Whole School Number Fact Over view

	1 Curriculum Link	Addition	Subtraction	Multiplication	Division
Prep	Represent practical situations to model addition and sharing (ACMNA004)	❖ Build concepts and models focusing on real-world situations and using concrete material •Rote counting forwards/ backwards to 20 •Rationally counting to 20, identifying 1:1 with objects to 20 •Count from any given number, count groups & objects in groups •Use a range of practical strategies for adding a small group of objects			
Year 1	Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015)	❖ Explicitly teach these below strategies • Count on 1,2,3,0 to 10 • Turn arounds • Make 10 (rainbow facts) • Doubles to 9 +9 • Count on 10,20,30	• Count back 1,2,3 • Count back 10,20,30 • Count up 1,2,3 • Doubles to 18-9 • Doubles to 100-50 • Zeros –all taken (e.g. 2-2) & none taken (e.g. 6-0) • Take from 10 (e.g. 10-4)		
Year 2	Explore the connection between addition and subtraction (ACMNA029) Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030	❖ Consolidate & build upon Year 2 facts • Count on 0,1,2,3, and turnarounds • Count on 10,20,30, and turnarounds • Doubles to 9+9 • Doubles +1 to 8 +9, and turnarounds • Double multiples of 10 to 50+50	• Count back 1,2,3 • Count back 10,20,30 • Count up 1,2,3 • Count up 10,20,30 • Zeros-all taken (e.g. 30-30) & none taken (e.g. 40-0) • Take from 100 (e.g. 100-50)		
Year 3	Recognise and explain the connection between addition and subtraction (ACMNA054) Recall addition facts for single digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (ACMNA055)	❖ Consolidate & build upon Year 2 facts • Count on 100,200, 300 and turnarounds • Double multiples of ten to 100 +100 • Double multiples of one hundred to 500 +500 • Double multiples of ten +10 to 80 +90 and turnarounds • Double multiples of one hundred +100 to 400 + 500 • Make 100 (e.g. 30+70, 40+60) • Make 1000 (e.g. 300+700, 400+600) • Near 100 (near 10) and turnarounds (e.g. 20+90,50+60) • Make to 100 or build to 100 (make 10) and turnarounds (e.g. 50+70, 50+80) • Adding 19 (adding 9) and turnarounds (e.g. 6+19,18+19) • Adding 90 (adding 9) and turnarounds (e.g. 40+90,60+90)	• Count back 100,200,300 • Count up 100,200,300 • Doubles of all remaining multiples of 10 to 200-100 (e.g. 120-60, 140 -70) • Doubles of multiples of one hundred to 800 -400 (e.g. 200-100, 400-200) • Doubles +1 (e.g. 11-5, 15-7) • Doubles -1 (e.g. 9-5,13-7) • Zeros where all are taken multiples of 100 up to 900 (e.g. 200-200, 900-900) • Zeros where none are taken (e.g. 200-0, 900-0) • Take from 1000 (rainbow 10) (e.g. 1000 – 100, 1000 – 300) • Take from one more than 10 (near 10) (e.g. 11 -4, 11-9)	All: • 2x • 5x • 3x • 5x • 10x and turnarounds (e.g. 3x5, 5x3)	All: • 2 • 5 • 3 • 5 • 10 and partners (e.g. 5÷5, 5÷1; 10÷2, 10÷5)
Year 4	Recall multiplication facts up to 10 x 10 and related division facts (ACMNA075) Develop efficient mental and written strategies, and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076)	❖ Consolidate & build upon Year 3 facts • Count on in 100,10,1 •Add near double of 2 digit numbers (e.g. 38+37) •Add 2 digit or 3 digit multiples of 10 (e.g. 120 + 40, 140+150)	• Count back in 100,10,1 •Subtract near multiple of 10 (e.g. 86-38) •Subtract 2 digit or 3 digit multiples of 10 (e.g.120-20, 370-110)	All: 1x 2x 3x 4x 5x 6x 7x 8x 9x 10x and turnarounds	All: 1 2 3 4 5 6 7 8 9 10 and partners
Year 5	Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies (ACMNA100)	❖ Consolidate & build upon Year 4 facts • Count on in hundreds, tens, ones • Partition: add hundreds, tens, ones (400+30+2=432)	• Count back in hundreds, tens, ones • Subtract by counting up from the smallest to largest number	• Recalls squares of numbers to 10X10	• Use multiplication facts to recall corresponding division facts to 100 • Square number facts (e.g.1÷1, 25÷5)
Year 6	Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123)	❖ Consolidate & build upon Year 5 facts • All addition facts for multiples of 10 to 1000 • Count on in hundreds, tens, ones	• All subtraction facts for multiples of 10 to 1000 • Count back in hundreds, ten, ones	• Multiply 2 digit numbers by single digits (e.g. 23X3) • Halving • Multiplying by 10,100,1000 (e.g. 73x1000)	• Divide 2 digit number by a single digit (e.g. 68-4) • Dividing multiples of 100 by a multiple of 10 or 100 (whole numbers) (e.g. 540÷100, 730÷10)