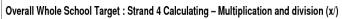
Layered Curricular Targets





Group	Framework Objective	Target
	Count repeated groups of the same size	
	Share objects into equal groups and count how many in each group	
Must Year 1	Count repeated groups of the same size	
	Share objects into equal groups and count how many in each group	
Should	Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups	
Could	Represent repeated addition and arrays as multiplication, and sharing and repeated subtraction (grouping) as division; use practical and informal written methods and related vocabulary to support multiplication and division, including calculations with remainders	
Must	Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups	
Should	Represent repeated addition and arrays as multiplication, and sharing and repeated subtraction (grouping) as division; use practical and informal written methods and related vocabulary to support multiplication and division, including calculations with remainders	
Could	Use practical and informal written methods to multiply and divide two-digit numbers (e.g. 13 × 3, 50 ÷ 4); round remainders up or down, depending on the context Understand that division is the inverse of multiplication and vice versa; use this to derive and record related multiplication and division number sentences	
	Must Should Could Must Should	Share objects into equal groups and count how many in each group Must Count repeated groups of the same size Share objects into equal groups and count how many in each group Should Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups Could Represent repeated addition and arrays as multiplication, and sharing and repeated subtraction (grouping) as division; use practical and informal written methods and related vocabulary to support multiplication and division, including calculations with remainders Must Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups Should Represent repeated addition and arrays as multiplication, and sharing and repeated subtraction (grouping) as division; use practical and informal written methods and related vocabulary to support multiplication and division, including calculations with remainders Could Use practical and informal written methods to multiply and divide two-digit numbers (e.g. 13 × 3, 50 ÷ 4); round remainders up or down, depending on the context Understand that division is the inverse of multiplication and vice versa; use this to derive and record related multiplication

Hertfordshire County Council ISP Targets for Mathematics