digit, e.g. $60 \div 7$ • Find 50%, 25% and 10% of a small whole number or quantities e.g. 25% of £8 • Calculate complements of 1 with two decimal numbers to two places

Year 6 end of year Mental Calculations expectations

Children should be able to Rapidly recall	Children should be able to use the following Mental Strategies , as appropriate for mental calculations	Children should be able to Calculate Mentally
<ul style="list-style-type: none"> • Be able to order to 10 million • Continue to count regularly, whole numbers, fractions, decimals, negative numbers • Introduce counting in binary numbers • Generate linear number sequences including negative and decimal numbers, e.g. 1.4, 1.1, 0.8 • Know by heart all the squares and square roots of numbers between 12 x 12 • Recognise and recall factors of numbers up to 100 and corresponding multiples of 100 • Use knowledge of place value and x facts to 10 x 10 to derive related x / ÷ facts (e.g. $0.8 \times 7 = 5.6$) • Use divisibility tests to find multiples of 2, 3, 4, 5, 6, 8, 9 and 10 	<ul style="list-style-type: none"> • Consolidate all strategies from previous years • Use known number facts and place value to add or subtract pairs of three digit multiples of 10 and two digit numbers with two decimal places • Add or subtract the nearest multiple of 10 or 100, 1000 10,000, then adjust • Continue to use the relationship between addition and subtraction, multiplication and division • Use factors e.g. $35 \times 18 = 35 \times 2 \times 3 \times 3 = 70 \times 3 \times 3 = 210 \times 3 = 630$ • Use knowledge of place value and number bonds to aide calculation • Use doubling and halving • Use closely related facts to carry out multiplication and division • Work out 17 times table by adding 7 and 10 times facts and other multiplication tables • Use the relationship between multiplication and division e.g. $0.75 \times 4 = 3$, buy one get three free • Calculate with unit fractions and use the knowledge of this to see inverse. $\frac{1}{4}$ of a length is 36 so the total length is $36 \times 4 = 144$. • Use knowledge of fractions and decimals to calculate remainders 	<ul style="list-style-type: none"> • Practice mental calculations and ensure an increased speed of complex calculations • Perform mental calculations with mixed operations • Multiply any two-digit number by a single-digit e.g. 34×6 • Multiply any two-digit number by 50 (multiply by 100 and halve answer) e.g. 23×50 or by 25 (multiply by 100 and divide by 4) e.g. 47×25 • Multiply or divide any whole number by 10 or 100 giving any remainder as a decimal, e.g. $47 \div 10 = 4.7$, $1763 \div 100 = 17.63$ • Find squares of multiples of 10 to 100 • Find any multiple of 10% of a whole number or quantity e.g. 70% of £20, of 5 kg of 2 metres