	Measurement	Geometry – Properties of Shape	Geometry – Position and Direction	Statistics
Yr 1	Pupils should be taught to: ♣compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] ♣measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] ♣recognise and use language relating to dates, including days of the week, weeks, months and years ♣tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	Pupils should be taught to: ♣recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	Pupils should be taught to: ♣describe position, direction and movement, including whole, half, quarter and three-quarter turns	Pupils should be taught to: ♣recognise, find and name a half as one of two equal parts of an object, shape or quantity ♣recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Yr 2	Pupils should be taught to: ♣choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels ♣compare and order lengths, mass, volume/capacity and record the results using >, < and = ♣recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value ♣find different combinations of coins that equal the same amounts of money ♣solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change ♣compare and sequence intervals of time ♣tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times ♣know the number of minutes in an hour and the number of hours in a day	Pupils should be taught to: ♣identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line ♣identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces ♣identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] ♣compare and sort common 2-D and 3-D shapes and everyday objects	Pupils should be taught to: ♣order and arrange combinations of mathematical objects in patterns and sequences ♣use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)	Pupils should be taught to: ♣interpret and construct simple pictograms, tally charts, block diagrams and tables ♣ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ♣ask and answer questions about totalling and comparing categorical data
Yr 3	Pupils should be taught to: ♣measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) ♣measure the perimeter of simple 2-D shapes ♣add and subtract amounts of money to	Pupils should be taught to: ♣draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them ♣recognise angles as a property of shape or a description of a turn		Pupils should be taught to: ♣interpret and present data using bar charts, pictograms and tables ♣solve one-step and two-step questions [for example 'How many more?' and 'How many

	give change, using both £ and p in practical contexts ♣tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks ♣estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight ♣know the number of seconds in a minute and the number of days in each month, year and leap year ♣compare durations of events [for example, to calculate the time taken by particular events or tasks]	♣identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle ♣identify horizontal and vertical lines and pairs of perpendicular and parallel lines		fewer?'] using information presented in scaled bar charts and pictograms and tables
Yr 4	Pupils should be taught to: ♣convert between different units of measure [for example, kilometre to metre; hour to minute] ♣measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres ♣find the area of rectilinear shapes by counting squares ♣estimate, compare and calculate different measures, including money in pounds and pence ♣read, write and convert time between analogue and digital 12- and 24-hour clocks ♣solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days	Pupils should be taught to: ♣compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes ♣identify acute and obtuse angles and compare and order angles up to 2 right angles by size ♣identify lines of symmetry in 2-D shapes presented in different orientations ♣complete a simple symmetric figure with respect to a specific line of symmetry	Pupils should be taught to: ♣describe positions on a 2-D grid as coordinates in the first quadrant ♣describe movements between positions as translations of a given unit to the left/right and up/down ♣plot specified points and draw sides to complete a given polygon	Pupils should be taught to: ♣interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs ♣solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs