

Maths Passports – Expectations for each skill

GREAT BRITAIN	
England	
I can say the numbers in order to 10	I can say numbers to 10 in order without any help.
Northern Ireland	
I can subitise (recognise quantities without counting) up to 5	I can see a set of objects up to 5 and say how many there are, without counting - e.g on a dice, dominoes, set of objects etc.
I can use words such as: 'greater / more than,' 'less / fewer than' or 'the same as' to compare sets to 10	I can see, for example, a set of '4 dogs' and '7 cars' and say that: "There are more cars than dogs. There are fewer dogs than cars." (also use language of 'greater than' and 'less than').
Scotland	
I can count a set of objects up to 10 and find the matching numeral	I can count, for example, a set of 5 and find the matching '5' numeral.
I can find a number '1 more' and '1 less' than any number to 10	I can tell you one more and one less than any number between 1 and 10 without any help. E.g. "What is 1 more than 5? What is 1 less than 8?" (Can use a number line to help work out the answer)
Wales	
I can automatically recall number bonds up to 5	I can tell you all the different ways of making number bonds up to 5. E.g. Tell me which two numbers can make 3? "2 and 1, 3 and 0." 4? "3 and 1, 2 and 2, 4 and 0." 5? "5 and 0, 4 and 1, 3 and 2."
I can show different ways of making numbers up to 10	I can use Numicon, and other resources to make one number in different ways. E.g. 4 can be made using $0 + 4$ / $2 + 1 + 1$ / $3 + 1$ etc.
I can double any number up to 'double 5'	I can use a resource such as a dice / fingers / dominoes to give the answer to a doubles question. E.g. Show me double 4....8
EUROPE	
France	
I can count objects to 20	I can count a random set of objects for quantities up to 20 without help.
I can read and write numbers to 20 in words and numbers	I can read any number between 0 and 20 given to me in digits or words. I can write in digits any number between 0 and 20 and I can make a phonetically plausible attempt at spelling the words.
I know all the addition facts that make 10	I can answer 20 rapid recall questions correctly within a minute, using Hit the Button/Number Bonds/Make 10.
I know all the subtraction facts from a total of 10	See written task (EUROPE FRANCE 1) of 15 questions to be completed correctly within 90 seconds. T can scribe.
I can recall all addition facts within 5	See written task (EUROPE FRANCE 2) of 21 questions to be completed correctly within 90 seconds. T can scribe.
I can recall all subtraction facts within 5	See written task (EUROPE FRANCE 3) of 21 questions to be completed correctly within 90 seconds. T can scribe.
Germany	
I can count to and across 100 in 1's	I can count in 1's without hesitation to 101.
I can count back in 1's from 100 – 0	I can backwards from 100 without hesitation.
I can count on in 1's from any 2-digit number	I can count from any TU number in 1's not beyond 101.
I can count back in 1's from any 2-digit number	I can count back from any TU number backwards in 1's not beyond 0.
I can read and write any number to 100	I can read any number between 0 and 100 given to me in digits. I can write in digits any number between 0 and 100.
Poland	
I can count in 2's	I can count in 2's without hesitation to 102.
I can count in 10's	I can count in 10's without hesitation to 110.

I can count in 5's	I can count in 5's without hesitation to 105.
I can find doubles of numbers to 10	See written task (EUROPE POLAND 1) of 15 questions to be completed correctly within 90 seconds. T can scribe.
I can count in fractions 1/2, 1/4	I can count in the following ways: 0, 1/2, 1, 1 and a 1/2, 2, 2 and a 1/2, 3, 3 and a 1/2... 0, 1/4, 2/4, 3/4, 1, 1 and a 1/4, 1 and 2/4, 1 and 3/4...
I know all the days of the week	I can tell you the days of the week in the correct order starting with Monday.
I know all the months of the year	I can tell you the months of the year in the correct order starting with January.
ASIA	
India	
I can count forwards in 10's from any number	I can count from any TU number in 10's and count in this way beyond 100. E.g. 87, 97, 107
I can count backwards in 10's from any number	I can count back in 10's from any HTU up to 200. E.g. 136, 126, 116, 106, 96
I know bonds of all multiples of 10 up to 100	See written task (ASIA INDIA 1) of 20 questions to be completed correctly within 90 seconds. T can scribe. (Total may or may not be 100 but total must not exceed 100).
I can quickly identify odd and even numbers	I can tell you whether any number up to 100 is odd or even (20 in 90 seconds).
I can read and write any number to 100 in words and numbers	I can read any number between 0 and 100 given to me in digits or words. I can write in digits any number between 0 and 100 and I can make a phonetically plausible attempt at spelling the words.
Pakistan	
I can add a 2-digit number to a 1-digit number	See written task (ASIA PAKISTAN 1) of 15 questions to be completed correctly within 90 seconds. T can scribe.
I can add a 2-digit number and tens	See written task (ASIA PAKISTAN 2) of 15 questions to be completed correctly within 90 seconds. T can scribe.
I can subtract a 1-digit number from a 2-digit number	See written task (ASIA PAKISTAN 3) of 15 questions to be completed correctly within 90 seconds. T can scribe.
I can subtract tens from a 2-digit number	See written task (ASIA PAKISTAN 4) of 15 questions to be completed correctly within 90 seconds. T can scribe.
I can add three 1-digit numbers	See written task (ASIA PAKISTAN 5) of 15 questions to be completed correctly within 90 seconds. T can scribe.
China	
I know by heart all doubles to 20	See written task (ASIA CHINA 1) of 20 questions to be completed correctly within 90 seconds. T can scribe.
I know by heart all halves of numbers to 20	See written task (ASIA CHINA 2) of 20 questions to be completed correctly within 90 seconds. T can scribe.
I can count in steps of 2, 5 and 10	I can count in 2's without hesitation to 102. I can count in 10's without hesitation to 110. I can count in 5's without hesitation to 105.
I know by heart my multiplication facts for the 2 x table	I can use Maths Frame with a 6 second response time to answer 20 randomly chosen questions correctly. My teacher may type my answers.
I know by heart my multiplication facts for the 10 x table	I can use Maths Frame with a 6 second response time to answer 20 randomly chosen questions correctly. My teacher may type my answers.
I know by heart my multiplication facts for the 5 x table	I can use Maths Frame with a 6 second response time to answer 20 randomly chosen questions correctly. My teacher may type my answers.
I know by heart my division facts for the 2 x table	I can answer 15 rapid recall questions correctly within a minute, using Hit the Button/Division Facts/Hit the Answer
I know by heart my division facts for the 10 x table	I can answer 15 rapid recall questions correctly within a minute, using Hit the Button/Division Facts/Hit the Answer

I know by heart my division facts for the 5 x table	I can answer 15 rapid recall questions correctly within a minute, using Hit the Button/Division Facts/Hit the Answer
I can count forward in 3's	I can count in 3's without hesitation to 102.
I can count backward in 3's	I can count backwards in 3's without hesitation from 102.
AFRICA	
Egypt	
I can read and write numbers up to 1000 in words and numbers	I can read any number between 0 and 1000 given to me in digits or words. I can write in digits any number between 0 and 1000 and I can make a phonetically plausible attempt at spelling the words. See written task (AFRICA EGYPT 1) of 8 questions to be completed correctly.
I can find 10 more than a given number	See written task (AFRICA EGYPT 2) of 15 questions to be completed correctly within 90 seconds. T can scribe.
I can find 10 less than a given number	See written task (AFRICA EGYPT 3) of 15 questions to be completed correctly within 90 seconds. T can scribe.
I can find 100 more than a given number	See written task (AFRICA EGYPT 4) of 20 questions to be completed correctly within 90 seconds. T can scribe.
I can find 100 less than a given number	See written task (AFRICA EGYPT 5) of 20 questions to be completed correctly within 90 seconds. T can scribe.
I can multiply a number by 10	I can multiply these numbers by 10: 15, 67, 30, 241, 740, 500, 809 (no jottings are allowed)
I can multiply a number by 100	I can multiply these numbers by 100: 13, 85, 40, 343, 530, 400, 308 (no jottings are allowed)
I can divide a number by 10	I can divide these numbers by 10: 15, 67, 30, 241, 740, 500, 809 (no jottings are allowed)
I can divide a number by 100	I can divide these numbers by 100: 343, 530, 400, 308 (no jottings are allowed)
Ghana	
I know by heart all the sums and differences of multiples of 10 to 100	See written task (AFRICA GHANA 1) of 20 questions to be completed correctly within 90 seconds. T can scribe.
I can mentally add and subtract 3-digit numbers and units	See written task (AFRICA GHANA 2) of 12 questions to be completed correctly within 90 seconds. T can scribe.
I can mentally add and subtract 3-digit numbers and tens	See written task (AFRICA GHANA 3) of 12 questions to be completed correctly within 90 seconds. T can scribe.
I can mentally add and subtract 3-digit numbers and hundreds	See written task (AFRICA GHANA 4) of 15 questions to be completed correctly within 90 seconds. T can scribe.
I can double 2-digit numbers	See written task (AFRICA GHANA 5) of 15 questions to be completed correctly within 90 seconds. T can scribe.
I can find halves of even numbers to 100	See written task (AFRICA GHANA 6) of 15 questions to be completed correctly within 90 seconds. T can scribe.
Kenya	
I can count in 4's from 0	I can count in 4's without hesitation to 104.
I can count in 8's from 0	I can count in 8's without hesitation to 104.
I can count in 50's from 0	I can count in 50's without hesitation to 1050.
I can count in 100's from 0	I can count in 100's without hesitation to 1100.
I can count forwards and backwards in tenths	I can count forwards and backwards in U.t across at least one unit boundary e.g. 5.8, 5.9, 6, 6.1 and 9, 8.9, 8.8...
I know by heart my multiplication facts for the 3 x table	I can use Maths Frame with a 6 second response time to answer 20 randomly chosen questions correctly. My teacher may type my answers.
I know by heart my multiplication facts for the 4 x table	I can use Maths Frame with a 6 second response time to answer 20 randomly chosen questions correctly. My teacher may type my answers.

I know by heart my multiplication facts for the 8 x table	I can use Maths Frame with a 6 second response time to answer 20 randomly chosen questions correctly. My teacher may type my answers.
I know by heart my division facts for the 3 x table	I can answer 15 rapid recall questions correctly within a minute, using Hit the Button/Division Facts/Hit the Answer.
I know by heart my division facts for the 4 x table	I can answer 15 rapid recall questions correctly within a minute, using Hit the Button/Division Facts/Hit the Answer
I know by heart my division facts for the 8 x table	I can answer 15 rapid recall questions correctly within a minute, using Hit the Button/Division Facts/Hit the Answer
I can recognise multiples of 2, 5 and 10 to 1000	T gives TU and HTU numbers. Child states whether each number is a multiple of 2, 5 and/or 10, explaining how they know.
AUSTRALASIA	
Australia	
I can count in 6's from 0	I can count in 6's without hesitation to 72.
I can count in 7's from 0	I can count in 7's without hesitation to 84.
I can count in 9's from 0	I can count in 9's without hesitation to 108.
I can count in 25's from 0	I can count in 25's without hesitation to 1025.
I can count in 1000's from 0	I can count in 1000's without hesitation to 20000.
I can count forwards and backwards in hundredths	I can count forwards and backwards in U.th across at least one unit/tenths boundary e.g. 5.78, 5.79, 5.8, 5.81 and 6.98, 6.99, 7, 7.01, 7.02 and 3.02, 3.01, 3, 2.99
I can count forwards and backwards to include negative numbers	I can count forwards and backwards though 0
New Zealand	
I can find 1000 more and 1000 less than a given number	See written task (AUSTRALASIA NEW ZEALAND 1) of 20 questions to be completed correctly within 90 seconds. T can scribe.
I can multiply a 2-digit number by 100	I can multiply these numbers by 100: 1.3, 8.5, 0.4, 3.4, 5.3, 4.6, 5.7 (no jottings are allowed)
I can divide a 2-digit number by 100	I can divide these numbers by 100: 17, 24, 80, 62, 73, 96, 50 (no jottings are allowed)
I can double any number with 1 dp	See written task (AUSTRALASIA NEW ZEALAND 2) of 15 questions to be completed correctly within 90 seconds. T can scribe.
I know the decimals for $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$	I can tell you that $\frac{1}{4} = 0.25$, $\frac{1}{2} = 0.5$, $\frac{3}{4} = 0.75$
I know by heart the 6 x table	I can use Maths Frame with a 6 second response time to answer 20 randomly chosen questions correctly. My teacher may type my answers.
I know by heart the 7 x table	I can use Maths Frame with a 6 second response time to answer 20 randomly chosen questions correctly. My teacher may type my answers.
I know by heart the 9 x table	I can use Maths Frame with a 6 second response time to answer 20 randomly chosen questions correctly. My teacher may type my answers.
I know by heart the division facts for the 6 x table	I can answer 15 rapid recall questions correctly within a minute, using Hit the Button/Division Facts/Hit the Answer.
I know by heart the division facts for the 7 x table	I can answer 15 rapid recall questions correctly within a minute, using Hit the Button/Division Facts/Hit the Answer.
I know by heart the division facts for the 9 x table	I can answer 15 rapid recall questions correctly within a minute, using Hit the Button/Division Facts/Hit the Answer.
I know by heart the multiplication facts and division facts for the 11 x table	I can use Maths Frame with a 6 second response time to answer 20 randomly chosen questions correctly. My teacher may type my answers. I can answer 15 rapid recall questions correctly within a minute, using Hit the Button/Division Facts/Hit the Answer.
I know by heart the multiplication facts and division facts for the 12 x table	I can use Maths Frame with a 6 second response time to answer 20 randomly chosen questions correctly. My teacher may type my answers.

	I can answer 15 rapid recall questions correctly within a minute, using Hit the Button/Division Facts/Hit the Answer.
NORTH AMERICA	
Canada	
I can read and write numbers to 1,000,000	I can read any number between 0 and 1,000,000 given to me in digits. I can write in digits any number between 0 and 1,000,000. See written task (NORTH AMERICA CANADA 1) of 8 questions to be completed correctly.
I can read and write decimal numbers up to 3 dp	I can read any U.t h th number given to me in digits. I can write in digits any U. t h th number. See written task (NORTH AMERICA CANADA 2) of 8 questions to be completed correctly.
I can count forwards and backwards in simple unit fractions	I can count in the following ways: 0, $\frac{1}{3}$, $\frac{2}{3}$ 1, 1 and $\frac{1}{3}$, 1 and $\frac{2}{3}$, 2... 0 $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{5}$, $\frac{4}{5}$ 1, 1 and $\frac{1}{5}$, 1 and $\frac{2}{5}$...
I can count forwards and backwards in simple decimals	I can count in the following ways: 0.2, 0.4, 0.6, 0.8, 1, 1.2... 0.5, 1, 1.5, 2... 0.25, 0.5, 0.75, 1, 1.25...
I can multiply whole numbers by 1000	I can multiply these numbers by 1000: 310, 206, 500, 4002, 7900, 8050 (no jottings are allowed)
USA	
I can identify multiples	T gives a TU number and child states what that number is a multiple of.
I can find all the factors of times tables to 12 x 12	I can tell you factors (no larger than the number 12) of a number up to 144.
I can find prime factors of 2-digit numbers	I can tell you the prime factors of a given 2-digit number.
I can identify the common factors of 2-digit numbers	I can tell you the common factors of a pair of 2-digit numbers.
I can recall all prime numbers to 19	I can tell you the prime numbers 2, 3, 5, 7, 11, 13, 17 and 19.
I can recall all square numbers up to 144 (12 x 12)	I can tell you the square numbers 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121 and 144.
Some Key Mental Strategies	
Form an equivalent calculation: e.g. to multiply by 5, multiply by 10 then halve; or to multiply by 20, double, then multiply by 10.	Child solves the following, using the method stated: $18 \times 5 = 18 \times 10 = 180$ then halve = 90 $16 \times 5 = 16 \times 10 = 160$ then halve = 80 $21 \times 5 = 21 \times 10 = 210$ then halve = 105 $19 \times 20 = 19$ doubled = 38 then $\times 10 = 380$ $17 \times 20 = 17$ doubled = 34 then $\times 10 = 340$ $22 \times 20 = 22$ doubled = 44 then $\times 10 = 440$
Use knowledge of equivalence between fractions and percentages to calculate: e.g. find 50%, 25% or 75%	Child solves the following, understanding the equivalence between percentage and division: 50% of 340 ($340 \div 2$) 25% of 804 ($804 \div 2$ then $\div 2$ again) 75% of 400 (find a half $400 \div 2$ then find a quarter $400 \div 2$ then $\div 2$ again. Add the half 200 to the quarter 100)
Recognise that when multiplying or dividing by 10 or 100, the digits move one or two places to the left or right, relative to the decimal point and that zero is used as a place holder	Child can describe the following rules: To multiply any number by 10, you shift the digits one place to the left and use zero as a place value holder. To multiply any number by 100, you shift the digits two places to the left and use zeros as place value holders. To divide any number by 10, you shift the digits one place to the right. To divide any number by 100, you shift the digits two places to the right.

Use of knowledge of place value when calculating multiples of 10: e.g. $70 \times 60 = (7 \times 6) \times 10 \times 10$	Child solves the following, using the method stated: $50 \times 60 = (5 \times 6) \times 10 \times 10$ $70 \times 20 = (7 \times 2) \times 10 \times 10$ $80 \times 40 = (8 \times 4) \times 10 \times 10$
Divide by grouping/partitioning e.g. $92 \div 4 = (80 \div 4) \text{ and } (12 \div 4)$	Child solves the following, using the method stated (child to be encouraged to use partitioning jottings to find the two parts): $75 \div 5 = (50 \div 5) \text{ and } (25 \div 5)$ $68 \div 4 = (40 \div 4) \text{ and } (28 \div 4)$
Partition: count on or back in hundreds, tens and ones to find the total or difference e.g. $367 + 132 = 367 + 100 + 30 + 2$	Child solves the following, using the method stated: $367 + 132 = 367 + 100 + 30 + 2$ $435 + 253 = 335 + 200 + 50 + 3$ $657 - 425 = 657 - 400 - 20 - 5$ $894 - 633 = 894 - 600 - 30 - 3$
Partition: count on or back in units and tenths to find the total or difference: e.g. $5.6 + 3.7 = 5.6 + 3 + 0.7$	Child solves the following, using the method stated: $5.6 + 3.7 = 5.6 + 3 + 0.7$ $7.8 + 1.4 = 7.8 + 1 + 0.4$ $4.7 - 3.5 = 4.7 - 3 - 0.5$ $8.2 - 5.1 = 8.2 - 5 - 0.1$
Compensate: Add or subtract a multiple of 10 or 100 and adjust: e.g. $378 + 298 = 378 + 300 - 2$	Child solves the following, using the method stated: $148 + 98 = 148 + 100 - 2$ $136 - 97 = 136 - 100 + 3$ $246 + 199 = 246 + 200 - 1$ $353 - 198 = 353 - 200 + 2$
Near doubles: double and adjust: e.g. $76 + 78 = 76 + 76 + 2$ or $77 + 77$	Child solves the following, demonstrating an adjustment by adding if the smaller number was doubled or subtracting if the larger number was doubled: $25 + 26 = 25 + 25 + 1$ $34 + 33 = 34 + 34 - 1$ $48 + 47 = 48 + 48 - 1$ $15 + 17 = 15 + 15 + 2$ or $16 + 16$
Partition: count on or back in minutes and hours, bridging through 60 for time and using a 24-hour clock	Child solves problems like the following, using the method stated: I left a party at 6:50pm. It took me 35 minutes to get home. Write the time I arrived home using 24-hour clock. $6:50\text{pm} + 10 \text{ minutes} = 7:00\text{pm} + 25 \text{ minutes} = 19:25$.
SOUTH AMERICA	
Brazil	
I can read and write numbers to 10,000,000	I can read any number between 0 and 10,000,000 given to me in digits. I can write in digits any number between 0 and 10,000,000. See written task (SOUTH AMERICA BRAZIL 1) of 8 questions to be completed correctly.
I can find all prime numbers to 100	See written task (SOUTH AMERICA BRAZIL 2) all prime numbers to be shaded correctly.
I can multiply a fraction by a whole number	See attached task (SOUTH AMERICA BRAZIL 3) of 5 questions to be completed correctly within 90 seconds. T can scribe.
I know the equivalence of simple fractions, percentages and decimals	See attached task (SOUTH AMERICA BRAZIL 4) of 6 questions to be completed correctly. (Accept any correct fractions. T cannot use $\frac{1}{2}$, $\frac{1}{4}$ or $\frac{3}{4}$)
I can find percentages of numbers without a calculator	See attached task (SOUTH AMERICA BRAZIL 5) of 4 questions to be completed correctly. (All % must be multiples of 5 and all 3-digit numbers must be multiples of 10).
I can find cubed numbers to 100	I can tell you the cube numbers 1, 8, 27 and 64.
Some Key Mental Strategies	
Multiply or divide by 10 or 100 and/or repeated doubling/halving for 4x, 8x, 5x, 20x, 25x, 50x	Child solves the following, using the method stated: 67×10 , 241×10 , 40×100 , 809×100 , $15 \div 10$, $740 \div 10$, $343 \div 100$, $530 \div 100$

	$36 \times 4 = (36 \times 2) \times 2$ $180 \div 4 = (180 \div 2) \div 2$ $8 \times 35 = (35 \times 2) \times 2 \times 2$ $640 \div 8 = (640 \div 2) \div 2 \div 2$ $26 \times 5 = (26 \times 10) \div 2$ $840 \div 5 = (840 \div 10) \times 2$ $24 \times 20 = (24 \times 2) \times 10$ $780 \div 20 = (780 \div 2) \div 10$ $3 \times 25 = (3 \times 100) \div 2 \div 2$ $14 \times 50 = (14 \times 100) \div 2$
Form an equivalent calculation: e.g. to divide by 25, divide by 100 then multiply by 4; or to divide by 50, divide by 100 then double	Child solves the following, using the method stated: $800 \div 50 = (800 \div 100) \times 2$ $5000 \div 50 = (5000 \div 100) \times 2$ $750 \div 50 = (750 \div 100) \times 2$ $900 \div 25 = (900 \div 100) \times 4$ $3000 \div 25 = (3000 \div 100) \times 4$ $650 \div 25 = (650 \div 100) \times 4$
Use knowledge of equivalence between fractions and percentages, and fractions and division to calculate e.g. to find 20%, calculate $\frac{1}{5}$ (divide by 5)	Child solves the following, using the method stated: Find 20% of 55 (because $20\% = \frac{1}{5}$) $55 \div 5$ Find 20% of 150 (because $20\% = \frac{1}{5}$) $150 \div 5$
Recognise that when multiplying or dividing by 10, 100 or 1000, the digits move one, two or three places to the left or right relative to the decimal point and that zero is used as a place holder	Child can describe the following rules: To multiply any number by 10, you shift the digits one place to the left and use zero as a place value holder. To multiply any number by 100, you shift the digits two places to the left and use zeros as place value holders. To multiply any number by 1000, you shift the digits three places to the left and use zeros as place value holders. To divide any number by 10, you shift the digits one place to the right. To divide any number by 100, you shift the digits two places to the right. To divide any number by 1000, you shift the digits three places to the right.
Use knowledge of place value when calculating multiples of 10 and 100: e.g. $70 \times 600 = (7 \times 6) \times 10 \times 10 \times 10$	Child solves the following, using the method stated: $80 \times 400 = (8 \times 4) \times 10 \times 10 \times 10$ $20 \times 30 = (2 \times 3) \times 10 \times 10$ $300 \times 600 = (6 \times 3) \times 10 \times 10 \times 10 \times 10$ $500 \times 60 = (5 \times 6) \times 10 \times 10 \times 10$ $7 \times 50 = (7 \times 5) \times 10$ $600 \times 2 = (6 \times 2) \times 10 \times 10$
Recognise how to scale up and down using multiplication and division: e.g. 3 oranges cost 24p, one cost $24 \div 3 = 8$ p, four cost $8 \times 4 = 32$ p	Child solves problems like the following: 7 bananas cost 63p. What is the cost of five bananas?
Use partitioning to divide by tens and ones separately: e.g. $92 \div 4 = (80 \div 4) \text{ and } (12 \div 4)$	Child solves the following, using the method stated (child to be encouraged to use partitioning jottings to find the two parts): $92 \div 4 = (80 \div 4) \text{ and } (12 \div 4)$ $91 \div 7 = (70 \div 7) \text{ and } (21 \div 7)$ $78 \div 3 = (60 \div 3) \text{ and } (18 \div 3)$
Divide by grouping/partitioning e.g. $328 \div 4 = (320 \div 4) \text{ and } (8 \div 4)$	Child solves the following, using the method stated (child to be encouraged to use partitioning jottings to find the two parts): $204 \div 6 = (180 \div 6) \text{ and } (24 \div 6)$ $378 \div 9 = (360 \div 9) \text{ and } (18 \div 9)$
Compensate: add or subtract a multiple of 10 or 100 and adjust: e.g. $378 + 298 = 378 + 300 - 2$	Child solves the following, using the method stated: $378 + 298 = 378 + 300 - 2$ $567 - 397 = 567 - 400 + 3$

	$425 + 199 = 425 + 200 - 1$ $843 - 298 = 843 - 300 + 2$
Near doubles: double and adjust: e.g. $2.5 + 2.6 = 2.5 + 2.5 + 0.1$	Child solves the following, demonstrating an adjustment by adding if the smaller number was doubled or subtracting if the larger number was doubled: $2.5 + 2.6 = 2.5 + 2.5 + 0.1$ $3.4 + 3.3 = 3.4 + 3.4 - 0.1$ $4.8 + 4.7 = 4.8 + 4.8 - 0.1$ $1.5 + 1.7 = 1.5 + 1.5 + 0.2$ or $1.6 + 1.6$