

## Year 3 Medium Term Plan

<b>Year 3: Block A: Counting, partitioning and calculating</b>			
<b>Unit 1 10 days</b>			
<b>Objectives</b>	Moving children from Level 2 to Level 3	Previous units	Subsequent units
End-of-year expectations (key objectives) are highlighted			
• Describe and explain methods, choices and solutions to puzzles and problems, orally and in writing, using pictures and diagrams			A2 C3
• Read, write and order whole numbers to at least 1000 and position them on a number line; count on from and back to zero in single-digit steps or multiples of 10	CUN		
• <b>Partition three-digit numbers into multiples of 100, 10 and 1 in different ways</b>	CUN		A2 E3
• <b>Derive and recall all addition and subtraction facts for each number to 20, sums and differences of multiples of 10 and number pairs that total 100</b>	KNF		B1 E1 A2 B2 B3
• <b>Add or subtract mentally combinations of one-digit and two-digit numbers</b>	C		D1 A2 D2 A3

<b>Year 3: Block B Securing number facts, understanding shapes</b>			
<b>Unit 1 15 days</b>			
<b>Objectives</b>	Moving children from Level 2 to Level 3	Previous units	Subsequent units
End-of-year expectations (key objectives) are highlighted			
• Represent the information in a puzzle or problem using numbers, images or diagrams; use these to find a solution and present it in context, where appropriate using £.p notation or units of measure			B2 D2 B3
• Identify patterns and relationships involving numbers or shapes, and use these to solve problems			E1 B2 E3 B3
• <b>Derive and recall all addition and subtraction facts for each number to 20, sums and differences of multiples of 10 and number pairs that total 100</b>	KNF	A1	E1 A2 B2 B3
• Derive and recall multiplication facts for the 2, 3, 4, 5, 6 and 10 times-tables and the corresponding division facts; recognise multiples of 2, 5 or 10 up to 1000	KNF		E1 A2 B2 E2 A3 B3 E3
• Use knowledge of number operations and corresponding inverses, including doubling and halving, to estimate and check calculations			B3 D3
• Relate 2-D shapes and 3-D solids to drawings of them; describe, visualise, classify, draw and make the shapes	US		B2 B3

<b>Year 3: Block C Handling data and measures</b>			
<b>Unit 1 10 days</b>			
<b>Objectives</b> End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
<ul style="list-style-type: none"> <li>Follow a line of enquiry by deciding what information is important; make and use lists, tables and graphs to organise and interpret the information</li> </ul>			E1 C2 C3 E3
<ul style="list-style-type: none"> <li>Know the relationships between kilometres and metres, metres and centimetres, kilograms and grams, litres and millilitres; choose and use appropriate units to estimate, measure and record measurements</li> </ul>	M		D1 C2 D2 C3
<ul style="list-style-type: none"> <li>Read, to the nearest division and half-division, scales that are numbered or partially numbered; use the information to measure and draw to a suitable degree of accuracy</li> </ul>	M		D1 C2 C3 D3
<ul style="list-style-type: none"> <li>Answer a question by collecting, organising and interpreting data; use tally charts, frequency tables, pictograms and bar charts to represent results and illustrate observations; use ICT to create a simple bar chart</li> </ul>	HD		C2 C3
<ul style="list-style-type: none"> <li>Use Venn diagrams or Carroll diagrams to sort data and objects using more than one criterion</li> </ul>			C2

<b>Year 3: Block D Calculating, measuring and understanding shape</b>			
<b>Unit 1 10 days</b>			
<b>Objectives</b> End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
<ul style="list-style-type: none"> <li>Solve one-step and two-step problems involving numbers, money or measures, including time, choosing and carrying out appropriate calculations</li> </ul>			B2 E2 A3 B3 D3 E3
<ul style="list-style-type: none"> <li>Add or subtract mentally combinations of one-digit and two-digit numbers</li> </ul>	C	B1	B2 D2 B3
<ul style="list-style-type: none"> <li>Find unit fractions of numbers and quantities (e.g. <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math> and <math>\frac{1}{6}</math> of 12 litres)</li> </ul>	C		E1 D2 E2 E3
<ul style="list-style-type: none"> <li>Read and record the vocabulary of position, direction and movement, using the four compass directions to describe movement about a grid</li> </ul>			D2
<ul style="list-style-type: none"> <li>Know the relationships between kilometres and metres, metres and centimetres, kilograms and grams, litres and millilitres; choose and use appropriate units to estimate, measure and record measurements</li> </ul>	M	C1	C2 D2 C3
<ul style="list-style-type: none"> <li>Read, to the nearest division and half-division, scales that are numbered or partially numbered; use the information to measure and draw to a suitable degree of accuracy</li> </ul>	M	C1	C2 C3 D3
<ul style="list-style-type: none"> <li>Read the time on a 12-hour digital clock and to the nearest 5 minutes on an analogue clock; calculate time intervals and find start or end times for a given time interval</li> </ul>	M		C2 D3

## Year 3: Block E Securing number facts, calculating, identifying relationships

### Unit 1 15 days

Objectives End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
<ul style="list-style-type: none"> <li>Follow a line of enquiry by deciding what information is important; make and use lists, tables and graphs to organise and interpret the information</li> </ul>		C1	C2 C3 E3
<ul style="list-style-type: none"> <li>Identify patterns and relationships involving numbers or shapes, and use these to solve problems</li> </ul>		B1	B2 B3 E3
<ul style="list-style-type: none"> <li>Derive and recall all addition and subtraction facts for each number to 20, sums and differences of multiples of 10 and number pairs that total 100</li> </ul>	KNF	A1 B1	A2 B2 B3
<ul style="list-style-type: none"> <li>Derive and recall multiplication facts for the 2, 3, 4, 5, 6 and 10 times-tables and the corresponding division facts; recognise multiples of 2, 5 or 10 up to 1000</li> </ul>	KNF	B1	A2 B2 E2 A3 B3 E3
<ul style="list-style-type: none"> <li>Use practical and informal written methods to multiply and divide two-digit numbers (e.g. <math>13 \times 3</math>, <math>50 \div 4</math>); round remainders up or down, depending on the context</li> </ul>	C		D2 E2 A3 D3 E3
<ul style="list-style-type: none"> <li>Find unit fractions of numbers and quantities (e.g. <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math> and <math>\frac{1}{6}</math> of 12 litres)</li> </ul>	C	D1	D2 E2 E3

## Year 3: Block A Counting, partitioning and calculating

### Unit 2 10 days

Objectives End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
<ul style="list-style-type: none"> <li>Describe and explain methods, choices and solutions to puzzles and problems, orally and in writing, using pictures and diagrams</li> </ul>		A1	C3
<ul style="list-style-type: none"> <li>Partition three-digit numbers into multiples of 100, 10 and 1 in different ways</li> </ul>	CUN	A1	E3
<ul style="list-style-type: none"> <li>Round two-digit or three-digit numbers to the nearest 10 or 100 and give estimates for their sums and differences</li> </ul>	CUN		A3
<ul style="list-style-type: none"> <li>Derive and recall all addition and subtraction facts for each number to 20, sums and differences of multiples of 10 and number pairs that total 100</li> </ul>	KNF	A1 B1 E1	B2 B3
<ul style="list-style-type: none"> <li>Add or subtract mentally combinations of one-digit and two-digit numbers</li> </ul>	C	A1 D1	D2 A3
<ul style="list-style-type: none"> <li>Derive and recall multiplication facts for the 2, 3, 4, 5, 6 and 10 times-tables and the corresponding division facts; recognise multiples of 2, 5 or 10 up to 1000</li> </ul>	KNF	B1 E1	B2 E2 A3 B3 E3
<ul style="list-style-type: none"> <li>Multiply one-digit and two-digit numbers by 10 or 100, and describe the effect</li> </ul>	C		E2

**Year 3: Block B Securing number facts, understanding shapes**  
**Unit 2 15 days**

<b>Objectives</b> End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
<ul style="list-style-type: none"> <li>Solve one-step and two-step problems involving numbers, money or measures, including time, choosing and carrying out appropriate calculations</li> </ul>		D1	E2 A3 B3 D3 E3
<ul style="list-style-type: none"> <li>Represent the information in a puzzle or problem using numbers, images or diagrams; use these to find a solution and present it in context, where appropriate using £.p notation or units of measure</li> </ul>		B1	D2 B3
<ul style="list-style-type: none"> <li>Identify patterns and relationships involving numbers or shapes, and use these to solve problems</li> </ul>		B1 E1	B3 E3
<ul style="list-style-type: none"> <li>Read and write proper fractions (e.g. <math>\frac{3}{7}</math>, <math>\frac{9}{10}</math>), interpreting the denominator as the parts of a whole and the numerator as the number of parts; identify and estimate fractions of shapes; use diagrams to compare fractions and establish equivalents</li> </ul>	CUN		E2 B3 E3
<ul style="list-style-type: none"> <li>Derive and recall all addition and subtraction facts for each number to 20, sums and differences of multiples of 10 and number pairs that total 100</li> </ul>	KNF	A1 B1 E1 A2	B3
<ul style="list-style-type: none"> <li>Derive and recall multiplication facts for the 2, 3, 4, 5, 6 and 10 times-tables and the corresponding division facts; recognise multiples of 2, 5 or 10 up to 1000</li> </ul>	KNF	B1 E1 A2	E2 A3 B3 E3
<ul style="list-style-type: none"> <li>Relate 2-D shapes and 3-D solids to drawings of them; describe, visualise, classify, draw and make the shapes</li> </ul>	US	B1	B3
<ul style="list-style-type: none"> <li>Draw and complete shapes with reflective symmetry; draw the reflection of a shape in a mirror line along one side</li> </ul>			D2

**Year 3: Block C Handling data and measures**  
**Unit 2 10 days**

<b>Objectives</b> End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
<ul style="list-style-type: none"> <li>Follow a line of enquiry by deciding what information is important; make and use lists, tables and graphs to organise and interpret the information</li> </ul>		C1 E1	C3 E3
<ul style="list-style-type: none"> <li>Know the relationships between kilometres and metres, metres and centimetres, kilograms and grams, litres and millilitres; choose and use appropriate units to estimate, measure and record measurements</li> </ul>	M	C1 D1	D2 C3
<ul style="list-style-type: none"> <li>Read, to the nearest division and half-division, scales that are numbered or partially numbered; use the information to measure and draw to a suitable degree of accuracy</li> </ul>	M	C1 D1	C3 D3
<ul style="list-style-type: none"> <li>Read the time on a 12-hour digital clock and to the nearest 5 minutes on an analogue clock; calculate time intervals and find start or end times for a given time interval</li> </ul>	M	D1	D3
<ul style="list-style-type: none"> <li>Answer a question by collecting, organising and interpreting data; use tally charts, frequency tables, pictograms and bar charts to represent results and illustrate observations; use ICT to create a simple bar chart</li> </ul>	HD	C1	C3
<ul style="list-style-type: none"> <li>Use Venn diagrams or Carroll diagrams to sort data and objects using more than one criterion</li> </ul>		C1	

## Year 3: Block D Calculating, measuring and understanding shape

### Unit 2 10 days

Objectives End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
<ul style="list-style-type: none"> <li>Represent the information in a puzzle or problem using numbers, images or diagrams; use these to find a solution and present it in context, where appropriate using £.p notation or units of measure</li> </ul>		B1 B2	B3
<ul style="list-style-type: none"> <li>Add or subtract mentally combinations of one-digit and two-digit numbers</li> </ul>	C	A1 D1 A2	A3
<ul style="list-style-type: none"> <li>Develop and use written methods to record, support or explain addition and subtraction of two-digit and three-digit numbers</li> </ul>			A3 D3 E3
<ul style="list-style-type: none"> <li>Use practical and informal written methods to multiply and divide two-digit numbers (e.g. <math>13 \times 3</math>, <math>50 \div 4</math>); round remainders up or down, depending on the context</li> </ul>	C	E1	E2 A3 D3 E3
<ul style="list-style-type: none"> <li>Find unit fractions of numbers and quantities (e.g. <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math> and <math>\frac{1}{6}</math> of 12 litres)</li> </ul>	C	D1 E1	E2 E3
<ul style="list-style-type: none"> <li>Draw and complete shapes with reflective symmetry; draw the reflection of a shape in a mirror line along one side</li> </ul>		B2	
<ul style="list-style-type: none"> <li>Read and record the vocabulary of position, direction and movement, using the four compass directions to describe movement about a grid</li> </ul>		D1	
<ul style="list-style-type: none"> <li>Use a set-square to draw right angles and to identify right angles in 2-D shapes; compare angles with a right angle; recognise that a straight line is equivalent to two right angles</li> </ul>			B3 D3
<ul style="list-style-type: none"> <li>Know the relationships between kilometres and metres, metres and centimetres, kilograms and grams, litres and millilitres; choose and use appropriate units to estimate, measure and record measurements</li> </ul>	M	C1 D1 C2	C3

## Year 3: Block E Securing number facts, calculating, identifying relationships

### Unit 2 15 days

Objectives End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
<ul style="list-style-type: none"> <li>Solve one-step and two-step problems involving numbers, money or measures, including time, choosing and carrying out appropriate calculations</li> </ul>		D1 B2	A3 B3 D3 E3
<ul style="list-style-type: none"> <li>Read and write proper fractions (e.g. <math>\frac{3}{7}</math>, <math>\frac{9}{10}</math>), interpreting the denominator as the parts of a whole and the numerator as the number of parts; identify and estimate fractions of shapes; use diagrams to compare fractions and establish equivalents</li> </ul>	CUN	B2	B3 E3
<ul style="list-style-type: none"> <li>Derive and recall multiplication facts for the 2, 3, 4, 5, 6 and 10 times-tables and the corresponding division facts; recognise multiples of 2, 5 or 10 up to 1000</li> </ul>	KNF	B1 E1 B2	A3 B3 E3
<ul style="list-style-type: none"> <li>Multiply one-digit and two-digit numbers by 10 or 100, and describe the effect</li> </ul>	C	A2	
<ul style="list-style-type: none"> <li>Use practical and informal written methods to multiply and divide two-digit numbers (e.g. <math>13 \times 3</math>, <math>50 \div 4</math>); round remainders up or down, depending on the context</li> </ul>	C	E1 D2	A3 D3 E3
<ul style="list-style-type: none"> <li>Understand that division is the inverse of multiplication and vice versa; use this to derive and record related multiplication and division number sentences</li> </ul>			D3
<ul style="list-style-type: none"> <li>Find unit fractions of numbers and quantities (e.g. <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math> and <math>\frac{1}{6}</math> of 12 litres)</li> </ul>	C	D1 E1 D2	E3

**Year 3: Block A Counting, partitioning and calculating**  
**Unit 3 10 days**

<b>Objectives</b> End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
<ul style="list-style-type: none"> <li>Solve one-step and two-step problems involving numbers, money or measures, including time, choosing and carrying out appropriate calculations</li> </ul>		D1 B2 E2	B3 D3 E3
<ul style="list-style-type: none"> <li>Round two-digit or three-digit numbers to the nearest 10 or 100 and give estimates for their sums and differences</li> </ul>	CUN	A2	
<ul style="list-style-type: none"> <li>Add or subtract mentally combinations of one-digit and two-digit numbers</li> </ul>	C	A1 D1 A2 D2	
<ul style="list-style-type: none"> <li>Develop and use written methods to record, support or explain addition and subtraction of two-digit and three-digit numbers</li> </ul>		D2	D3 E3
<ul style="list-style-type: none"> <li>Derive and recall multiplication facts for the 2, 3, 4, 5, 6 and 10 times-tables and the corresponding division facts; recognise multiples of 2, 5 or 10 up to 1000</li> </ul>	KNF	B1 E1 A2 B2 E2	B3 E3
<ul style="list-style-type: none"> <li>Use practical and informal written methods to multiply and divide two-digit numbers (e.g. <math>13 \times 3</math>, <math>50 \div 4</math>); round remainders up or down, depending on the context</li> </ul>	C	E1 D2 E2	D3 E3

**Year 3: Block B Securing number facts, understanding shapes**  
**Unit 3 15 days**

<b>Objectives</b> End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
<ul style="list-style-type: none"> <li>Solve one-step and two-step problems involving numbers, money or measures, including time, choosing and carrying out appropriate calculations</li> </ul>		D1 B2 E2 A3	D3 E3
<ul style="list-style-type: none"> <li>Represent the information in a puzzle or problem using numbers, images or diagrams; use these to find a solution and present it in context, where appropriate using £.p notation or units of measure</li> </ul>		B1 B2 D2	
<ul style="list-style-type: none"> <li>Identify patterns and relationships involving numbers or shapes, and use these to solve problems</li> </ul>		B1 E1 B2	E3
<ul style="list-style-type: none"> <li>Read and write proper fractions (e.g. <math>\frac{3}{7}</math>, <math>\frac{9}{10}</math>), interpreting the denominator as the parts of a whole and the numerator as the number of parts; identify and estimate fractions of shapes; use diagrams to compare fractions and establish equivalents</li> </ul>	CUN	B2 E2	E3
<ul style="list-style-type: none"> <li>Derive and recall all addition and subtraction facts for each number to 20, sums and differences of multiples of 10 and number pairs that total 100</li> </ul>	KNF	A1 B1 E1 A2 B2	
<ul style="list-style-type: none"> <li>Derive and recall multiplication facts for the 2, 3, 4, 5, 6 and 10 times-tables and the corresponding division facts; recognise multiples of 2, 5 or 10 up to 1000</li> </ul>	KNF	B1 E1 A2 B2 E2 A3	E3
<ul style="list-style-type: none"> <li>Use knowledge of number operations and corresponding inverses, including doubling and halving, to estimate and check calculations</li> </ul>		B1	D3
<ul style="list-style-type: none"> <li>Relate 2-D shapes and 3-D solids to drawings of them; describe, visualise, classify, draw and make the shapes</li> </ul>	US	B1 B2	
<ul style="list-style-type: none"> <li>Use a set-square to draw right angles and to identify right angles in 2-D shapes; compare angles with a right angle; recognise that a straight line is equivalent to two right angles</li> </ul>		D2	D3

<b>Year 3: Block C Handling data and measures</b> <b>Unit 3 10 days</b>			
<b>Objectives</b> End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
<ul style="list-style-type: none"> <li>Follow a line of enquiry by deciding what information is important; make and use lists, tables and graphs to organise and interpret the information</li> </ul>		C1 E1 C2	E3
<ul style="list-style-type: none"> <li>Describe and explain methods, choices and solutions to puzzles and problems, orally and in writing, using pictures and diagrams</li> </ul>		A1 A2	
<ul style="list-style-type: none"> <li>Know the relationships between kilometres and metres, metres and centimetres, kilograms and grams, litres and millilitres; choose and use appropriate units to estimate, measure and record measurements</li> </ul>	M	C1 D1 C2 D2	
<ul style="list-style-type: none"> <li>Read, to the nearest division and half-division, scales that are numbered or partially numbered; use the information to measure and draw to a suitable degree of accuracy</li> </ul>	M	C1 D1 C2	D3
<ul style="list-style-type: none"> <li>Answer a question by collecting, organising and interpreting data; use tally charts, frequency tables, pictograms and bar charts to represent results and illustrate observations; use ICT to create a simple bar chart</li> </ul>	HD	C1 C2	

<b>Year 3: Block D Calculating, measuring and understanding shape</b> <b>Unit 3 10 days</b>			
<b>Objectives</b> End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
<ul style="list-style-type: none"> <li>Solve one-step and two-step problems involving numbers, money or measures, including time, choosing and carrying out appropriate calculations</li> </ul>		D1 B2 E2 A3 B3	E3
<ul style="list-style-type: none"> <li>Use knowledge of number operations and corresponding inverses, including doubling and halving, to estimate and check calculations</li> </ul>		B1 B3	
<ul style="list-style-type: none"> <li>Develop and use written methods to record, support or explain addition and subtraction of two-digit and three-digit numbers</li> </ul>		D2 A3	E3
<ul style="list-style-type: none"> <li>Use practical and informal written methods to multiply and divide two-digit numbers (e.g. <math>13 \times 3</math>, <math>50 \div 4</math>); round remainders up or down, depending on the context</li> </ul>	C	E1 D2 E2 A3	E3
<ul style="list-style-type: none"> <li>Understand that division is the inverse of multiplication and vice versa; use this to derive and record related multiplication and division number sentences</li> </ul>		E2	
<ul style="list-style-type: none"> <li>Use a set-square to draw right angles and to identify right angles in 2-D shapes; compare angles with a right angle; recognise that a straight line is equivalent to two right angles</li> </ul>		D2 B3	
<ul style="list-style-type: none"> <li>Read, to the nearest division and half-division, scales that are numbered or partially numbered; use the information to measure and draw to a suitable degree of accuracy</li> </ul>	M	C1 D1 C2 C3	
<ul style="list-style-type: none"> <li>Read the time on a 12-hour digital clock and to the nearest 5 minutes on an analogue clock; calculate time intervals and find start or end times for a given time interval</li> </ul>	M	D1 C2	

## Year 3: Block E Securing number facts, calculating, identifying relationships

### Unit 3 15 days

Objectives End-of-year expectations (key objectives) are highlighted	Moving children from Level 2 to Level 3	Previous units	Subsequent units
<ul style="list-style-type: none"> <li>Solve one-step and two-step problems involving numbers, money or measures, including time, choosing and carrying out appropriate calculations</li> </ul>		D1 B2 E2 A3 B3 D3	
<ul style="list-style-type: none"> <li>Follow a line of enquiry by deciding what information is important; make and use lists, tables and graphs to organise and interpret the information</li> </ul>		C1 E1 C2 C3	
<ul style="list-style-type: none"> <li>Identify patterns and relationships involving numbers or shapes, and use these to solve problems</li> </ul>		B1 E1 B2 B3	
<ul style="list-style-type: none"> <li>Partition three-digit numbers into multiples of 100, 10 and 1 in different way</li> </ul>	CUN	A1 A2	
<ul style="list-style-type: none"> <li>Read and write proper fractions (e.g. <math>\frac{3}{7}</math>, <math>\frac{9}{10}</math>), interpreting the denominator as the parts of a whole and the numerator as the number of parts; identify and estimate fractions of shapes; use diagrams to compare fractions and establish equivalents</li> </ul>	CUN	B2 E2 B3	
<ul style="list-style-type: none"> <li>Derive and recall multiplication facts for the 2, 3, 4, 5, 6 and 10 times-tables and the corresponding division facts; recognise multiples of 2, 5 or 10 up to 1000</li> </ul>	KNF	B1 E1 A2 B2 E2 A3 B3	
<ul style="list-style-type: none"> <li>Develop and use written methods to record, support or explain addition and subtraction of two-digit and three-digit numbers</li> </ul>		D2 A3 D3	
<ul style="list-style-type: none"> <li>Use practical and informal written methods to multiply and divide two-digit numbers (e.g. <math>13 \times 3</math>, <math>50 \div 4</math>); round remainders up or down, depending on the context</li> </ul>	C	E1 D2 E2 A3 D3	
<ul style="list-style-type: none"> <li>Find unit fractions of numbers and quantities (e.g. <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math> and <math>\frac{1}{6}</math> of 12 litres)</li> </ul>	C	D1 E1 D2 E2	

Key	
CUN	Counting and understanding
HD	Handling data
KNF	Knowing and using number facts
C	Calculating
US	Understanding shape
M	Measuring