MATHS LONG TERM PLANNING DOCUMENT

Curriculum Intent Statement

Mathematics is a creative and highly inter-connected discipline. We want to engender enjoyment, involvement and excitement in mathematical activities and allow children to develop their ability to analyse and communicate mathematical information and ideas. We aim to provide a stimulating and exciting learning environment that takes account of different learning styles and uses appropriate resources to maximise teaching & learning.

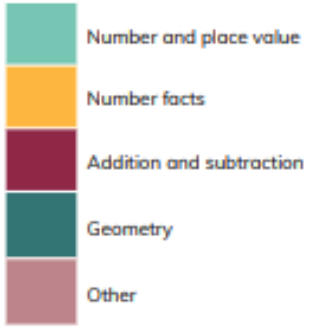
We want our children to be 'The Best of Me'. Through our maths teaching we aim to embed our core values. Children are taught to be-

- Go-Getters by persevering with problem solving activities.
- Risk-Takers by having opportunities to work independently.
- Team-Builders by working together in pairs and small groups.
- Community-Makers by showing respect through listening to each other's answers and reasoning.
- Deep-Thinkers by being reflective about their next steps in maths but also the best approach when solving a problem, e.g. systematically.

Aims and Objectives

- To promote accuracy when working with number.
- To develop an understanding of mathematical vocabulary and to promote the use of correct terminology and notation.
- To be given linked opportunities in other subjects to reinforce and extend mathematical skills.
- To be given the opportunity to rehearse existing knowledge and skills in order to keep them sharp and enhance them, including the practice of instant recall of number facts.
- To be taught the skills, and be given the opportunities to figure out answers mentally.
- To be taught strategies for checking answers to judge whether they are reasonable.
- To be given opportunities to explain and make predictions from numbers in graphs, charts and tables.
- To suggest suitable units for measuring.
- To have the opportunity to show how they can apply their skills and knowledge independently in problem solving contexts, thinking logically and working systematically and accurately.
- To develop positive attitudes towards the subject and awareness of the relevance of mathematics in the real world.
- To have the initiative and motivation to work both independently and in co-operation with others.
- To develop an understanding of mathematics through a process of enquiry and investigation, asking and answering questions and learning from mistakes.

	Unit	Unit name
Autumn 1	1	Previous Reception experiences and counting within 100
Autumn 2	2	Comparison of quantities and part–whole relationships
	3	Numbers 0 to 5
Spring 1	4	Recognise, compose, decompose and manipulate 2D and 3D shapes
	5	Numbers 0 to 10
Spring 2	6	Additive structures
	7	Addition and subtraction facts within 10
Summer 1	8	Numbers 0 to 20
Summer 2	9	Unitising and coin recognition
	10	Position and direction
	11	Time



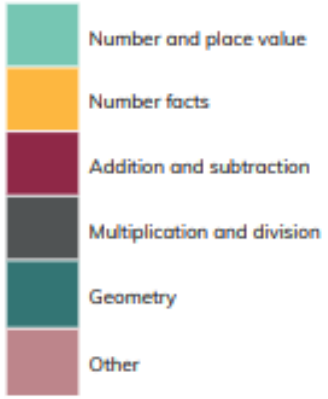
Year 1

Curriculum map

NCETM
NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS

June 2021

	Unit	Unit name
Autumn 1	1	Numbers 10 to 100
	2	Calculations within 20
Autumn 2	3	Fluently add and subtract within 10
	4	Addition and subtraction of two-digit numbers (1)
Spring 1	5	Introduction to multiplication
	6	Introduction to division structures
Spring 2	7	Shape
	8	Addition and subtraction of two-digit numbers (2)
Summer 1	9	Money
	10	Fractions
	11	Time
	12	Position and direction
Summer 2	13	Multiplication and division – doubling, halving, quotitive and partitive division
	14	Sense of measure – capacity, volume, mass



Year 2

Curriculum map

NCETM
NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS

June 2021

	Unit	Unit name
Autumn 1	1	Adding and subtracting across 10
	2	Numbers to 1,000
Autumn 2		
Spring 1	3	Right angles
	4	Manipulating the additive relationship and securing mental calculation
Spring 2	5	Column addition
	6	2, 4, 8 times tables
	7	Column subtraction
Summer 1	8	Unit fractions
Summer 2	9	Non-unit fractions
	10	Parallel and perpendicular sides in polygons
	11	Time

- Number and place value
- Number facts
- Addition and subtraction
- Multiplication and division
- Fractions
- Geometry
- Other

Year 3

Curriculum map

NCETM
NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS

June 2021

	Unit	Unit name
Autumn 1	1	Review of column addition and subtraction
	2	Numbers to 10,000
Autumn 2	3	Perimeter
	4	3, 6, 9 times tables
Spring 1	5	7 times table and patterns
	6	Understanding and manipulating multiplicative relationships
Spring 2	7	Coordinates
	8	Review of fractions
Summer 1	9	Fractions greater than 1
	10	Symmetry in 2D shapes
	11	Time
Summer 2	12	Division with remainders

- Number and place value
- Number facts
- Addition and subtraction
- Multiplication and division
- Fractions
- Geometry
- Other

Year 4

Curriculum map

NCETM
NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS

June 2021

	Unit	Unit name
Autumn 1	1	Decimal fractions
	2	Money
Autumn 2	3	Negative numbers
	4	Short multiplication and short division
Spring 1	5	Area and scaling
Spring 2	6	Calculating with decimal fractions
	7	Factors, multiples and primes
Summer 1	8	Fractions
Summer 2	9	Converting units
	10	Angles

Year 5

Curriculum map

NCETM
NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS

Summer 2021

	Unit	Unit name
Autumn 1	1	Calculating using knowledge of structures (1)
	2	Multiples of 1,000
Autumn 2	3	Numbers up to 10,000,000
	4	Draw, compose and decompose shapes
Spring 1	5	Multiplication and division
	6	Area, perimeter, position and direction
Spring 2	7	Fractions and percentages
	8	Statistics
Summer 1		KS2 tests
Summer 2	9	Ratio and proportion
	10	Calculating using knowledge of structures (2)
	11	Solving problems with two unknowns
	12	Order of operations
	13	Mean average

- Number and place value
- Addition and subtraction
- Multiplication and division
- Fractions
- Geometry
- Other

Year 6

Curriculum map

NCETM
NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS

June 2021

Year 1

1

Previous Reception experiences and counting within 100

- 1NPV–1 Count within 100, forwards and backwards, starting with any number.
- 1.9 Composition of numbers: 20–100

2

Comparison of quantities and part–whole relationships

- 1NPV–1 Count within 100, forwards and backwards, starting with any number.
- 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =.
- 1.1 Comparison of quantities and measures
- 1.2 Introducing 'whole' and 'parts': part–part–whole

3

Numbers 0 to 5

- 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =.
- 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.
- 1.3 Composition of numbers: 0–5

4

Recognise, compose, decompose and manipulate 2D and 3D shapes

- 1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.
- 1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.

5

Numbers 0 to 10

- 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =.
- 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.
- 1.4 Composition of numbers: 6–10

6

Additive structures

- 1AS–2 Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.
- 1.5 Additive structures: introduction to aggregation and partitioning
- 1.6 Additive structures: introduction to augmentation and reduction

7

Addition and subtraction facts within 10

- 1NF–1 Develop fluency in addition and subtraction facts within 10.
- 1.7 Addition and subtraction: strategies within 10

8

Numbers 0 to 20

- 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =.
- 1.10 Composition of numbers: 11–19

9

Unitising and coin recognition

- 1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.
- 2.1 Counting, unitising and coins

10

Position and direction

- This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials.

11

Time

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Number and place value

Number facts

Addition and subtraction

Multiplication and division

Fractions

Geometry

Other

Dark grey references are ready-to-progress criteria from the DfE Guidance 2020

Light grey references are from the NCETM Primary Mastery Professional Development materials

Both are available online

Year 2

1 Numbers 10 to 100

- 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.
- 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.
- 1.8 Composition of numbers: multiples of 10 up to 100
- 1.9 Composition of numbers: 20–100

2 Calculations within 20

- 2AS–1 Add and subtract across 10.
- 2AS–2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".
- 1.11 Addition and subtraction: bridging 10
- 1.12 Subtraction as difference

3 Fluently add and subtract within 10

- 2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice.
- 1.7 Addition and subtraction: strategies within 10

4 Addition and subtraction of two-digit numbers (1)

- 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.
- 1.13 Addition and subtraction: two-digit and single-digit numbers
- 1.14 Addition and subtraction: two-digit numbers and multiples of ten

5 Introduction to multiplication

- 2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.
- 2.2 Structures: multiplication representing equal groups
- 2.3 Times tables: groups of 2 and commutativity (part 1)
- 2.4 Times tables: groups of 10 and of 5, and factors of 0 and 1
- 2.5 Commutativity (part 2), doubling and halving

6 Introduction to division structures

- 2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).
- 2.6 Structures: quotitive and partitive division

7 Shape

- 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.

8 Addition and subtraction of two-digit numbers (2)

- 2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.
- 1.15 Addition: two-digit and two-digit numbers
- 1.16 Subtraction: two-digit and two-digit numbers

9 Money

- **This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery Professional Development Materials.**

10 Fractions

- 3.0 Guidance on the teaching of fractions in Key Stage 1

11 Time

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12 Position and direction

- **This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery Professional Development Materials.**

13 Multiplication and division – doubling, halving, quotitive and partitive division

- 2.5 Commutativity (part 2), doubling and halving
- 2.6 Structures: quotitive and partitive division

14 Sense of measure – capacity, volume, mass

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Number and place value

Number facts

Addition and subtraction

Multiplication and division

Fractions

Geometry

Other

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Both are available online

October 2021

Year 3

1 Adding and subtracting across 10

- 2AS–1 Add and subtract across 10.
- 3NF–1 Secure fluency in addition and subtraction facts that bridge 10, through continued practice.
- 1.11 Addition and subtraction: bridging 10

2 Numbers to 1,000

- 3NPV–1 Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10.
- 3NPV–2 Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.
- 3NPV–3 Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.
- 3NPV–4 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.
- 3AS–1 Calculate complements to 100.
- 3NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).
- 1.17 Composition and calculation: 100 and bridging 100
- 1.18 Composition and calculation: three-digit numbers

3 Right angles

- 3G–1 Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.

4 Manipulating the additive relationship and securing mental calculation

- 3AS–3 Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.
- 1.19 Securing mental strategies: calculation up to 999

5 Column addition

- 3AS–2 Add and subtract up to three-digit numbers using columnar methods.
- 1.20 Algorithms: column addition

6 2, 4, 8 times tables

- 3MD–1 Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division.
- 3NF–2 Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.
- 3NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).
- 2.7 Times tables: 2, 4 and 8, and the relationship between them

7 Column subtraction

- 3AS–2 Add and subtract up to three-digit numbers using columnar methods.
- 1.21 Algorithms: column subtraction

8 Unit fractions

- 3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.
- 3F–2 Find unit fractions of quantities using known division facts (multiplication tables fluency).
- 3.1 Preparing for fractions: the part–whole relationship
- 3.2 Unit fractions: identifying, representing and comparing

9 Non-unit fractions

- 3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.
- 3F–3 Reason about the location of any fraction within 1 in the linear number system.
- 3F–4 Add and subtract fractions with the same denominator, within 1.
- 3.3 Non-unit fractions: identifying, representing and comparing
- 3.4 Adding and subtracting within one whole

10 Parallel and perpendicular sides in polygons

- 3G–2 Draw polygons by joining marked points, and identify parallel and perpendicular sides.

11 Time

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Number and place value

Number facts

Addition and subtraction

Multiplication and division

Fractions

Geometry

Other

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Year 4

1 Review of column addition and subtraction

- 3A5–2 Add and subtract up to three-digit numbers using columnar methods.
- 1.20 Algorithms: column addition
- 1.21 Algorithms: column subtraction

2 Numbers to 10,000

- 4NPV–1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.
- 4NPV–2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning.
- 4NPV–3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.
- 4NPV–4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.
- 4NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100).
- 1.22 Composition and calculation: 1,000 and four-digit numbers

3 Perimeter

- 4G–2 Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons.
- 2.16 Multiplicative contexts: area and perimeter 1

4 3, 6, 9 times tables

- 4NF–1 Recall multiplication and division facts up to 12×12, and recognise products in multiplication tables as multiples of the corresponding number.
- 2.8 Times tables: 3, 6 and 9, and the relationship between them

5 7 times table and patterns

- 4NF–1 Recall multiplication and division facts up to 12×12, and recognise products in multiplication tables as multiples of the corresponding number.
- 2.9 Times tables: 7 and patterns within/across times tables

6 Understanding and manipulating multiplicative relationships

- 4MD–1 Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.
- 4MD–2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.
- 4MD–3 Understand and apply the distributive property of multiplication.
- 4NF–3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100)
- 2.10 Connecting multiplication and division, and the distributive law
- 2.13 Calculation: multiplying and dividing by 10 or 100

7 Coordinates

- 4G–1 Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.

8 Review of fractions

- 3F–1 Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.
- 3.1 Preparing for fractions: the part–whole relationship

9 Fractions greater than 1

- 4F–1 Reason about the location of mixed numbers in the linear number system.
- 4F–2 Convert mixed numbers to improper fractions and vice versa.
- 4F–3 Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.
- 3.5 Working across one whole: improper fractions and mixed numbers

10 Symmetry in 2D shapes

- 4G–3 Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.

11 Time

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12 Division with remainders

- 4NF–2 Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders.
- 2.12 Division with remainders

Number and place value

Number facts

Addition and subtraction

Multiplication and division

Fractions

Geometry

Other

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Both are available online

Year 5

1 Decimal fractions

- 5NPV–1 Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.
- 5NPV–2 Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.
- 5NPV–3 Reason about the location of any number with up to 2 decimals places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.
- 5NPV–4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.
- 5NF–2 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).
- 1.23 Composition and calculation: tenths
- 1.24 Composition and calculation: hundredths and thousandths

2 Money

- 1.25 Addition and subtraction: money

3 Negative numbers

- 1.27 Negative numbers: counting, comparing and calculating

4 Short multiplication and short division

- 5MD–3 Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.
- 5MD–4 Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.
- 2.14 Multiplication: partitioning leading to short multiplication
- 2.15 Division: partitioning leading to short division

5 Area and scaling

- 5G–2 Compare areas and calculate the area of rectangles (including squares) using standard units.
- 2.16 Multiplicative contexts: area and perimeter 1
- 2.17 Structures: using measures and comparison to understand scaling

6 Calculating with decimal fractions

- 5MD–1 Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.
- 2.19 Calculation: x/÷ decimal fractions by whole numbers
- 2.20 Decimal place-value knowledge, multiplication and division

7 Factors, multiples and primes

- 5MD–2 Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.
- 2.20 Multiplication with three factors and volume
- 2.21 Factors, multiples, prime numbers and composite numbers

8 Fractions

- 5NPV–3 Convert between units of measure, including using common decimals and fractions.
- 5F–1 Find non-unit fractions of quantities.
- 5F–2 Find equivalent fractions and understand that they have the same value and the same position in the linear number system.
- 5F–3 Recall decimal fraction equivalents for ½, ¼, ⅛ and 1/10, and for multiples of these proper fractions.
- 3.6 Multiplying whole numbers and fractions
- 3.7 Finding equivalent fractions and simplifying fractions
- 3.10 Linking fractions, decimals and percentages

9 Converting units

- 5NPV–3 Convert between units of measure, including using common decimals and fractions.

10 Angles

- 5G–1 Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.

Number and place value

Number facts

Addition and subtraction

Multiplication and division

Fractions

Geometry

Other

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Year 6

1 Calculating using knowledge of structures (1)

- **6AS/MD–1 Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number).**
- **6AS/MD–2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.**
- 1.28 Common structures and the part–part–whole relationship
- 1.29 Using equivalence and the compensation property to calculate

2 Multiples of 1,000

- 1.26 Composition and calculation: multiples of 1,000 up to 1,000,000

3 Numbers up to 10,000,000

- **6NPV–1 Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000).**
- **6NPV–2 Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning.**
- **6NPV–3 Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts.**
- **6NPV–4 Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.**
- 1.30 Composition and calculation: numbers up to 10,000,000

4 Draw, compose and decompose shapes

- **6G–1 Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.**

5 Multiplication and division

- **6AS/MD–2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.**
- 2.18 Using equivalence to calculate
- 2.23 Multiplication strategies for larger numbers and long multiplication
- 2.24 Division: dividing by two-digit divisors
- 2.25 Using compensation to calculate

6 Area, perimeter, position and direction

- 2.30 Multiplicative contexts: area and perimeter 2

7 Fractions and percentages

- **6F–1 Recognise when fractions can be simplified, and use common factors to simplify fractions.**
- **6F–2 Express fractions in a common denomination and use this to compare fractions that are similar in value.**
- **6F–3 Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.**
- 3.8 Common denomination: more adding and subtracting
- 3.9 Multiplying fractions and dividing fractions by a whole number
- 3.10 Linking fractions, decimals and percentages

8 Statistics

- **This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials.**

9 Ratio and proportion

- **6AS/MD–3 Solve problems involving ratio relationships.**
- 2.27 Scale factors, ratio and proportional reasoning

10 Calculating using knowledge of structures (2)

- **6AS/MD–2 Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.**
- 1.29 Using equivalence and the compensation property to calculate

11 Solving problems with two unknowns

- **6AS/MD–4 Solve problems with 2 unknowns.**
- 1.31 Problems with two unknowns

12 Order of operations

- 2.22 Combining multiplication with addition and subtraction
- 2.28 Combining division with addition and subtraction

13 Mean average

- 2.26 Mean average and equal shares

Number and place value

Number facts

Addition and subtraction

Multiplication and division

Fractions

Geometry

Other

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