



## Nursery/Reception



Nursery – Spring Term	Counting			Subitising – Dice Patterns			Subitising – Different Patterns		Subitising – Different Sizes		Subitising – Fingers (one hand)			Numerals			Achieved Amber Stage 1
	Number 1	Number 2	Number 3	Number 1	Number 2	Number 3	Number 2	Number 3	Number 2	Number 3	Number 1	Number 2	Number 3	Number 1	Number 2	Number 3	
	Be able to count 1 object – by touching it and saying 1.	Be able to count 2 objects by touching or pointing (1-2-1 correspondence)	Be able to count 3 objects by touching or pointing (1-2-1 correspondence)	Recognise 1 dot on a die without needing to count it.	Recognise 2 dots on a die without needing to count it.	Recognise 3 dots on a die without needing to count it.	Recognise 2 objects in different arrangements without needing to count them.	Recognise 3 objects in different arrangements without needing to count them.	Recognise 2 objects, even when the objects are different sizes, without needing to count them.	Recognise 3 objects, even when the objects are different sizes, without needing to count them.	Show number 1 on their fingers.	Show number 2 on their fingers without needing to count it.	Show number 3 on their fingers without needing to count it.	Match the numeral 1 to the amounts that show 1.	Match the numeral 2 to the amounts that show 2.	Match the numeral 3 to the amounts that show 3.	

Nursery – Summer Term	Counting				Compare			Subitising – Fingers (one hand)		Numerals		Achieved Amber Stage 2
	Number 4	Number 5	Numbers 5+	How many?	More than	Fewer than	More and Fewer than	Number 4	Number 5	Number 4	Number 5	
	Be able to count 4 objects by touching or pointing (1-2-1 correspondence)	Be able to count 5 objects by touching or pointing (1-2-1 correspondence)	Begin to recite some numbers past 5.	Know the last number they reach when counting a set of objects (up to 5) tells them how many there are.	Be able to look at two sets of objects and be able to say which one has more.	Be able to look at two sets of objects and be able to say which one has fewer.	Be able to look at two sets of objects and be able to identify which set has more and which set has fewer.	Show number 4 on their fingers without needing to count it.	Show number 5 on their fingers without needing to count it. Know that they have 5 fingers on one hand.	Match the numeral 4 to the amounts that show 4.	Match the numeral 5 to the amounts that show 5.	

Reception – Autumn Term	Counting		Composition of Number		Subitising – Dice Pattern		Subitising – Different Patterns		Subitising – Fingers (two hands)	Numerals		Achieved Pearl Stage 1
	Sounds/Actions	Identify	Create	Number 4	Number 5	Number 4	Number 5	Up to 4	Up to 5			
	Count up to 5 sounds or actions, knowing that the last number I say tells me how many.	Identify sub groups of 1,2 and 3 in larger numbers.	Using objects subitise amounts up to 5.	Recognise 4 dots on a die without needing to count it.	Recognise 5 dots on a die without needing to count it.	Recognise 4 objects in different arrangements without needing to count them.	Recognise 5 objects in different arrangements without needing to count them.	Represent up to 4 on two hands using their fingers in different ways without needing to count.	Order the numerals 1 – 5.			

Reception – Spring Term	Counting			Composition of Number		Subitising – Dice Pattern	Subitising – Different Pattern	Subitising – Fingers (two hands)				Numerals			Achieved Pearl Stage 2
	Up to 10	Count on	Count from	Doubles – Fingers (up to double 5)	Identify (Number 5)	Number 6	Number 6	Number 5	Number 6	Number 7	Number 8	Number 6	Number 7	Number 8	
	Be able to count up to 10 objects by touching or pointing (1-2-1 correspondence) Know the last number they reach when counting a set of objects (up to 10) tells them how many there are.	Count on from any given number up to 10.	Count out up to 10 objects from a larger group.	Be able to represent (by pairing up their finger) and answer doubles question up to 5, without the need to count.	Be able to use what they know about the number 5 to identify a hidden amount.	Recognise 6 dots on a die without needing to count it.	Recognise 6 objects in different arrangements by using conceptual subitising to help.	Represent the number 5 on two hands in different ways without needing to count.	Show 6 fingers, as '5 and 1' without counting.	Show 7 fingers, as '5 and 2' without counting.	Show 8 fingers, as '5 and 3' without counting.	Match the numeral 6 to the amounts that show 6.	Match the numeral 7 to the amounts that show 7	Match the numeral 8 to the amounts that show 8.	

Reception – Summer Term	Counting		Compare		Composition of Number			Subitising – Fingers (two hands)		Numerals			Achieved Pearl Stage 3
	Up to 20	Beyond 20	Identify	Create	Odd/Even	Identify (Number 10)	Up to 5	Up to 10	Number 9	Number 10	Number 9	Number 10	
	Be able to count up to 20.	Begin to count beyond 20	Be able to compare 2 groups saying if one has more, fewer or equal/unequal (up to 10)	Make equal and unequal groups and be able to turn two unequal groups into equal groups.	Using representations be able to say if a number is odd or even (Up to 10)	Identify missing parts of 10 using a structured representation.	Be able to automatically recall number bonds for numbers up to 5	Be able to automatically recall some number bonds of numbers up to 10.	Show 9 fingers as '5 and 4' without counting.	Show 10 fingers as '5 and 5' without counting.	Match the numeral 9 to the amounts that show 9.	Match the numeral 10 to the amounts that show 10.	Order the numerals with representations from 1-10.



# KS1



Year 1 – Autumn Term	Composition (0-10)		Doubles and Halves		Composition (0-10)			Achieved Topaz Stage 1
	Numerals Correctly write the numerals 1-10	Adding 1 (1 more than) Subtracting 1 (1 less than)	Doubles up to 5 Halves from 10		Adding 0 Subtracting 0	Subtracting a number from itself		
1, 2, 3, 4, 5, 6, 7, 8, 9, 10	$2 + 1 = 3$ $3 + 1 = 4$ $4 + 1 = 5$ $5 + 1 = 6$ $6 + 1 = 7$ $7 + 1 = 8$ $8 + 1 = 9$	$9 - 1 = 8$ $8 - 1 = 7$ $7 - 1 = 6$ $6 - 1 = 5$ $5 - 1 = 4$ $4 - 1 = 3$ $3 - 1 = 2$	(Double 1) $1 + 1 = 2$ (Double 2) $2 + 2 = 4$ (Double 3) $3 + 3 = 6$ (Double 4) $4 + 4 = 8$ (Double 5) $5 + 5 = 10$	Half of 10 Half of 8 Half of 6 Half of 4 Half of 2	$0 + 0 = 0$ $1 + 0 = 1$ $2 + 0 = 2$ $3 + 0 = 3$ $4 + 0 = 4$ $5 + 0 = 5$ $6 + 0 = 6$ $7 + 0 = 7$ $8 + 0 = 8$ $9 + 0 = 9$	$9 - 0 = 9$ $8 - 0 = 8$ $7 - 0 = 7$ $6 - 0 = 6$ $5 - 0 = 5$ $4 - 0 = 4$ $3 - 0 = 3$ $2 - 0 = 2$ $1 - 0 = 1$ $0 - 0 = 0$	$10 - 10 = 0$ $9 - 9 = 0$ $8 - 8 = 0$ $7 - 7 = 0$ $6 - 6 = 0$ $5 - 5 = 0$ $4 - 4 = 0$ $3 - 3 = 0$ $2 - 2 = 0$ $1 - 1 = 0$ $0 - 0 = 0$	

Year 1 – Spring/Summer	Numerals	Composition (0-10)			Composition (10-20)				Achieved Topaz Stage 2
	Correctly write the numerals 11 - 20	Adding 2 Subtracting 2	Adding 3	Number bonds to 10	'10 and a bit structure'		Double (6-10)	Halve from 20	
11, 12, 13, 14, 15, 16, 17, 18, 19, 20	$3 + 2 = 5$ $4 + 2 = 6$ $5 + 2 = 7$ $6 + 2 = 8$ $7 + 2 = 9$	$9 - 2 = 7$ $8 - 2 = 6$ $7 - 2 = 5$ $6 - 2 = 4$ $5 - 2 = 3$	$5 + 3 = 8$ $6 + 3 = 9$	$0 + 10 = 10$ $1 + 9 = 10$ $2 + 8 = 10$ $3 + 7 = 10$ $4 + 6 = 10$ $5 + 5 = 10$ $6 + 4 = 10$ $7 + 3 = 10$ $8 + 2 = 10$ $9 + 1 = 10$ $10 + 0 = 10$	$10 - 0 = 10$ $10 - 1 = 9$ $10 - 2 = 8$ $10 - 3 = 7$ $10 - 4 = 6$ $10 - 5 = 5$ $10 - 6 = 4$ $10 - 7 = 3$ $10 - 8 = 2$ $10 - 9 = 1$ $10 - 0 = 10$	$10 + 1 = 11$ $10 + 2 = 12$ $10 + 3 = 13$ $10 + 4 = 14$ $10 + 5 = 15$ $10 + 6 = 16$ $10 + 7 = 17$ $10 + 8 = 18$ $10 + 9 = 19$	$19 - 10 = 9$ $18 - 10 = 8$ $17 - 10 = 7$ $16 - 10 = 6$ $15 - 10 = 5$ $14 - 10 = 4$ $13 - 10 = 3$ $12 - 10 = 2$ $11 - 10 = 1$	(Double 6) $6 + 6 = 12$ (Double 7) $7 + 7 = 14$ (Double 8) $8 + 8 = 16$ (Double 9) $9 + 9 = 18$ (Double 10) $10 + 10 = 20$	Half of 20 = 10 Half of 18 = 9 Half of 16 = 8 Half of 14 = 7 Half of 12 = 6

Year 2	Composition (up to 20)							Achieved Ruby		
	Add Three Single Digits	Adding and Subtracting Bridging 10 (Part 1)		Adding and Subtracting Bridging 10 (Part 2)		Near doubles	Number bonds to 20 (Missing part less than 10)		Number bonds to 20 (Missing part more than 10)	Number bonds to 20 (Mixed)
$5 + 5 + 4 = 14$ $3 + 2 + 7 = 12$ $8 + 5 + 2 = 15$	$7 + 4 = 11$ $7 + 5 = 12$ $8 + 3 = 11$ $8 + 4 = 12$ $8 + 5 = 13$ $8 + 6 = 14$	$11 - 4 = 7$ $12 - 5 = 7$ $11 - 3 = 8$ $12 - 4 = 8$ $13 - 5 = 8$ $14 - 6 = 8$	$9 + 2 = 11$ $9 + 3 = 12$ $9 + 4 = 13$ $9 + 5 = 14$ $9 + 6 = 15$ $9 + 7 = 16$	$11 - 9 = 2$ $12 - 9 = 3$ $13 - 9 = 4$ $14 - 9 = 5$ $15 - 9 = 6$ $16 - 9 = 7$	$3 + 4 = 7$ $4 + 5 = 9$ $5 + 6 = 11$ $6 + 7 = 13$ $7 + 8 = 15$ $8 + 9 = 17$	$11 + \_ = 20$ $12 + \_ = 20$ $13 + \_ = 20$ $14 + \_ = 20$ $15 + \_ = 20$ $16 + \_ = 20$ $17 + \_ = 20$ $18 + \_ = 20$ $19 + \_ = 20$ $20 + \_ = 20$	$20 - \_ = 20$ $20 - \_ = 19$ $20 - \_ = 18$ $20 - \_ = 17$ $20 - \_ = 16$ $20 - \_ = 15$ $20 - \_ = 14$ $20 - \_ = 13$ $20 - \_ = 12$ $20 - \_ = 11$	$0 + \_ = 20$ $1 + \_ = 20$ $2 + \_ = 20$ $3 + \_ = 20$ $4 + \_ = 20$ $5 + \_ = 20$ $6 + \_ = 20$ $7 + \_ = 20$ $8 + \_ = 20$ $9 + \_ = 20$	$20 - \_ = 0$ $20 - \_ = 1$ $20 - \_ = 2$ $20 - \_ = 3$ $20 - \_ = 4$ $20 - \_ = 5$ $20 - \_ = 6$ $20 - \_ = 7$ $20 - \_ = 8$ $20 - \_ = 9$	$3 + \_ = 20$ $15 + \_ = 20$ $20 - 6 = \_$ $20 - 18 = \_$ $20 - \_ = 7$

**Lower KS2**

Year 3 – Autumn Term	Multiplication and Division								Achieved Sapphire
	X 10	÷ 10	Mixed 10	X 5	÷ 5	Mixed 5	X 2	÷ 2	
0 x 10 = 0	0 ÷ 10 = 0		0 x 5 = 0	0 ÷ 5 = 0		0 x 2 = 0	0 ÷ 2 = 0		
1 x 10 = 10	10 ÷ 10 = 1		1 x 5 = 5	5 ÷ 5 = 1		1 x 2 = 2	2 ÷ 2 = 1		
2 x 10 = 20	20 ÷ 10 = 2	4 x 10 = 40	2 x 5 = 10	10 ÷ 5 = 2		2 x 2 = 4	4 ÷ 2 = 2	6 ÷ 2 = 3	
3 x 10 = 30	30 ÷ 10 = 3	70 ÷ 10 = 7	3 x 5 = 15	15 ÷ 5 = 3	50 ÷ 5 = 10	3 x 2 = 6	6 ÷ 2 = 3	3 x 2 = 6	
4 x 10 = 40	40 ÷ 10 = 4	10 ÷ 10 = 1	4 x 5 = 20	20 ÷ 5 = 4	7 x 5 = 35	4 x 2 = 8	8 ÷ 2 = 4	11 x 2 = 22	
5 x 10 = 50	50 ÷ 10 = 5	2 x 10 = 20	5 x 5 = 25	25 ÷ 5 = 5	40 ÷ 5 = 8	5 x 2 = 10	10 ÷ 2 = 5	4 ÷ 2 = 2	
6 x 10 = 60	60 ÷ 10 = 6		6 x 5 = 30	30 ÷ 5 = 6	3 x 5 = 15	6 x 2 = 12	12 ÷ 2 = 6		
7 x 10 = 70	70 ÷ 10 = 7		7 x 5 = 35	35 ÷ 5 = 7		7 x 2 = 14	14 ÷ 2 = 7		
8 x 10 = 80	80 ÷ 10 = 8		8 x 5 = 40	40 ÷ 5 = 8		8 x 2 = 16	16 ÷ 2 = 8		
9 x 10 = 90	90 ÷ 10 = 9		9 x 5 = 45	45 ÷ 5 = 9		9 x 2 = 18	18 ÷ 2 = 9		
10 x 10 = 100	100 ÷ 10 = 10		10 x 5 = 50	50 ÷ 5 = 10		10 x 2 = 20	20 ÷ 2 = 10		
11 x 10 = 110	110 ÷ 10 = 11		11 x 5 = 55	55 ÷ 5 = 11		11 x 2 = 22	22 ÷ 2 = 11		
12 x 10 = 120	120 ÷ 10 = 12		12 x 5 = 60	60 ÷ 5 = 12		12 x 2 = 24	24 ÷ 2 = 12		

Year 3 – Spring/Summer Term	Multiplication and Division								Achieved Emerald
	X 3	÷ 3	Mixed 3	X 4	÷ 4	Mixed 4	X 8	÷ 8	
0 x 3 = 0	0 ÷ 3 = 0		0 x 4 = 0	0 ÷ 4 = 0		0 x 8 = 0	0 ÷ 8 = 0		
1 x 3 = 3	3 ÷ 3 = 1		1 x 4 = 4	4 ÷ 4 = 1		1 x 8 = 8	8 ÷ 8 = 1		
2 x 3 = 6	6 ÷ 3 = 2	9 x 3 = 27	2 x 4 = 8	8 ÷ 4 = 2	44 ÷ 4 = 11	2 x 8 = 16	16 ÷ 8 = 2	9 x 8 = 72	
3 x 3 = 9	9 ÷ 3 = 3	12 ÷ 3 = 4	3 x 4 = 12	12 ÷ 4 = 3	4 x 4 = 16	3 x 8 = 24	24 ÷ 8 = 3	40 ÷ 8 = 5	
4 x 3 = 12	12 ÷ 3 = 4	30 ÷ 3 = 10	4 x 4 = 16	16 ÷ 4 = 4	10 x 4 = 40	4 x 8 = 32	32 ÷ 8 = 4	4 x 8 = 32	
5 x 3 = 15	15 ÷ 3 = 5	3 x 3 = 9	5 x 4 = 20	20 ÷ 4 = 5	4 ÷ 4 = 1	5 x 8 = 40	40 ÷ 8 = 5	48 ÷ 8 = 6	
6 x 3 = 18	18 ÷ 3 = 6		6 x 4 = 24	24 ÷ 4 = 6		6 x 8 = 48	48 ÷ 8 = 6		
7 x 3 = 21	21 ÷ 3 = 7		7 x 4 = 28	28 ÷ 4 = 7		7 x 8 = 56	56 ÷ 8 = 7		
8 x 3 = 24	24 ÷ 3 = 8		8 x 4 = 32	32 ÷ 4 = 8		8 x 8 = 64	64 ÷ 8 = 8		
9 x 3 = 27	27 ÷ 3 = 9		9 x 4 = 36	36 ÷ 4 = 9		9 x 8 = 72	72 ÷ 8 = 9		
10 x 3 = 30	30 ÷ 3 = 10		10 x 4 = 40	40 ÷ 4 = 10		10 x 8 = 80	80 ÷ 8 = 10		
11 x 3 = 33	33 ÷ 3 = 11		11 x 4 = 44	44 ÷ 4 = 11		11 x 8 = 88	88 ÷ 8 = 11		
12 x 3 = 36	36 ÷ 3 = 12		12 x 4 = 48	48 ÷ 4 = 12		12 x 8 = 96	96 ÷ 8 = 12		

Year 4 – Autumn Term	Multiplication and Division						Achieved Diamond Stage 1
	X 6	÷ 6	Mixed 6	X 9	÷ 9	Mixed 9	
0 x 6 = 0	0 ÷ 6 = 0		0 x 9 = 0	0 ÷ 9 = 0			
1 x 6 = 6	6 ÷ 6 = 1	30 ÷ 6 = 5	1 x 9 = 9	9 ÷ 9 = 1		63 ÷ 9 = 7	
2 x 6 = 12	12 ÷ 6 = 2	60 ÷ 6 = 10	2 x 9 = 18	18 ÷ 9 = 2		2 x 9 = 18	
3 x 6 = 18	18 ÷ 6 = 3	3 x 6 = 18	3 x 9 = 27	27 ÷ 9 = 3		7 x 9 = 63	
4 x 6 = 24	24 ÷ 6 = 4	11 x 6 = 66	4 x 9 = 36	36 ÷ 9 = 4		45 ÷ 9 = 5	
5 x 6 = 30	30 ÷ 6 = 5		5 x 9 = 45	45 ÷ 9 = 5			
6 x 6 = 36	36 ÷ 6 = 6		6 x 9 = 54	54 ÷ 9 = 6			
7 x 6 = 42	42 ÷ 6 = 7		7 x 9 = 63	63 ÷ 9 = 7			
8 x 6 = 48	48 ÷ 6 = 8		8 x 9 = 72	72 ÷ 9 = 8			
9 x 6 = 54	54 ÷ 6 = 9		9 x 9 = 81	81 ÷ 9 = 9			
10 x 6 = 60	60 ÷ 6 = 10		10 x 9 = 90	90 ÷ 9 = 10			
11 x 6 = 66	66 ÷ 6 = 11		11 x 9 = 99	99 ÷ 9 = 11			
12 x 6 = 72	72 ÷ 6 = 12		12 x 9 = 108	108 ÷ 9 = 12			

Year 4 – Spring/Summer Term	Multiplication and Division								Achieved Diamond Stage 2
	X 7	÷ 7	Mixed 7	X 11	÷ 11	Mixed 11	X 12	÷ 12	
0 x 7 = 0	0 ÷ 7 = 0		0 x 11 = 0	0 ÷ 11 = 0		0 x 12 = 0	0 ÷ 12 = 0		
1 x 7 = 7	7 ÷ 7 = 1	35 ÷ 7 = 5	1 x 11 = 11	11 ÷ 11 = 1	9 x 11 = 99	1 x 12 = 12	12 ÷ 12 = 1	4 x 12 = 48	
2 x 7 = 14	14 ÷ 7 = 2	9 x 7 = 63	2 x 11 = 22	22 ÷ 11 = 2	3 x 11 = 33	2 x 12 = 24	24 ÷ 12 = 2	24 ÷ 12 = 2	
3 x 7 = 21	21 ÷ 7 = 3	2 x 7 = 14	3 x 11 = 33	33 ÷ 11 = 3	33 ÷ 11 = 3	3 x 12 = 36	36 ÷ 12 = 3	9 x 12 = 108	
4 x 7 = 28	28 ÷ 7 = 4	21 ÷ 7 = 3	4 x 11 = 44	44 ÷ 11 = 4	121 ÷ 11 = 11	4 x 12 = 48	48 ÷ 12 = 4	96 ÷ 12 = 8	
5 x 7 = 35	35 ÷ 7 = 5		5 x 11 = 55	55 ÷ 11 = 5		5 x 12 = 60	60 ÷ 12 = 5		
6 x 7 = 42	42 ÷ 7 = 6		6 x 11 = 66	66 ÷ 11 = 6		6 x 12 = 72	72 ÷ 12 = 6		
7 x 7 = 49	49 ÷ 7 = 7		7 x 11 = 77	77 ÷ 11 = 7		7 x 12 = 84	84 ÷ 12 = 7		
8 x 7 = 56	56 ÷ 7 = 8		8 x 11 = 88	88 ÷ 11 = 8		8 x 12 = 96	96 ÷ 12 = 8		
9 x 7 = 63	63 ÷ 7 = 9		9 x 11 = 99	99 ÷ 11 = 9		9 x 12 = 108	108 ÷ 12 = 9		
10 x 7 = 70	70 ÷ 7 = 10		10 x 11 = 110	110 ÷ 11 = 10		10 x 12 = 120	120 ÷ 12 = 10		
11 x 7 = 77	77 ÷ 7 = 11		11 x 11 = 121	121 ÷ 11 = 11		11 x 12 = 132	132 ÷ 12 = 11		
12 x 7 = 84	84 ÷ 7 = 12		12 x 11 = 132	132 ÷ 11 = 12		12 x 12 = 144	144 ÷ 12 = 12		

Upper KS2

Year 5 – Autumn/Spring	Extended Multiplication and Division											Achieved Double Diamond
	X multiples 10	X multiples 100	X multiples 10 and 100	Dividing multiples of 10 by single digit	Dividing multiples of 10 by multiples of 10	Dividing Multiples of 10 mixed	Squares & Cubes	X decimal fractions	÷ decimal fractions	X and ÷ 10	X and ÷ 100	
	6 X 40 2 X 50 7 X 30	6 X 400 2 X 500 7 X 300	6 X 400 2 X 50 700 X 3	450 ÷ 9 560 ÷ 8 180 ÷ 6	450 ÷ 90 560 ÷ 80 180 ÷ 60	450 ÷ 90 560 ÷ 80 450 ÷ 9	3 <sup>2</sup> = 9 2 <sup>3</sup> = 8 9 <sup>2</sup> = 81	0.5 x 7 = 3.5 0.8 x 4 = 3.2 0.9 x 8 = 7.2	3.5 ÷ 7 = 0.5 3.2 ÷ 4 = 0.8 7.2 ÷ 8 = 0.9	6.7 x 10 = 13 ÷ 10 = 8.2 ÷ 10 =	0.14 x 100 = 89 ÷ 100 = 34 x 100 =	0.14 x 1000 = 89 ÷ 1000 = 34 x 1000 =

Year 5 – Summer	Application of Facts				Achieved Platinum
	Addition and Subtraction of Fractions (same denominator)	Multiply a proper fraction by a whole number (product is within a whole)	Multiply a mixed fraction by a whole number (product is within a whole)	Find non-unit fractions of amounts	
	$\frac{5}{9} + \frac{3}{9} =$  $\frac{6}{7} - \frac{4}{7} =$  $\frac{13}{16} - \frac{9}{16} =$	$\frac{3}{20} \times 3 =$  $\frac{4}{40} \times 8 =$  $6 \times \frac{6}{50} =$	$3\frac{1}{12} \times 6 =$  $5\frac{4}{30} \times 5 =$  $6 \times 7\frac{3}{20} =$	$\frac{2}{7}$ of 49 = ____  $\frac{4}{6}$ of 24 = ____  $\frac{3}{8}$ of 64 = ____	

Year 6 – Autumn/Spring	Application of Facts	Extended Multiplication and Division	Application of Facts			Achieved Platinum Plus
	Pairs to 1 (2dp)	X multiples of 10, 100 and 100 - mixed	Multiplying proper fractions	Dividing proper fractions by a whole number	Simple percentages of amounts	
	0.56 + 0.44 = 1 0.98 + 0.02 = 1 1 - 0.42 = 0.58	60 X 40 20 X 500 7000 X 30	$\frac{4}{6} \times \frac{2}{7} =$  $\frac{2}{6} \times \frac{9}{12} =$  $\frac{8}{10} \times \frac{4}{5} =$	$\frac{2}{5} \div 6 =$  $\frac{2}{3} \div 7 =$  $\frac{5}{9} \div 3 =$	50% of 160 =  25% of 48 =  10% x 320 =	