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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 |
| 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 subtraction  facts 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) and  subtraction 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 10  2AS–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 of a length, shape, set of objects or quantity | TAF - Identify , , , , of a number or shape, and know that all parts must be equal parts of the whole | | * Can find unit fractions of lengths, shapes or quantities by splitting into equal parts. * Can find non-unit fractions of lengths, shapes or quantities by selecting more than one part after splitting equally * Can find unit fractions of a set of objects by splitting into equal groups and make links to division * Can find non-unit fractions 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 1/3  of a Set of Objects and Record as  Sentences e.g. ½ of 8 = 4  \*Introduce Non-Unit Fractions 2/3, 2/4  and 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, 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 and |  | | * Count in fractions up to 10 and place on a number line * Use a number line to show that ½ is equivalent to * Reason about the equivalence of and using objects or images | |
| **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 properties  TAF - 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 |
| 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 10  2AS–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 |