Pupils should be taught to:	As outcomes, Year 7 pupils should, for example:

Consolidate and extend mental methods of calculation, accompanied where appropriate by suitable jottings

Strategies for mental addition and subtraction

Count forwards and backwards from any number.
For example:
- Count on in 0.1s from 4.5.
- Count back from 4.05 in 0.01s.
- Count on from and back to zero in steps of ¾.

Identify positions of 0.1s and 0.01s on a number line.

Use a **spreadsheet** to replicate cells, e.g. to 'count' from 1 in steps of 1.

	A	B	C	D	E	F	G	▼
1	1	= A1+1	= B1+1	= C1+1	= D1+1	= E1+1	= F1+1	

	A	B	C	D	E	F	G	▼
1	1	2	3	4	5	6	7	

Modify the spreadsheet to count from 0.5 in steps of 0.1.

Add and subtract several small numbers.
For example:
- 4 + 8 + 12 + 6 + 13
- 5 – 4 + 8 – 10 – 7

Extend to adding and subtracting several small multiples of 10:
- 40 + 30 + 20
- 60 + 50 – 30

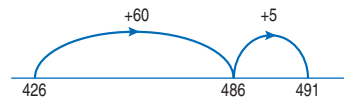Continue to add and subtract any pair of two-digit whole numbers, such as 76 + 58, 91 – 47.
Extend to:
- adding and subtracting a two-digit whole number to or from a three-digit whole number;
- adding and subtracting decimals such as:

8.6 ± 5.7	0.76 ± 0.58	0.82 ± 1.5

by considering

86 ± 57	76 ± 58	82 ± 150

Use jottings such as an empty number line to support or explain methods for adding and subtracting mentally. Choose an appropriate method, such as one of the following:

Partition and deal with the most significant digits first.
For example:
- 426 + 65 = (426 + 60) + 5 = 486 + 5 = 491

- 14.3 – 5.5 = 14.3 – 5 – 0.3 – 0.2 = 9 – 0.2 = 8.8