



Help your child move through the MPS Maths Target Track

The Maths Target Track is designed to support the development of mental maths skills such as:

- Instant recall of table facts
- Instant recall of number bonds
- Arithmetic fluency using $+$ $-$ $\times$ $\div$

Without regular rehearsal, these facts are forgotten so it is essential they are practised regularly and embedded in children's long-term memory.

For your child to become more efficient in recalling them easily, they need to be practised frequently and for short periods of time and previous targets should be revisited to keep them fresh. Our homework expectation is that they be practised a minimum of two times per week for 10 minutes, but daily practise would give optimum success.

How does the track work?

- Your child will move through the target track at their own pace.
- Their current target is highlighted in their diary, and your child will be tested weekly.
- If your child shows rapid recall and can score 10/10 on three occasions, they will move onto the next target.
- If the teacher feels that your child has instant recall of a target, they may move them on at their discretion. Similarly, if there is a target that is proving particularly tricky for your child to master, the teacher can move your child on and come back to that target at a later stage.

The secret to success is practising little and often.

Use time wisely. Maybe you can practise the target while walking to school or during a car journey?

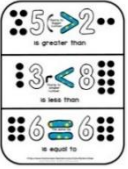
I have added further exemplifications and hyperlinks to the target track to help you support your child.

Alana Moran, Maths Lead.

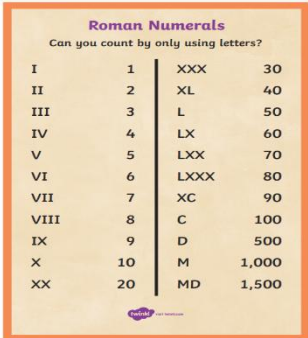
Target Tracker for September 2026/27

1	<u>Say the numbers in order to 10</u> Say and sing traditional nursery rhymes with numbers, use fingers and other objects to represent the numbers (e.g Once I caught a fish alive, Five little ducks, 10 fat sausages) https://www.youtube.com/watch?v=7D4K9oi7oBM
2	<u>Count a set of objects up to 10</u> - Count with your child and encouraged your child to count objects in the real world, at home and when you are out. - Underwater counting https://www.topmarks.co.uk/learning-to-count/underwater-counting
3	<u>Recognise numerals 1-10 (out of sequence)</u> - Teddy Numbers – Give Teddy the required number https://www.topmarks.co.uk/learning-to-count/teddy-numbers - Helicopter Rescue – Find the numbers to 10 https://www.topmarks.co.uk/learning-to-count/helicopter-rescue
4	<u>Order numbers 1-10</u> - Play practical games with your child counting and grouping objects (toys, coins, counters, beads, raisins) they ordering the groups. - Make number cards to 10, then put them in order. - Coconut ordering numbers to 10 https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering - Gingerbread Man game ordering numbers to 10 https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game
5	<u>Subitise up to 5 (recognise the number in a group without counting)</u> - Roll a die and ask your child to say the number without counting - Play 'See and Hide' quickly show your child a small number of items (all the same) hide them and ask 'What did you see?'
6	<u>Say 1 more than any number between 0-10</u> - Say a number verbally and ask your child to say the number that is one more. - Play Bee More or Less https://ictgames.com/mobilePage/beeMoreOrLess/ - Robot one more or less 9up to 10 add one) https://www.topmarks.co.uk/maths-games/robot-more-or-less
7	<u>Say 1 less than any number between 0-10</u> - Say a number verbally and ask your child to say the number that is one less. - Play Chopper Squad https://www.topmarks.co.uk/learning-to-count/chopper-squad - Robot one more or less up to 10 add one) https://www.topmarks.co.uk/maths-games/robot-more-or-less
8	<u>Recall all doubles to 5</u> - Watch https://www.youtube.com/watch?v=Vqp9OulJiIo - Encourage you child to use their fingers to show a double to 5 (e.g. show 3 fingers on one hand and also another 3 on the other) https://kids.classroomsecrets.co.uk/resource/reception-doubling-game/
9	<u>Recall number bonds for all numbers from 0-5 (e.g. 3+1, 3+2)</u> - Play the game https://wordwall.net/resource/22372851/number-bonds-to-5 then repeat practically - Write numbers 0 -5 on paper, jumble them up and ask your child to find the pairs to make 5. Repeat this to make different numbers (e.g. pairs to make 1,2, 3 or 4) - Play The whole me - Numberblocks https://www.bbc.co.uk/iplayer/episode/b08dr1l3/numberblocks-series-1-the-whole-of-me
10	<u>Recall subtraction bonds for all numbers from 0-5 (e.g. 5-2, 4-3)</u> - Show your child up to 5 objects, remove some saying the number sentence (e.g 4 subtract 2 is ?) and ask them to give the answer - Watch Holes https://www.bbc.co.uk/iplayer/episode/b08dmjsk/numberblocks-series-1-holes
11	<u>Recite days of the week</u> - Listen to and learn a days of the week song e.g https://www.youtube.com/watch?v=mXMofxtDPUQ https://www.youtube.com/watch?v=VwWzDTfOyBc - Write the days of the week on paper, mix them up and help your child order the starting from any day. Ask what comes after ... What comes before ...
12	<u>Recall odd and even numbers to 10</u> - Give your child some objects to count and put into pairs before deciding whether they are odd or even - Write numbers from 0 to 10 on paper and ask your child to sort into odd and even. Then say a number for them to recall verbally whether it is odd or even - Play Odd Even Fruit Splat https://www.sheppardsoftware.com/math/early-math/odd-even-fruit-splat-game/ - Watch Odd and Even Numberblocks https://www.bbc.co.uk/iplayer/episode/b08r2l4d/numberblocks-series-2-odds-and-evens?seriesId=b0bl5v3r
13	<u>Say the numbers 0-20</u> Count with your child up to 20. Sometimes start and a random number. Try saying alternative numbers (they might notice they are saying all the odd numbers while you say the even ones!)

14	<u>Count a set of objects up to 20</u> Give your child a set of objects to count (e.g. counters, one pence coins, pasta pieces). Initially they might find it easier to move each one as they count.
15	<u>Recognise numerals 0-20 (out of sequence)</u> - Write any number up to 20 for your child to identify. Ask your child to write a given number. https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering
16	<u>Recite months of the year</u> - Verbally chant months of the year. Try starting from different months. - Ask before and after questions. E.g. Which month comes after March? - Play the Months of the Year game https://www.turtlediary.com/game/months-of-the-year.html
17	<u>Know by heart all number bonds to 10</u> - A number bond is when 2 numbers total 10 (E.g $3 + 7 = 10$, $2 + 8 = 10$) - Smoothie Maths https://ictgames.com/mobilePage/smoothie/index.html - Topmarks number bonds to 10 https://www.topmarks.co.uk/maths-games/hit-the-button - Write numbers 0 -10 on paper, jumble them up and ask your child to find the pairs to make 10
18	<u>Work out addition facts to 10</u> - An addition fact to 10 is when 2 numbers total 10 or less than 10. (E.g. $3 + 4 = 7$, $2 + 6 = 8$) - Verbally ask addition to 10 questions allowing your child to use fingers or other objects to calculate the answer. - Play Addition to 10 https://www.topmarks.co.uk/addition/addition-to-10
19	<u>Work out subtraction facts to 10</u> - A subtraction fact to 10 is a subtraction calculation where the number being subtracted from, is 10 or less than 10. (E.g. $9 - 5 = 4$, $8 - 3 = 5$) - Verbally ask subtraction from 10 questions allowing your child to use fingers or other objects to calculate the answer. - Play Subtraction to 10 https://www.topmarks.co.uk/subtraction/subtraction-to-10
20	<u>Know and use inverse to solve addition and subtraction</u> - To solve an addition problem you can use subtraction and to solve a subtraction you can use addition. (e.g $5 + 3 = 8$ so $8 - 3 = 5$) This is called using inverse - Write an addition or subtraction for your child to give the inverse and solve (e.g Write $3 + 4 = 7$ Answer $7 - 4 = 3$) - Play Number Fact Families + and - to 10 https://www.topmarks.co.uk/number-facts/number-fact-families
21	<u>Recall the doubles of all numbers to 10</u> - Write numbers to 10 and their doubles on pieces of paper and jumble them up for your child to find pairs. - Give a number verbally for your child to double - Play Funky Mummy (Doubles up to 10+10) https://ictgames.com/mobilePage/funkyMummy/index.html
22	<u>Count in 2s forwards to 20</u> - Write the multiples of 2 from 0 up to 20 on paper for your child to order. Can they recite them? Place them in a line and turn a few over so the numbers cannot be seen. Can they work out the missing numbers? Hide the numbers around the room. Can your child find them all and order them before reciting to check they have them all. - Watch the count in 2's song https://www.youtube.com/watch?v=GvTcpfSnOMQ - Chant the 2s from 0 and any other multiple of 2 up to 20.
23	<u>Count in 2s backwards from 20</u> - Write the multiples of 2 from 0 up to 20 on paper for your child to order <u>in reverse</u>. Can they recite them? - Rocket Count Down - Complete a count down in 2's from 20 to 0 when you get to 0 blast off like a rocket! - Chant the 2s backwards from 20 and any other multiple of 2.
24	<u>Count in 10s forwards to 100</u> - Recite the numbers counting in 10's up to 100 together. Write the multiples of 10 on paper and jumble them up for your child to order. - Watch the counting in 10's song and join in with the actions. https://www.youtube.com/watch?v=Ftati8iGQcs - Chant the 10s forwards from 10 and any other multiple of 10.
25	<u>Count in 10s backwards from 100</u> - Recite numbers counting in tens from 100 down to 0. Write multiples of 10 on paper and jumble them up for your child to order from 100 to 0 - Watch the counting forward and back song https://www.youtube.com/watch?app=desktop&v=c9wNfQg383o&t=112 - Chant the 10s backwards from 100 and any other multiple of 10.
26	<u>Count in 5s forwards to 50</u> - Write the multiples of 5 from 0 up to 50 on paper for your child to order. Once placed in order, swap the position of 2 numbers. Can your child find and correct the sequence? - Chant the 5s forwards from 5 and any other multiple of 50. - Recite the numbers in different ways (e.g quietly, slowly, angrily)
27	<u>Count in 5s backwards from 50</u> - Write the multiples of 5 from 0 up to 50 on paper for your child to order <u>in reverse</u>. Can they recite them? - Recite the numbers in different ways (e.g quietly, slowly, giant like!) - Chant the 5s backwards from 50 and any other multiple of 5.
28	<u>Recognise numerals 0-100</u> Write some numbers for your child to recite. Hide 10 random numbers to 100 around the room for your child to find, say the number and order all 10 numbers.

29	Know what is meant by < and > and use to compare numbers up to 100 < less than greater than > (15 < 18, 32 > 29) Record the symbols < and > on different pieces of paper and ask your child to place numbers either side of each symbol to create mathematical sentences. Vary this by giving them the numbers so they add the symbols or give one number and one symbol for them to complete the number sentence by adding a final number. (? > 43, 53 < ?, 36 ? 63)	
30	Recognise odd and even numbers to 100 Coconut odd and even https://www.topmarks.co.uk/learning-to-count/coconut-odd-or-even	
31	Recall addition facts to 10 - Number Train Addition up to 10 https://www.topmarks.co.uk/maths-games/mental-maths-train - Verbally give your child 2 numbers to add together mentally. They should be able to work this out mentally without using counting aids such as fingers. If they struggle focus on one number at a time. (E.g all the facts for 7 – 0+7, 1+ 6, 2 + 5 etc.)	
32	Recall subtraction facts to 10 - Subtraction Grids https://www.topmarks.co.uk/maths-games/subtraction-grids - Verbally give your child 2 numbers to add together mentally. They should be able to work this out mentally without using counting aids such as fingers If they struggle focus on one number at a time. (E.g all the facts from 6 – 0, 6 – 1, 6 – 2 etc.)	
33	Know by heart all number bonds that total 20 - Write numbers 0 -20 on paper, jumble them up and ask your child to find the pairs to make 20 - Hit the Button Number bonds- up to 20 make 20 https://www.topmarks.co.uk/maths-games/hit-the-button https://www.topmarks.co.uk/maths-games/daily10 - Play Hit the button https://www.topmarks.co.uk/maths-games/hit-the-button	
34	Know by heart all bonds of multiples of 10 up to 100 - Record multiples of 10 on small pieces of paper and ask your child to find pairs to make 100. Show the link to number bonds to 10. (2 + 8 = 10 and 20 + 80 = 100) Verbally give a multiple of 10 for your child to say the partner number - Hit the Button Number bonds- up to 100 make 100 https://www.topmarks.co.uk/maths-games/hit-the-button	
35	Know by heart all x and ÷ facts for 2 (up 12 x 2) - Recite the 2 times table with your child. Ask them quick fire 2x questions. Put post-it notes around the room with questions on. - Make links to even numbers. - Number Train Multiplication X2 https://www.topmarks.co.uk/maths-games/mental-maths-train - Hit the Button Times Tables X2 (hit the answer and Hit the Question) https://www.topmarks.co.uk/maths-games/hit-the-button - Number Rock – skip counting for all tables on Youtube	
36	Know by heart all doubles to 20 (double 20 = 40) - Funky Mummy Doubles to 20 https://ictgames.com/mobilePage/funkyMummy/index.html - Give your child a number verbally for them to double mentally - Watch lego for doubling and halving. https://www.youtube.com/watch?v=zOeGaoumQAo	
37	Know by heart all halves of even numbers to 20 (half of 20 = 10) - Funky Mummy Halves to 20 https://ictgames.com/mobilePage/funkyMummy/index.html - Give your child a number verbally for them to halve mentally (only even numbers)	
38	Know by heart all x and ÷ facts for 10 (up 12 x 10) - Recite the 10 times table with your child. Ask them quick fire 10x questions - Number Train Multiplication X10 https://www.topmarks.co.uk/maths-games/mental-maths-train - Hit the Button Times Tables X10 (hit the answer and Hit the Question) https://www.topmarks.co.uk/maths-games/hit-the-button	
39	Know by heart all x and ÷ facts for 5 (up 12 x 5) - Recite the 5 times table with your child. Ask them quick fire 5x questions - Number Train Multiplication X5 https://www.topmarks.co.uk/maths-games/mental-maths-train - Hit the Button Times Tables X5 (hit the answer and Hit the Question) https://www.topmarks.co.uk/maths-games/hit-the-button	
40	Know all sums and differences for multiples of 10 up to 100 (e.g. 70-30) - Write the multiples of 10 on pieces of paper then write addition and subtract questions (multiples of 10 only) on separate paper. Ask your child to match questions with answers. These could be hidden around a room to turn it into a game! - Verbally give your child addition and subtraction questions - Play Bingo – call out a multiple of 10, if they have the matching band to 100 on their bingo card they can cross it off.	
41	Know by heart all number bonds that total 100 (e.g. 31+69, 45+55) - Play 'Target 100'- adult calls out a number, child responds with the number required to reach 100. - Make a set one 1-100 cards. Shuffle them, turn them over- child sees 25, who can call out the number needed to make 100 https://www.topmarks.co.uk/maths-games/hit-the-button search for number bonds-up to 100	
42	Know by heart all x and ÷ facts for 4 (up to 12 x 4) - Make a set of 12 cards. Number them 1 to 12. On the reverse of card 1 write 4, on reverse of 2 write 8 etc. Child can turn cards over in order and out of order to see the facts. Play in reverse for division facts. - Quick call out. You call 1 child calls 4. You call 5 child calls 20. Practise in reverse- how many 4s make 20? - TT rockstars or https://www.topmarks.co.uk/maths-games/hit-the-button	
43	Know by heart all x and ÷ facts for 8 (up to 8 x 12) - As for the x 4, but use the facts for the 8 times tables https://www.topmarks.co.uk/maths-games/hit-the-button	

44	Know by heart all $\times$ and $\div$ facts for 3 (up to 12×3) • as per $\times 8$ • TTrackstar or https://www.topmarks.co.uk/maths-games/hit-the-button
45	Know by heart all $\times$ and $\div$ facts for 6 (up to 12×6) • As per $\times 3$ • https://www.topmarks.co.uk/maths-games/hit-the-button
46	Know by heart all $\times$ and $\div$ facts for 9 (up to 12×9) • As per $\times 6$ • https://www.topmarks.co.uk/maths-games/hit-the-button
47	Know by heart all $\times$ and $\div$ facts for 7 (up to 12×7) • As per $\times 9$ https://www.topmarks.co.uk/maths-games/hit-the-button
48	Know by heart all $\times$ and $\div$ facts for 11 (up to 12×11) • As per $\times 7$ https://www.topmarks.co.uk/maths-games/hit-the-button
49	Know by heart all $\times$ and $\div$ facts for 12 (up to 12×12) • As per $\times 11$ https://www.topmarks.co.uk/maths-games/hit-the-button
50	Recall quickly $\times$ and $\div$ facts to 12×12 https://www.topmarks.co.uk/maths-games/hit-the-button
51	<u>Double any 2 digit number</u> Help children to double by partitioning the number: 46 think of it as $40 + 6$. Double the tens, double the ones and recombine $80 + 12 = 92$ • Play using dice- roll the dice twice- make a two digit number and double it • https://www.topmarks.co.uk/maths-games/hit-the-button • search for Doubles – number range – up to 100
52	<u>Halve any 2 digit number (odd and even)</u> • As for doubling: $48 = 40 + 8$ Half the tens, half the ones and recombine • Make 2 digits with dice and halve; use playing cards with faces removed to draw out two cards and halve. • https://www.topmarks.co.uk/maths-games/hit-the-button
53	<u>Double any number with up to 1 decimal place (e.g. 7.9)</u> • We teach partition the number into a whole and a decimal- double each and add them back together. $7.9 = 7 + 0.9$ double each part $14 + 1.8 = 15.8$
54	<u>Halve any number with up to 1 decimal place (e.g. 7.6 with an even tenths digit)</u> • We teach partition the number 7 and 0.6 Halve the whole number- halve the decimal and add back together
55	<u>Use multiplication facts to X pairs of multiples of 10 and 100 (e.g. 30×70)</u> • Multiplication can be carried out in any order, encourage children to rearrange the factors to make them easier to multiply. • 30×70 we teach that the factors pairs can help- $30 = 3 \times 10$ $70 = 7 \times 10$ So $3 \times 10 \times 7 \times 10$ can be rearranged to $3 \times 7 \times 10 \times 10 = 2100$
56	<u>Know the factors of all times table answers up to 12×12 (e.g. $24 = 1, 2, 3, 4, 6, 8, 12$)</u> • In this target we are only testing the children on numbers that are within their times table knowledge. • <u>Factors of 36.</u> Which times tables does 36 appear in? 3, 12, 4, 9. So these are the factors. We are not expecting 1 and 36 as factors as we do not learn the 36 times table. • ie $48 = 6, 8, 4$ and 12 not 1 and 48, 2 and 24, 3 and 16. This is expected in Target 60.
57	<u>Halve any number with up to 1 decimal place to include an odd number of tenths (e.g. 6.9)</u> • Halving the odd tenths is tricky! We teach partition the number. So $6.9 = 6$ and 0.9 • Halve the whole number- halve the decimal and add back together. • Some children prefer to multiply the decimal by 10 to make it a whole number, halve it and divide by 10 to make it a decimal again • Or make a connection with money and can they halve £6.90
58	<u>Know by heart all the squares of numbers between 1&12; recognise square numbers.</u> • A square number is a number multiplied by itself ie $2 \times 2 = 4$ • 4 is a square number so 2 squared = 4. • Find the squares 2^2 5^2 10^2 • Circle the square numbers 6 1 4 21 16 etc • What is square root of 9? $\sqrt{9}$ $\sqrt{100}$ etc
59	<u>Know by heart all squares of multiples of 10.</u> • 20^2 80^2 50^2 • Encourage the children to expand the numbers so $20^2 = 20 \times 20 = 2 \times 2 \times 10 \times 10 = 400$. • As they already know the squares of numbers to 12 this one is not so tricky. They just need to make the number 100 times bigger.

60	<u>Recognise and recall factors of numbers up to 100</u> - Factor pairs are the two numbers that multiply to make a product: ie – $2 \times 3 = 6$ 2 and 3 are the factors and 6 is the product. - Be systematic and recall all factors ie 32 factors are 1×32, 2×16, 4×8
61	<u>Multiply any number, including decimals, by 10/100/1000</u> https://www.bbc.co.uk/bitesize/topics/z36tyrd/articles/zkqfp4j
62	<u>Divide any number, including decimals, by 10/100/1000</u> https://www.bbc.co.uk/bitesize/topics/z36tyrd/articles/zsbqdp3
63	<u>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals</u> https://doodlelearning.com/maths/skills/numbers/roman-numerals-1-100 https://www.abcya.com/games/roman_numerals; 
64	<u>Identify common factors</u> Children will be given sets of numbers and children need to identify all common factor ie 12 & 15 common factors are 1, 3 8 & 20 common factors are 1, 2 and 4
65	<u>Identify common multiples</u> Children will be given two numbers and will need to identify common multiples ie 3 and 12 12 is the smallest common multiple, 24 is the next common multiples
66	<u>Identify prime numbers</u> - Children will know that a number with only two factors is a prime number. They will pick out the prime numbers from a list of numbers by asking themselves what are the factors of each number. - They will ask themselves- is it divisible by 2, by 3, by 4, by 5 etc .Encourage children to be systematic.
67	<u>To find quarters, tenths and fifths of numbers (e.g. $\frac{3}{4}$ of 28)</u> - Children will know that to find $\frac{1}{4}$ we divide by 4. Therefore to find $\frac{3}{4}$ we find $\frac{1}{4}$ then use this this to find $\frac{3}{4}$ by multiplying answer to $\frac{1}{4}$ by 3. - To find $\frac{1}{10}$ we divide by 10. To find $\frac{6}{10}$ we find $\frac{1}{10}$ then use this to find $\frac{6}{10}$. - To find $\frac{1}{5}$ we divide by 5. Therefore to find $\frac{3}{5}$ we find $\frac{1}{5}$ then multiply by 3.
68	<u>Relate fractions to their decimal representations (0.5 0.25 0.75 0.2 0.3 $\frac{1}{2}$ $\frac{1}{4}$ 1/5 1/3)</u> Children should now be able to recall fraction and decimal pairs or work them out by using what they know.
69	<u>Find 50% 25% 10% 5% 1% of a given number (up to 1000)</u> - We know that to find 50% ($\frac{1}{2}$) of a number we divide by 2 25 % is equal to $\frac{1}{4}$ so we can divide by 4 to find 25%. - We can work out 10% of a number by dividing by 10 1% is found by dividing by 100.
70	<u>Find any percent of any given number</u> - We can use target 69 to help us to work out any % by using different combinations of answers. Ie to find 26% find 25% and 1% then add together. - To find 30% find 10% then x by 3. This target will have longer time.
71	<u>Know equivalent fractions, decimals and percentages for all quarters, tenths, fifths and eighths</u> Can children pick out matching fractions, decimals and % ? ie Show $\frac{1}{4}$, $\frac{2}{4}$ $\frac{3}{4}$ as a decimal and %
72	<u>Order different fractions by changing them to decimals</u> - Children need to be flexible when working with fractions and decimals. - Sometimes they can order fractions by just looking at the size of the denominator; other times they might need to change a fraction to decimals. Ie: $\frac{2}{3}$ $\frac{1}{5}$ $\frac{1}{4}$ Children should know that $\frac{2}{3} = 0.66$ $\frac{1}{5} = 0.2$ $\frac{1}{4} = 0.25$ so can order the fractions by looking at the decimal equivalents
73	<u>To add and subtract any number (up to 100 AND with 1 decimal place)</u> - Ie $2.8 + 92.7$ encourage your child to add the wholes first then the tenths number. - This target has longer time.

74	Know all timetable facts up to 20 x 20 using knowledge of times tables e.g. $4 \times 17 = (4 \times 10) + (4 \times 7)$ $15 \times 12 = (15 \times 10) + (2 \times 15)$
75	Recognise and use cubed numbers - a cubed number is a number multiplied by itself twice ie $2^3 = 2 \times 2 \times 2 = 8$ The first 5 cube numbers : 1, 8, 27, 64, 125 children will be asked to answer 4^3, 5^3 or $\sqrt[3]{27}$. - there is a lovely animation and quiz here https://www.bbc.co.uk/bitesize/articles/z2ndsrd#zycqh4j
76	Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 children will be given a large number ie 34567 and asked to round it to either nearest 10, 100, 100.
77	Use order of operations BIDMAS In year 6 the children learn that when there is more than one type of operation in a calculation it must be answered in a particular order : Brackets, indices (squared and cubed numbers), division/multiplication, addition/subtraction - solve calculations such as $2 + 4 \times 3 = 14$ $4^2 - 2 \times 3 = 10$
78	Answer questions from previous targets