

TO USE MEASURES			
	Milestone 1	Milestone 2	Milestone 3
	<ul style="list-style-type: none"> Compare, describe and solve practical problems for (Y1): <ul style="list-style-type: none"> Lengths and heights e.g. long/short, longer/shorter, tall/short Mass/ weights e.g. heavier/lighter than Capacity and volume e.g. full/empty/half full Time e.g. quicker, slower, earlier and later Measure and begin to record (Y1): <ul style="list-style-type: none"> Lengths and heights Mass/ weight Capacity and volume Time (hours, minutes and seconds) Solve practical problems. Measure and begin to record lengths, heights, weight, mass, volume and capacity. Compare and order lengths, mass, volume, capacity and record the results using $>$, $<$ and $=$ (Y2) Choose and use appropriate standard units to estimate and measure length/height (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels (Y2) 	<ul style="list-style-type: none"> Measure, compare, add and subtract lengths (m/cm/mm) Measure, compare, add and subtract mass (kg/g) Measure, compare, add and subtract volume/capacity (l/ml) Convert between different units of measure e.g. kilometre to metre and vice versa (Y4) Measure the perimeter of simple 2-D shapes (Y3) Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres (Y4) <p>Money</p> <ul style="list-style-type: none"> Add and subtract amounts of money to give change, using both \pounds and p in practical contexts (\pounds and p). Estimate, compare and calculate different measures, including money in pounds and pence. <p>Time</p> <ul style="list-style-type: none"> Tell and write the time from an analogue clock, including using Roman numerals from I to XII Tell and write the time from a 24-hour clocks (Y3) Read, write and convert time between digital analogue and digital 12 and 24-hour clocks (Y4) Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use appropriate vocabulary (Y3) 	<ul style="list-style-type: none"> Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; gram and kilogram; litre and millilitre), including using common decimals and fractions. (Y5) Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. (Y5) Use, read, write, and convert between standard units, converting measurements of length, mass, volume, and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places. (Y6) Convert between miles and kilometres. (Y6) Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. (Y5) Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. (Y6) Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. (Y5) Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes. (Y5)
	<p>Money</p> <ul style="list-style-type: none"> Recognise and know the value of all coins - 1p, 2p, 5p, 10p, 20p, 50p, \pounds1, \pounds2 (Y1) Recognise and use symbols for pounds (\pounds) and pence (p) (Y2) Combine different amounts to make a value using pound and pence symbols (Y2) 		

In bold - National curriculum objectives for the year group.

In blue - Ready-to-progress criteria identified as the most important conceptual knowledge and understanding that pupils need as they progress to the next year's curriculum.

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	<p>Time</p> <ul style="list-style-type: none"> • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. • Recognise and use language relating to dates, including days of the week, weeks, months and years (Y1) • Sequence events in chronological order using language e.g. after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (Y1) • Compare and order intervals of time. • Tell the time to the hour (Y1) • Tell the time to the half past the hour (Y1) <ul style="list-style-type: none"> ○ Draw the hands on a clock face to show these times (Y1) • Tell and write the time to five minutes, quarter past the hour and quarter to the hour (Y2) <ul style="list-style-type: none"> ○ Draw the hands on a clock face to show these times (Y2) • Know the number of minutes in an hour and the number of hours in a day. 	<ul style="list-style-type: none"> • Know the number of seconds in a minute and the number of days in each month, year and leap year (Y3) • Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (Y4) • Compare durations of events. 	<h3>Maths curriculum</h3> <ul style="list-style-type: none"> • Recognise that shapes with the same areas can have different perimeters and vice versa. (Y6) • Calculate the area of parallelograms and triangles. (Y6) • Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] (Y5) • Calculate, estimate, and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]. • Recognise when it is possible to use formulae for area and volume of shapes. (Y6) <p>Time</p> <ul style="list-style-type: none"> • Solve problems involving converting between units of time. (Y5)
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