*Maths Progression Document: Measurement*

*The progression maps are structured using the topic headings as they appear in the National Curriculum. Each 'topic' has been divided into sub categories to illustrate progression in key areas.*

| *Nursery* | *Reception* | *Year 1* | *Year 2* |
|---|---|---|---|
| **Comparing and Estimating** | | | |
| *make comparisons between objects relating to size, length, weight and capacity. (also in geometry)* | *compare length, weight and capacity* | *compare, describe and solve practical problems for:*<br>* *lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]*<br>* *mass/weight [e.g. heavy/light, heavier than, lighter than]*<br>* *capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter]*<br>* *time [e.g. quicker, slower, earlier, later]* | *compare and order lengths, mass, volume/capacity and record the results using >, < and =* |
| | | *sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]* | *compare and sequence intervals of time* |
| **Measuring and Calculating** | | | |
| | *comment on measures using non-standard units of measurement* | *measure and begin to record the following:*<br>* ***lengths and heights***<br>* ***mass/weight***<br>* ***capacity and volume***<br>* ***time** (hours, minutes, seconds**)* | *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* |
| | *use coins within play; commenting on their value and purpose.* | *recognise and know the value of different denominations of **coins and notes*** | *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 |
|---|---|---|---|
| **Telling the time** | | | |
| | | tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. | 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. |
| name the days of the week in order. | recognise and use the terms yesterday, today and tomorrow. | recognise and use language relating to dates, including days of the week, weeks, months and years | know the number of minutes in an hour and the number of hours in a day. *(appears also in Converting)* |
| | name the days of the week and months of the year in order. | | |
| | understand the past as something which as already happened and the present as what is happening now. | | |
| **Converting** | | | |
| | | | know the number of minutes in an hour and the number of hours in a day. *(appears also in Telling the Time)* |

*All programmes of study statements are included and some appear twice. This is indicated in the text. This occurs where:*

- *The statement has central relevance to more than one sub category within a topic;*
- *The statement has central relevance to more than one mathematics topic. This is done to reflect the aims of the curriculum that pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems (Mathematics programmes of study: key stages 1 and 2 page 3). However, the connections made are not intended to be exhaustive and teachers will seek to support pupils in making other connections.*