Year 2, Autumn Term 1

Wk	Strands	Progression Focus	Weekly Summary
1	**NPV** Number and place value; **PRA** Problem solving, reasoning and algebra	**Place value** Week 1 focuses on place value in numbers 0–100 and different ways of representing, comparing and ordering these.	Estimate and count a number of objects up to 100; locate numbers on 0−100 beaded lines and 1−100 squares; compare pairs of numbers and find a number in between; order three numbers, order 2-digit numbers
2	**MAS** Mental addition and subtraction; **PRA** Problem solving, reasoning and algebra	**Addition and subtraction** Weeks 2 and 3 focus on learning and using addition and subtraction number facts, including bonds to 10, in simple and harder calculations.	Revise number bonds to 6, 7, 8, 9 and 10; know number bonds to 10 and begin to learn related subtraction facts; know multiple of 10 number bonds to 100, learn bonds to 20, rehearse number bonds to 10 and 20 using stories **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Know all the pairs of numbers which make the numbers up to 10 • Say all bonds to 10 and know them by heart • Begin to understand the inverse relationship between addition and subtraction Please see Mastery Checkpoint 2.2.1 (Teacher Guide 2.2.1)
3	**MMD** Mental multiplication and division; **MAS** Mental addition and subtraction; **PRA** Problem solving, reasoning and algebra	**Addition and subtraction** Weeks 2 and 3 focus on learning and using addition and subtraction number facts, including bonds to 10, in simple and harder calculations.	Double numbers to double 15, use patterns in number bonds, use number bonds to solve more difficult additions, to subtract and to solve additions bridging 10 **Mastery Checkpoints** There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map: • Use number facts to solve related subtractions • Use number facts to solve related additions and begin to think and record systematically • Show that addition of two numbers can be done in any order (commutative) Please see Mastery Checkpoint 2.3.2 (Teacher Guide 2.3.2) • Begin to find doubles and near doubles of numbers to 15 Please see Mastery Checkpoint 2.3.3 (Teacher Guide 2.3.3)
4	**GPS** Geometry: properties of shapes; **STA** Statistics	**2D shapes** Week 4 focuses on identifying and classifying 2D shapes, using a variety of sorting devices.	Sort 2D shapes according to symmetry properties using Venn diagrams, identify right angles and sort shapes using Venn diagrams, recognise squares, rectangles, circles, triangles, ovals and hexagons, investigate which tessellate, sort shapes and objects using a two-way Carroll diagram **Mastery Checkpoint**

			There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Identify and describe the properties of 2D shapes including the number of sides and linesymmetry in a vertical line • Compare and sort common 2D shapes and everyday objects Please see Mastery Checkpoint 2.4.4 (Teacher Guide 2.4.4)
5	**NPV** Number and place value; **PRA** Problem solving, reasoning and algebra; **MAS** Mental addition and subtraction	**Place value; ordinal numbers** Weeks 5 and 6 focus on developing a good understanding of place value, comparing and ordering numbers to 100, including ordinal numbers.	Begin to mark numbers on a landmarked line, compare and order numbers, using < and > signs, work systematically to find all possible inequalities, find 1 and 10 more or less using the 100-square, find 10 more and 10 less than any 2-digit number **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Compare and order numbers from 0 up to 100; use <,> and = signs • Locate and place 2-digit numbers on a landmark line and a 1-100 square and use this knowledge to compare and order numbers Please see Mastery Checkpoint 2.5.5 (Teacher Guide 2.5.5)

Year 2, Autumn Term 2

Wk	Strands	Progression Focus	Weekly Summary
6	**NPV** Number and place value; **PRA** Problem solving, reasoning and algebra; **MAS** Mental addition and subtraction	**Place value; ordinal numbers** Weeks 5 and 6 focus on developing a good understanding of place value, comparing and ordering numbers to 100, including ordinal numbers.	Know and use ordinal numbers; understand that 2-digit numbers are made from some 10s and some 1s; Understand place value using 10p and 1p coins; find and record all possible amounts using 10p and 1p coins; find 10p more and 10p less; Find 10 more and 10 less **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Count in steps of 2 and 5 from 0, and in tens from any number, forward and backward Please see Mastery Checkpoint 2.6.6 (Teacher Guide 2.6.6)
7	**MAS** Mental addition and subtraction; **PRA** Problem solving, reasoning and algebra	**Addition and subtraction** Week 7 focuses on adding and subtracting smaller 2-digit numbers to and from larger ones.	Add and subtract 10, 20 and 30 to any 2-digit number; Add and subtract 11, 21, 12 and 22 to any 2-digit number; Solve addition and subtractions by counting on and back in 10s then in 1s; solve addition and subtraction problems using concrete and pictorial representations **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map:

			• Add and subtract mentally a 2-digit number and tens including adding or subtracting 10 to and from any number up to 100 Please see Mastery Checkpoint 2.7.7 (Teacher Guide 2.7.7)
8	**GPD** Geometry: position and direction; **MEA** Measurement	**Position and direction; length** Week 8 focuses on understanding the vocabulary associated with position and movement and then comparing and measuring lengths using cm and m.	Understand and use terms and vocabulary associated with position, direction and movement; Measure lengths using uniform units; Begin to measure in centimetres and metres **Mastery Checkpoints** There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map: • Understand the need for a standard unit • Begin to know whether to measure in cm or m • Begin to estimate and measure in cm • Distinguish between rotation as a turn and in terms of right angles for quarter, half andthree quarter turns (clockwise and anticlockwise) Please see Mastery Checkpoint 2.8.9 (Teacher Guide 2.8.9)
9	**MAS** Mental addition and subtraction; **PRA** Problem solving, reasoning and algebra; **MMD** Mental multiplication and division	**Addition and subtraction** Week 9 focuses on adding, subtracting, doubling and halving 2-digit numbers, using an understanding of place value.	Add and subtract 2-digit numbers; Solve addition and subtraction problems using concrete and pictorial representations; Add near doubles to double 15; Add several small numbers spotting near doubles or pairs to 10, etc. **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods Please see Mastery Checkpoint 2.9.10 (Teacher Guide 2.9.10)
10	**MMD** Mental multiplication and division; **MEA** Measurement; **PRA** Problem solving, reasoning and algebra	**Using money in calculations** Week 10 focuses on counting in uniform steps, using coins to help us create sequences and find totals.	Count in 2s, 5s and 10s from zero; Count in multiples of 2p, 5p and 10p; Number sequences of 2s, 5s and 10s; Find the totals of coins and ways to make an amount; Use coins to make given amounts of money **Mastery Checkpoints** There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map: • Count in 2s, 5s and 10s from 0 to learn multiples of 2, 5 and 10 Please see Mastery Checkpoint 2.10.11 (Teacher Guide 2.10.11) • Combine amounts to make a particular value up to £1·00 • Find different combinations of coins that equal the same amounts of money up to £1·00 Please see Mastery Checkpoint 2.10.12 (Teacher Guide 2.10.12)

Year 2, Spring Term 1

Wk	Strands	Progression Focus	Weekly Summary
11	**NPV** Number and place value; **MAS** Mental addition and subtraction	**Place value** Week 11 focuses on understanding place value in numbers to 100 and beginning to use this to add and subtract 2-digit numbers.	Place value and ordering 2-digit numbers; place value additions and subtractions; add and begin to subtract 9, 10 and 11 **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Recognise the place value of each digit in a 2-digit number Please see Mastery Checkpoint 2.11.13 (Teacher Guide 2.11.13)
12	**MAS** Mental addition and subtraction; **PRA** Problem solving, reasoning and algebra	**Number facts; addition and subtraction** Weeks 12 and 13 focus on revising, then using, bonds to 10 in addition (counting on, bridging 10), and subtraction (finding a difference, extending to calculating change).	Revise number bonds to 10; begin to bridge 10; subtract from 10 and 20; use number facts to find the complement to ten; find a difference between two numbers by counting on
13	**MAS** Mental addition and subtraction; **PRA** Problem solving, reasoning and algebra; **MEA** Measurement	**Number facts; addition and subtraction** Weeks 12 and 13 focus on revising, then using, bonds to 10 in addition (counting on, bridging 10), and subtraction (finding a difference, extending to calculating change).	Rehearse complements to multiples of 10; find differences using a number line; find change from 10p and 20p, and from £10 to £20 by counting up and using bonds to 10 and 20; add two 2-digit numbers by counting on **Mastery Checkpoint** There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map: • Use place value and number facts to solve problems, for example using bonds to 10 to find complements to the next multiple of 10 Please see Mastery Checkpoint 2.13.14(Teacher Guide 2.13.14) • Find change from 10p and 20p, £10 and £20, by counting up in ones and knowing bonds to 10 and 20 Please see Mastery Checkpoint 2.13.15 (Teacher Guide 2.13.15)
14	**GPS** Geometry: properties of shapes; **GPD** Geometry: position and direction; **MEA** Measurement	**3D shapes; time** Week 14 focuses on identifying 3D shapes and their properties, including naming 2D faces; and then on rehearsing telling the time on analogue and digital clocks.	Recognise and identify properties (including faces and vertices) of 3D shapes; sort according to properties including number of faces; name the 2D shapes of faces of 3D shapes; tell the time to the nearest quarter on analogue and digital clocks **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Identify and describe the properties of 3D shapes including the number of edges, vertices and faces • Identify 2D shapes on the surface of 3D shapes; for example, a circle on a cylinder and a triangle on a pyramid

			• Compare and sort common 3D shapes and everyday objects • Order and arrange combinations of mathematical objects, including2D and 3D shapes, in repeating patterns and sequences Please see Mastery Checkpoint 2.14.16 (Teacher Guide 2.14.16)
15	**NPV** Number and place value	**Place value** Week 15 focuses on extending understanding of place value to include landmarked lines and estimation.	Order 2-digit numbers and revise the < and > signs; locate 2-digit numbers on a landmarked line and grid; round 2-digit numbers to nearest 10; estimate a quantity <100 within a range **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Estimate a quantity, less than 100, within given ranges Please see Mastery Checkpoint 2.15.17 (Teacher Guide 2.15.17)

Year 2, Spring Term 2

Wk	Strands	Progression Focus	Weekly Summary
16	**MMD** Mental multiplication and division; **FRP** Fractions, ratio and proportion	**Fractions** Week 16 and focuses on doubling and halving, including odd numbers, leading to counting in halves and mixed numbers; unit and non-unit fractions are then modelled using a variety of images.	Revise doubles and corresponding halves to 15; find half of odd and even numbers to 30; Revise and recognise 1/2s, 1/4s, 1/3s and 2/3s of shapes; place 1/2s on a number line; count in 1/2s and 1/4s; understand and write mixed numbers **Mastery Checkpoint** There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map: • Double numbers to double 15 and find related halves • Recognise odd and even numbers Please see Mastery Checkpoint 2.16.18 (Teacher Guide 2.16.18) • Recognise, find, name and write fractions 1/3 and 2/3 of a shape • Recognise, find, name and write fractions 1/4 and 2/4 (1/2) of a shape • Count in steps of 1/2 and a 1/4 • Understand mixed numbers and place halves on a number line Please see Mastery Checkpoint 2.16.19 (Teacher Guide 2.16.19)
17	**MMD** Mental multiplication and division; **PRA** Problem solving, reasoning and algebra	**Multiplication and division** Week 17 focuses on 'clever counting' on the number line, and introduces the × sign for multiplication.	Count in 2s, 5s and 10s to solve multiplication problems and find specified multiples; introduce the × sign; record the 2, 5 and 10 times-tables; investigate multiplications with the same answer; write multiplications to go with arrays, rotate arrays to show they are commutative
18	**MEA** Measurement; **STA** Statistics	**Time; data** Week 18 focuses on telling the time and further	Tell the time to the nearest quarter of an hour using analogue and digital clocks; understand the relationship between seconds, minutes and hours and use a tally

		develops children's understanding of the units of time; time is then used as the context for data to be represented on pictograms and block graphs.	chart; interpret and complete a pictogram or block graph where one block or symbol represents one or two things **Mastery Checkpoint** There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map: • Tell and write the time quarter past/to the hour on analogue and digital clocks and draw the hands on a clock face to show these analogue times • Know units of time: minutes, hours, days, weeks, months and years • Know the relationship between seconds and minutes and minutes and hours, including the number of minutes in an hour and the number of hours in a day Please see Mastery Checkpoint 2.18.20 (Teacher Guide 2.18.20) • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Please see Mastery Checkpoint 2.18.21 (Teacher Guide 2.18.21) (Additional Resource 2.18.21)
19	**MMD** Mental multiplication and division; **PRA** Problem solving, reasoning and algebra	**Multiplication and division** Week 19 focuses on 'clever counting' using arrays as well as number lines; division is introduced as the inverse of multiplication.	Revise 2, 5 and 10 times-tables; revise arrays and hops on the number line; multiply by 2, 3, 4, 5 and 10; arrange objects into arrays and write the corresponding multiplications; make links between grouping and multiplication to begin to show division; write divisions as multiplications with holes in and use the ÷ sign **Mastery Checkpoint** There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map: • Calculate mathematical statements for multiplication within the multiplication tables, to go with hops on number lines and with arrays, and write them using the multiplication (×), division (÷) and equals (=) signs • Solve problems involving multiples of 2, 5 and 10 in a practical context, using coins and objects Please see Mastery Checkpoint 2.19.22 (Teacher Guide 2.19.22) • Begin to write divisions as multiplications with a missing number • Understand division as grouping Please see Mastery Checkpoint 2.19.23 (Teacher Guide 2.19.23)
20	**MEA** Measurement; **NPV** Number and place value; **PRA** Problem solving, reasoning and algebra; **MAS** Mental addition and subtraction	**Money and money calculations** Week 20 focuses on rehearsing coin and note values, and on writing amounts of money; money is then used as the context for adding and finding totals.	Recognise all coins, know their value, and use them to make amounts; recognise £5, £10, £20 notes; make amounts using coins and £10 note; write amounts using £.p notation; order coins 1p – £2 and notes £5 – £20; add several coins writing totals in £.p notation (no zeros in 10p place); add two amounts of pence, using counting on in 10s and 1s; add two amounts of money, beginning to cross into £s **Mastery Checkpoint** There are two Mastery Checkpoints in this week. They test the following outcomes

from the Progression Map:

- Recognise and use symbols for pounds (£) and pence (p) with no zeros in the 10p place and use coins to solve simple problems involving addition
- Recognise and know the values of all coins and notes up to £20

Please see Mastery Checkpoint 2.20.24 (Teacher Guide 2.20.24)

- Add numbers using concrete objects and pictorial representations, e.g. number lines, to add 1- and 2-digit numbers
- Add mentally two 2-digit numbers by counting on in 10s and 1s

Please see Mastery Checkpoint 2.20.25 (Teacher Guide 2.20.25) (Additional Resource 2.20.25)

Year 2, Summer Term 1

Wk	Strands	Progression Focus	Weekly Summary
21	**NPV** Number and place value; **MAS** Mental addition and subtraction	**Place value** Week 21 focuses on securing a robust understanding of place value, including adding and subtracting 2-digit numbers by counting on/back in 10s and 1s.	Locate, order and compare 2-digit numbers on 0-100 landmarked lines and on the 1-100 square; use < and > signs; locate numbers on an empty 0-100 line; introduce numbers 101 to 200 and count in 100s to 1000; add 2-digit numbers by counting on in 10s and 1s; subtract 2-digit numbers by counting back in 10s and 1s **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Identify, represent and estimate numbers using different representations, including the number line; beginning to move beyond 100 Please see Mastery Checkpoint 2.21.26 (Teacher Guide 2.21.26)
22	**MAS** Mental addition and subtraction; **PRA** Problem solving, reasoning and algebra	**Addition and subtraction** Weeks 22 and 23 focus on using number facts to solve additions and subtractions, including adding several numbers and counting up using complements to the next multiple of 10 to find a difference.	Use doubles and number bonds to add three 1-digit numbers; use number facts to 10 and 20 in number stories; find complements to multiples of 10; understand subtraction as difference and find this by counting up; find small differences either side of a multiple of 10 **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Understand subtraction as difference and find this by adding to the next multiple of 10, using bonds to 10 • Subtract mentally two 2-digit numbers, including working out small differences between two 2-digit numbers using knowledge of complements to 10 and place value • Use place value and number facts to solve problems Please see Mastery Checkpoint 2.22.27 (Teacher Guide 2.22.27)

23	**MAS** Mental addition and subtraction	**Addition and subtraction** Weeks 22 and 23 focus on using number facts to solve additions and subtractions, including adding several numbers and counting up using complements to the next multiple of 10 to find a difference.	Add and subtract 1-digit numbers to and from 2-digit numbers; subtract 2-digit numbers by counting back in tens and ones; add two 2-digit numbers by counting in 10s, then adding 1s; add 2-digit numbers using 10p and 1p coins (partitioning, answers less than 100); add 2-digit numbers using place-value cards (partitioning, answers more than 100) **Mastery Checkpoint** There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map: • Add mentally a 2-digit number and ones, including adding any 1-digit number to a 2-digit number using number facts or bridging 10 • Subtract mentally a 2-digit number and ones, including subtracting any 1-digit number from a 2-digit number using number facts or bridging 10 Please see Mastery Checkpoint 2.23.28 (Teacher Guide 2.23.28) • Add mentally two 2-digit numbers, using partitioning and number facts • Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving quantities and measures Please see Mastery Checkpoint 2.23.29 (Teacher Guide 2.23.29)
24	**MEA** Measurement; **STA** Statistics	**Measures; statistics and data** Week 24 focuses on using non-standard and standard units to measure and compare weights and capacities; and on using this context to revise the use of block graphs.	Measure weight using standard or uniform non-standard units; draw a block graph where one square represents two units; weigh items using 100g weights using scales marked in multiples of 1kg or 100g; measure capacity using uniform non-standard units; measure capacity in litres and in multiples of 100ml **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity, and ask and answer questions about totalling and comparing categorical data Please see Mastery Checkpoint 2.24.30 (Teacher Guide 2.24.30) (Additional Resource 2.24.30)
25	**MMD** Mental multiplication and division; **FRP** Fractions, ratio and proportion	**Multiplication, division and fractions** Week 25 focuses on doubling and halving as inverse operations, and relates division to fractions, including finding halves, quarters and thirds of amounts.	Double multiples of 10 and 5 (answers less than 100); double 2-digit numbers ending in 1, 2, 3 or 4 (answers less than 100); find a quarter of numbers up to 40 by halving twice; begin to find 3/4 of numbers; find 1/2 1/4 and 1/3 of amounts (sharing); spot patterns and make predictions when finding a third of numbers **Mastery Checkpoint** There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map: • Double and halve multiples of 10 and 5 and 2-digit numbers ending in 1, 2, 3 or 4, answers less than 100 • Find a quarter of numbers, up to 40, by halving twice

Please see Mastery Checkpoint 2.25.31 (Teacher Guide 2.25.31)

- Recognise, find, name and write fractions 1/4 and 2/4 (1/2), and begin to recognise, find, name and write 1/3 and 3/4, of a set of objects or quantity
- Write simple fractions
- Recognise the equivalence of 2/4 and 1/2

Please see Mastery Checkpoint 2.25.32 (Teacher Guide 2.25.32)

Year 2, Summer Term 2

Wk	Strands	Progression Focus	Weekly Summary
26	**MAS** Mental addition and subtraction; **NPV** Number and place value; **MEA** Measurement; **PRA** Problem solving, reasoning and algebra	**Addition and subtraction; money** Week 26 focuses on mental addition and subtraction strategies, using number facts and place value; and on using £.p notation and solving money problems.	Count back in 10s and 1s to solve subtraction (not crossing 10s) and check subtraction using addition, beginning to understand that addition undoes subtraction and vice versa; add three or more small numbers using number facts; record amounts of money using £·p notation including amounts with no 10s or 1s; find more than one way to solve a money problem **Mastery Checkpoint** There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map: • Subtract numbers using concrete objects and pictorial representations, e.g. number lines, to subtract 1- and 2-digit numbers (positive answers only) • Subtract mentally two 2-digit numbers, including subtracting one 2-digit number from another by counting back in 10s and 1s, not crossing 10s. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems • Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving quantities and measures Please see Mastery Checkpoint 2.26.33 (Teacher Guide 2.26.33) • Add mentally three 1-digit numbers, using known number facts and doubles • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot Please see Mastery Checkpoint 2.26.34 (Teacher Guide 2.26.34)
27	**MMD** Mental multiplication and division; **PRA** Problem solving, reasoning and algebra	**Multiplication and division** Week 27 focuses on relating multiplication and division to ‘clever counting’ (steps of 2, 3, 5, 10), understanding multiplication as arrays, and solving divisions as missing number problems.	Count in 3s, recognising numbers in the 3 times-table; write multiplications to go with arrays and use arrays to solve multiplication problems; understand that multiplication is commutative and that division and multiplication are inverse operations; solve divisions as multiplications with a missing number; count in 2s, 3s, 5s and 10s to solve divisions and solve division problems in contexts **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from

			the Progression Map: • Count in 3s, multiply and divide by 3 using arrays, representations and concrete objects, and begin to know the 3 times table • Count in steps of 3 from 0, forward and backward Please see Mastery Checkpoint 2.27.35 (Teacher Guide 2.27.35)
28	**MEA** Measurement	**Length; time** Week 28 focuses on estimating and measuring lengths in cm; and on telling the time to 5 minutes.	Measure and estimate lengths in centimetres; tell the time involving multiples of 5 minutes past the hour and 5 minutes to the hour; tell time to 5 minutes; begin to say the time 10 minutes later **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from the Progression Map: • Tell and write the time to 5 minutes to the hour on analogue and digital clocks and draw the hands on a clock face to show these analogue times • Find the time 10 minutes later; use 10 minutes as an interval of time; begin to compare and sequence intervals of time Please see Mastery Checkpoint 2.28.36 (Teacher Guide 2.28.36)
29	**MAS** Mental addition and subtraction; **MMD** Mental multiplication and division; **PRA** Problem solving, reasoning and algebra	**Addition and subtraction; multiplication and division** Week 29 focuses on adding by partitioning; finding differences; and on multiplying and dividing by counting in steps.	Partition to add two 2-digit numbers; find the difference between two 2-digit numbers; multiply two numbers using counting in steps of 2, 3, 5 and 10; solve division problems by counting in steps of 2, 3, 5 and 10 **Mastery Checkpoint** There are two Mastery Checkpoints in this week. They test the following outcomes from the Progression Map: • Recall and use multiplication and division facts for the 2, 5, and 10 times-tables Please see Mastery Checkpoint 2.29.37 (Teacher Guide 2.29.37) • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • Understand that division and multiplication are inverse operations • Solve problems involving multiplication and division using materials, arrays, repeatedaddition, 'clever counting', mental methods and multiplication and division facts, including problems in contexts • Solve missing number multiplications by counting up in steps Please see Mastery Checkpoint 2.29.38 (Teacher Guide 2.29.38)
30	**NPV** Number and place value; **MAS** Mental addition and subtraction	**Place value** Week 30 focuses on revising place value in 2-digit numbers, and extending to place value in 3-digit numbers.	Compare two 2-digit numbers and find bonds to 100 using thermometers; revise place value in 2-digit numbers, numbers between 100 and 200, and 3-digit numbers (including zeros in the 10s and 1s places) **Mastery Checkpoint** There is one Mastery Checkpoint in this week. It tests the following outcomes from

the Progression Map:

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass/weight (kg/g); temperature (°C); capacity (l/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels
- Compare and order lengths, mass and capacities and record the results using more than, less than and equals sign

Please see Mastery Checkpoint 2.30.39 (Teacher Guide 2.30.39)