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| **Block** | **Topic** | **Term** | **RtP Priority/NCETM Priority** | **Retrieval Focus**  |
| 1 | [Number and Place Value](#PV) |  | Areas of RtP/NCETM CP are taught within this unit |  |
| 2 | [Addition and Subtraction](#Addsub) |  | Areas of RtP/NCETM CP are taught within this unit |  |
| 3 | [Money](#Money)  |  | Areas of NCETM CP are taught within this unit |  |
| 4 | [Multiplication and Division](#Multdiv) |  | Areas of RtP/NCETM CP are taught within this unit |  |
| 5 | [Fractions](#Fractions) |  | Areas of NCETM CP are taught within this unit |  |
| 6 | [Geometry – Properties of Shape](#shape)  |  | Areas of RtP/NCETM CP are taught within this unit |  |
| 7 | [Measure – Time](#time)  |  | Areas of NCETM CP are taught within this unit |  |
| 8 | [Statistics](#statistics) |  | Areas NCETM CP are taught within this unit |  |
| 9 | [Geometry - Position and Direction](#PosDir)  |  | Areas of NCETM CP are taught within this unit |  |
| 10 | [Measure – Length, Height, Mass, Capacity and Temperature](#Measures) |  | Areas of NCETM CP are taught within this unit |  |

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| **Block 1** |
| **Number and Place Value** |
| **Substantive Knowledge****National Curriculum** | **Ready to Progress****Expected TAF Statements**  | **Key Performance Indicators** | **Sequence of learning****Detailed in Planning Overview** |
| Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. |  | * Can count forwards and backwards in 2s from 0 and any number
* Can count forwards and backwards in 5s from 0 and any multiple
* Can count forwards and backwards in 3s from 0 any multiple
* Can count forwards and backwards in 10s from any number
 | \*Count, read and write numbers to 100\*Recognise Place Value in a 2-digit number\*Examine patterns using Place Value & counting in steps of 10\*Compare and order numbers\*Identify and positions numbers on marked and blank number lines\*Partition numbers into different combinations of tens and ones\*Counting in steps of 2, 5 and 3*(Reflect on which elements of counting in different multiples to cover now and which to cover in Multiplication and Division Block)* |
| Recognise the place value of each digit in a two-digit number (tens, ones)  | 2NPV–1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.TAF - Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus  | * Can partition a 2-digit number into tens and ones using structured resources to support them
* Can identify the number of tens and ones in a written 2-digit numbers without structured resources
 |
| Identify, represent and estimate numbers using different representations, including the number line  | 2NPV–2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10. TAF - Read scales\* in divisions of ones, twos, fives and tens | * Can position 2-digit numbers on a marked number line and reason about where they are positioned
 |
| Compare and order numbers from 0 up to 100; use <, > and = signs  |  | * Can create 2-digit numbers using concrete equipment and use to compare by reasoning about the size of numbers
* Can compare numbers by identifying their relative positions in the linear number system (number line)
* Can position the <, > and = signs correctly between two 2-digit numbers
 |
| Read and write numbers to at least 100 in numerals and in words  |  | * Can read numbers from 1 – 100 in numerals
* Can write numbers from 1 – 100 in words
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| Use place value and number facts to solve problems. |  | * Can use coins to make given amounts of money, applying place value
* Can solve problems linked to place value
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| **Block 2** |
| **Addition and Subtraction**  |
| **Substantive Knowledge****National Curriculum** | **Ready to Progress****Expected TAF Statements** | **Key Performance Indicators** | **Sequence of learning****Detailed in Planning Overview** |
| Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100  | 2NF–1 Secure fluency in addition and subtractionfacts within 10, through continued practice.TAF - Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14) | * Can relate number facts to 10 to adding and subtracting multiples of 10 within 100
* Can recall and use addition and subtraction facts to 20 fluently; derive and use related facts to 100
* Can solve missing box and missing symbol calculations
 | \*Add and subtract within 10\*Show that addition of two numbers can be done in any order (commutative) andsubtraction of one number from another cannot \*Understand that equations need to be balanced and an equation can have an expression on both sides. \*Compare expressions with > < and = symbols\* Recognise the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems \*Recall and use addition and subtractions facts within and to 20\*Derive and use addition and subtraction facts to 100\*Consolidate adding two 1-digit numbers crossing the tens boundary\*Consolidate subtracting a 1-digit number from a teen number crossing the tens boundary\*Adding three 1-digit numbers (odd & even)\*Add a 2-digit number and ones\*Add a 2-digit number and tens\*Add two 2-digit numbers (no bridging, with bridging, adjusting & compensating)\*Subtract a 1-digit number from a 2-digit number\* Subtract tens from a 2-digit number\* Subtract two 2-digit numbers (no bridging, bridging, adjusting & compensating)\*Use finding the difference to solve comparative problems \*Solve word problems |
| Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: * A two-digit number and ones
* A two-digit number and tens
* Two two-digit numbers
* Adding three one-digit numbers
 | 2AS–1 Add and subtract across 102AS–3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.2AS–2 Recognise the subtraction structure of ‘difference’ and answer questions of the form, “How many more…?”.TAF - Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17)  | * Can add and subtract numbers mentally, including:
	+ a 2-digit number and 1s
	+ a 2-digit number and 10s
	+ 2 simple, 2-digit numbers, which do not involve bridging a 10
	+ adding 3 single-digit numbers
* Can add and subtract two 2-digit numbers that bridge a multiple of 10 using jottings or a series of related number sentences to avoid overload of working memory
* Can use concrete apparatus or pictorial representations to demonstrate how they have calculated an answer.
 |
| Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot  | TAF - Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14) | * Can show that addition can be done in any order (commutative)
* Can show that subtraction can’t be done in any order
 |
| Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. | * Can recognise and use the inverse relationship between addition and subtraction
* Can check calculations using the inverse operation
 |
| Solve problems with addition and subtraction: Using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods |  | * Solve one-step addition problems using mental strategies
* Solve one-step subtraction problems using mental strategies
* Solve one-step addition problems using a written method in line with school calculation policy e.g. counting on a number line, partitioning
* Solve one-step subtraction problems using a written method in line with school calculation policy e.g. counting back on a number line, partitioning
* Understand when a word problem involves addition or subtraction
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| **Block 3** |
| **Money**  |
| **Substantive Knowledge****National Curriculum** | **Ready to Progress****Expected TAF Statements** | **Key Performance Indicators** | **Sequence of learning****Detailed in Planning Overview** |
| Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value  | No specific Ready to Progress statements for Money but use the opportunity to consolidate prior statements as appropriate e.g 2NPV–1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning. 2AS–1 Add and subtract across 10. 2AS–2 Recognise the subtraction structure of ‘difference’ and answer questions of the form, “How many more…?”.TAF - Use different coins to make the same amount  | * Can record using symbols £ and p (separately, depending on the unit being used)
* Can add together different coins and find the total

Can find coins that make a particular amount *e.g. Which coins could you use to make 20p*? | \*Recognise coins and notes (recap year 1)\* Combine amounts to make a particular value\* Find total value of groups of coins and notes and record using symbols £ and p (separately, depending on the unit being used)\* Find different combinations of coins that equal the same amount of money\* Solve simple problems in a practical context involving addition of money\* Solve simple problems in a practical context involving change\* Solve simple problems in a practical context involving subtraction of money (other than change)\*Consolidation, reasoning and problem solving |
| Find different combinations of coins that equal the same amounts of money | * Can say how many different combinations of coins can you use to make a given total *e.g. 20p*
 |
| Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change  | * Can find totals of different amounts of money
* Can decide which coins could be used to pay for the total
* Can solve subtraction problems such as *Jess has saved 62p. She spends 15p. How much does she have left?*
* Can find change from a given amount *e.g. Jess buys a banana for 23p. She pays for it using a 50p. How much change does she get?*
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| **Block 4** |
| **Multiplication and Division** |
| **Substantive Knowledge****National Curriculum** | **Ready to Progress****Expected TAF Statements** | **Key Performance Indicators** | **Sequence of learning****Detailed in Planning Overview** |
| Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward  |  | * Can count forwards and backwards in 2s from 0 and any number
* Can count forwards and backwards in 5s from 0 and any multiple
* Can count forwards and backwards in 3s from 0 any multiple
* Can count forwards and backwards in 10s from any number
 | \*Understand and use the language of equal groups\*Link equal groups to repeated addition \*Link equal groups to multiplication sentences with x symbol\*Recall and use multiplication facts from the 2x table\*Recall and use multiplication facts from the 10x table\*Recall and use multiplication facts from the 5x table\*Recall and link facts from the 2x, 5x and 10x tables and reason about patterns between times table facts \*Introduce arrays and the new term ’multipled by’ \* Link repeated addition and ‘multiplied by’ number sentences \*Use an array to show that multiplication can be done in any order (commutative law)\* Divide by grouping and record using the ÷ symbol\*Divide by sharing and record using the ÷ symbol\*Compare division by grouping and division by sharing\*Related multiplication and division facts\*Solve problems involving multiplication and division, using mental methods, and multiplication and division facts  |
| Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers  | TAF - Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary  | * Can use concrete objects to show understanding of multiplication
* Can recall the 10x table in a random order
* Can recall the 2x table in a random order
* Can recall the 5x table in a random order
* Can recognise odd and even numbers
 |
| Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs  | 2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division). | * Can write addition sentences as multiplication sentences and vice versa
* Can when shown an array, write the 4 addition and multiplication sentences that the image represents and 2 division facts
 |
| Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot  | TAF - Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary  | * Can use an array to explain the commutative law *e.g. Why 2 x 5 is the same as 5 x 2?*
* Can use an array to record the 2 division sentences that can be made from the image
* Can explain why a division calculation cannot be done in any *order e.g. Why is 2 ÷ 10 not 5?*
 |
| Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts | 2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division).TAF - Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary  | * Can use materials, arrays, repeated addition, mental methods, and multiplication and division facts to solve multiplication word problems in context
* Can use materials, arrays, mental methods, and multiplication and division facts to solve sharing word problems in context
* Can use materials, arrays, mental methods, and multiplication and division facts to solve grouping word problems in context
* Can use materials, arrays, repeated addition, mental methods, and multiplication and division facts to solve multi-step problems involving multiplication and division in context
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| **Block 5** |
| **Fractions** |
| **Substantive Knowledge****National Curriculum** | **Ready to Progress****Expected TAF Statements** | **Key Performance Indicators** | **Sequence of learning****Detailed in Planning Overview** |
| Recognise, find, name and write fractions $\frac{1}{3},\frac{1}{4},\frac{2}{4}, \frac{3}{4} $of a length, shape, set of objects or quantity | TAF - Identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole  | * Can find unit fractions $\frac{1}{3},\frac{1}{4},\frac{1}{2} $of lengths, shapes or quantities by splitting into equal parts.
* Can find non-unit fractions$\frac{2}{3},\frac{2}{4}, \frac{3}{4} $ of lengths, shapes or quantities by selecting more than one part after splitting equally
* Can find unit fractions $\frac{1}{3},\frac{1}{4},\frac{1}{2} $of a set of objects by splitting into equal groups and make links to division
* Can find non-unit fractions $\frac{2}{3},\frac{2}{4}, \frac{3}{4} $of a set of objects by splitting equally then totalling the number of groups identified by looking at the numerator
 | \*Recap Halves and Quarters \*Introduce Fractions Notation 1/2 and ¼\*Find and Name Fraction One Third and Use Fractions Notation 1/3\*Find and Name 1/2,1/4,or 1/3of a Set of Objects and Record as Sentences e.g. ½ of 8 = 4 \*Introduce Non-Unit Fractions 2/3, 2/4and 3/4 of an Object, Shape or Length\*Find 2/3, 2/4 and 3/4 of a Set of Objects\*Fractions as Steps in the Counting Sequence and on Number Lines\*Problem Solving |
| Write simple fractions for example, $\frac{1}{2} $of 6 = 3  |  | * Can record fractions in writing and understand what each part represents
* Can use a fraction as an operator on a number and record as a number sentence
* Can calculate by dividing the number by the denominator and multiplying by the numerator
 |
| Recognise the equivalence of $\frac{2}{4} $and $\frac{1}{2}$ |  | * Count in fractions up to 10 and place on a number line
* Use a number line to show that ½ is equivalent to $\frac{2}{4}$
* Reason about the equivalence of $\frac{1}{2} $and $\frac{2}{4}$ using objects or images
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| **Block 6** |
| **Geometry – Properties of Shape**  |
| **Substantive Knowledge****National Curriculum** | **Ready to Progress****Expected TAF Statements** | **Key Performance Indicators** | **Sequence of learning****Detailed in Planning Overview** |
| Identify and describe the properties of 2-D shapes, including the number of sides and lines symmetry in a vertical line  | 2G–1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in propertiesTAF - Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.  | * Can identify the number of sides on a range of 2D shapes
* Can identify the number of vertices on a range of 2D shapes
* Can define a polygon as a shape with straight sides and identify whether a 2D shape is a polygon or not
* Can identify shapes by counting the number of sides or vertices including knowing quadrilateral as the generic term for a 4-sided shape
* Recognises irregular shapes and can reason about this e.g. knows that every 5 sided polygon is a pentagon.
* Can distinguish a square and a rectangle as special quadrilaterals and explain which properties define them
* Can identify lines of symmetry on 2-D shapes
 | \* Introduction and recap of shape work from year 1\* Name and describe properties of 2D shapes including sorting by those properties\* Lines of symmetry\* Name and describe properties of 3D shapes including sorting by those properties and identifying 2D shapes as faces on 3D shapes \*Consolidation with further sorting and problem solving |
| Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces  | * Can recognise and name 3-D shapes, including cuboids, prisms and cones
* Can describe the properties of 3-D shapes, including number of faces, edges and vertices
 |
| Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]  |  | Can identify 2-D shapes on the surface of a 3-D shape, including:* A triangle on a pyramid
* A square on a cube
* A rectangle on a cuboid
* A circle on a cylinder and cone
* A triangle and rectangle on a triangular prism
 |
| Compare and sort common 2-D and 3-D shapes and everyday objects. |  | * Can sort and classify 2-D and 3-D shapes and everyday objects using a Venn diagram, according to their properties
* Can sort and classify 2-D and 3-D shapes and everyday objects using a Carroll diagram
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| **Block 7** |
| **Measure – Time**  |
| **Substantive Knowledge****National Curriculum** | **Ready to Progress****Expected TAF Statements** | **Key Performance Indicators** | **Sequence of learning****Detailed in Planning Overview** |
| Compare and sequence intervals of time  |  | * Can describe intervals of time in days
* Can state the difference between time in days.
* Can measure accurately in hours, seconds and minutes
* Can add and subtract intervals to times on clocks
 | \*Introduction & recap of analogue clocks from Y1\*Understand the term clockwise\*o’clock & half past with just the hour hand\*Quarter past & quarter to with just the hour hand\*o’clock half past, quarter past and quarter to with just the minute hand (Measuring in fractions of an hour)\*Telling the time on an analogue clock with both hands to the nearest 15 minutes (TAF expected)\*Telling the time on an analogue clock with both hands to the nearest 5 minutes (NC objective)\*Know the number of minutes in an hour\*Know the number of hours in a day\*Compare and sequence units of time\*Link telling the time with time durations\*Compare and sequence intervals of time |
| Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times | TAF - Read the time on a clock to the nearest 15 minutes  | * Can tell the time to quarter past the hour
* Can tell the time to quarter to the hour
* Can tell the time to the nearest 5 minutes
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| Know the number of minutes in an hour and the number of hours in a day |  | * Know that there are 60 minutes in an hour
* Know that there are 24 hours in a day
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| **Block 8** |
| **Statistics** |
| **Substantive Knowledge****National Curriculum** | **Ready to Progress****Expected TAF Statements** | **Key Performance Indicators** | **Sequence of learning****Detailed in Planning Overview** |
| Interpret and construct simple pictograms, tally charts, block diagrams and simple tables  | 2NPV–2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.TAF - Read scales\* in divisions of ones, twos, fives and tens  | * Can generate data in everyday situations *e.g. How many children eat dinner or packed lunch?*
* Can present data in different ways using a scale of 1, 2, 5 or 10
* Can answer retrieval questions from the charts and graphs that they are working with
 | \*Introduction – key vocab\* Interpret and construct simple tally charts and ask and answer questions about the data\*Interpret and construct simple tables and ask and answer questions about the data\*Interpret and construct simple pictograms and ask and answer questions about the data\*Interpret and construct simple block diagrams and ask and answer questions about the data\*Consolidation – ask and answer questions about a variety of different representations |
| Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity  | * Can answer questions about the data that they have collected using scales of 1, 2, 5 and 10 *e.g. which is the most popular chocolate bar when a full chocolate bar represents 2 people on a pictogram?*
 |
| Ask and answer questions about totalling and comparing categorical data.  | 2AS–1 Add and subtract across 102AS–2 Recognise the subtraction structure of ‘difference’ and answer questions of the form, “How many more…?”. | * Can find the total of two categories on a pictogram, tally, block diagram and simple table
* Can find the difference between two categories on a pictogram, tally, block diagram and simple table to answer How many more…? How many fewer…? questions
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| **Block 9** |
| **Geometry – Position and Direction**  |
| **Substantive Knowledge****National Curriculum** | **Ready to Progress****Expected TAF Statements** | **Key Performance Indicators** | **Sequence of learning****Detailed in Planning Overview** |
| Order and arrange combinations of mathematical objects in patterns and sequences  |  | * Can continue and create patterns of shapes, including those in different orientations.
* Can identify the unit of repeat
 | \*Describe position (in, on, under, in front of, behind, in between, next to, on the left of, on the right of, above, below) \*Describe direction and movement without turns(forwards, backwards, left, right, up, down)\*Describe rotation as turns (whole, half quarter and three quarter turns clockwise and anti-clockwise)\*Describe rotation in terms of right angles\*Describe direction and movement including using a range of vocabulary to describe turns\*Order and arrange combinations of mathematical objects in patterns and sequences |
| Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).  |  | * Confidently uses and understands terms, forwards, backwards, left and right, up and down to describe routes on a grid
* Can recognise when an image has been rotated a whole, half, quarter or three-quarter turn
* Can rotate themselves or an object clockwise or ant-clockwise
* Can program robots using instructions given in right angles
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| **Block 10** |
| **Measures – Length, Height, Mass, Capacity & temperature** |
| **Substantive Knowledge****National Curriculum** | **Ready to Progress****Expected TAF Statements** | **Key Performance Indicators** | **Sequence of learning****Detailed in Planning Overview** |
| Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels  | 2NPV–2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.TAF - Read scales\* in divisions of ones, twos, fives and tens  | * Can make sensible estimations in relation to all areas of measure
* Can measure accurately in centimetres and metres using rulers and metre sticks
* Can record measures using correct abbreviations cm and m
* Can measure accurately in grams and kilograms using measuring scales
* Can record measures using correct abbreviations g and kg
* Can measure accurately in millilitres and litres using measuring vessels
* Can record measures using correct abbreviations ml and l
* Can measure accurately in degrees Celsius
* Can record measures using correct abbreviations °C
* Can measure accurately in hours, seconds and minutes
* Can decide the correct unit of measure to use in a given situation *e.g. What unit of measure would we use to measure the mass of an apple?*
* Can decide on the appropriate measuring tool to use in a given situation *e.g. what would you use to see how much water is in this cup?*
 | \*Introduction – choosing sensible units and equipment\*Number lines recap \*Choose and use appropriate standard units to estimate and measure length /height in any direction (m/cm) to the nearest appropriate unit, using rulers \*Compare and order lengths\*Choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using measuring vessels \*Compare and order volume/capacity \*Choose and use appropriate standard units to estimate and measure mass (kg/g) using scales\*Compare and order mass \*Choose and use appropriate standard units to estimate and measure temperature (°C) to the nearest appropriate unit, using thermometers \*Compare and order temperature \*Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures \*Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts |
| Compare and order lengths, mass, volume/capacity and record the results using >, < and = |  | * Can compare and order different units of measure
* Can use ‹ › and = to record comparisons
 |