

# Maths Curriculum Sequencing

*Here shows the sequence of teaching for Foundation to 4 and a rationale as to why these choices have been made.*

## **Rationale**

At Henbury View First School, we aim to instil our children with a love of mathematics and mathematical knowledge that is useful in solving a range of life's problems and challenges. As a core subject, we want to ensure that children realise the importance of mathematics - particularly in its links and connections to many other subjects and as a key factor in future employability.

We encourage children to explore concrete representations of calculations and problems, moving onto using pictorial representations of calculations and jottings to support their understanding. Children are supported in the application of abstract representations of mathematical ideas when they are ready while continuing to embed their understanding through concrete and pictorial models as necessary. From an early age, a strong sense of number, counting and place value will be instilled as a crucial foundation for other areas of mathematical understanding.

Fluency (mental and written) and the ability to apply mathematical knowledge and reasoning skills are areas that we aim to promote through daily practice and an ongoing review of strengths and areas to improve. We want to build children's resilience, curiosity and enjoyment of challenge through increasingly complex problems, and to develop children's ability to approach problems in an increasingly organised, efficient and systematic way. As they move through the school, practice of times tables and increasingly efficient written methods will build on the children's prior knowledge, with an aim for children to know their times tables confidently by the end of Year 4.

Our 'Loopy Maths' model of teaching is intended to give all children the opportunity to experience new mathematical ideas at the same time as their peers, then to practise, revisit and embed their mathematical learning at a pace that matches their needs. Every child should develop the confidence to be able to use a range of mathematical language to explore, explain and generalise their ideas as they move through the school, whether numerically or in relation to geometry, ensuring that children finish Year 4 as confident mathematicians ready for their transition to middle school learning.

The fundamental idea behind our curriculum design is to support pupils to be able to perform simpler tasks so they can then move on to perform more complex tasks. For example, we cannot expect pupils to add two numbers together before they understand what each individual number represents. Below shows the sequencing of the curriculum that we follow, which we believe best allows our children to make connections between areas of mathematics and have constant practice of key skills. Our curriculum is designed to use skills that have already been learnt in different contexts, or 'interleaving', whenever we can. This helps pupils to remember and to make connections between different parts of the curriculum, ensuring they transfer what they have learnt into long term memory, so it becomes 'sticky'.

Within our Medium Term and Short-Term planning, we ensure that each learning journey is carefully planned, making sure each step builds carefully from the previous step, building on pupils' prior knowledge to develop new skills, with nothing left out. Pupils are ready for this having covered addition with 2-digit numbers in Year 2 and Place Value up to 1,000 in the first block of Year 3.

We've tried to combine the best of both 'mastery' and 'spiral' approaches in our curriculum. It certainly follows many of the mastery principles, such as spending longer on topics to help gain deeper understanding, making connections, keeping the class working together on the same topic and a fundamental belief that all pupils should have the opportunity and are capable of understanding, doing and improving at mathematics. But we also recognise that just spending a good chunk of time on a topic doesn't mean that all pupils will 'master' it the first time they see it, and that they need to see it again and again in different contexts to help them truly develop their understanding on their journey to mastery, so we've built in the revisiting and reinforcing features of spiral curricula too by organising our Maths curriculum in this way.

## Foundation

### ELG Number:

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

### ELG Numerical Patterns:

- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Autumn	Just Like Me	It's Me 1,2,3!	Light and Dark	
	<u>Number</u> <ul style="list-style-type: none"> <li>• Match and Sort</li> <li>• Compare Amounts</li> </ul> <u>Measure, Shape and Spatial Thinking</u> <ul style="list-style-type: none"> <li>• Compare size, mass and capacity</li> <li>• Exploring pattern</li> </ul>	<u>Number</u> <ul style="list-style-type: none"> <li>• Representing 1, 2 and 3</li> <li>• Comparing 1, 2 and 3</li> <li>• Composition of 1, 2 and 3</li> </ul> <u>Measure, Shape and Spatial Thinking</u> <ul style="list-style-type: none"> <li>• Circle and Triangles</li> <li>• Positional language</li> </ul>	<u>Number</u> <ul style="list-style-type: none"> <li>• Representing numbers to 5</li> <li>• One more and one less</li> </ul> <u>Measure, Shape and Spatial Thinking</u> <ul style="list-style-type: none"> <li>• Shapes with 4 sides</li> <li>• Time</li> </ul>	
Spring	Alive in 5	Growing 6,7,8	Building 9 and 10	
	<u>Number</u> <ul style="list-style-type: none"> <li>• Introducing zero</li> <li>• Comparing numbers to 5</li> <li>• Composition of 4 and 5</li> </ul> <u>Measure, Shape and Spatial Thinking</u> <ul style="list-style-type: none"> <li>• Compare mass</li> <li>• Compare capacity</li> </ul>	<u>Number</u> <ul style="list-style-type: none"> <li>• 6, 7 and 8</li> <li>• Making pairs</li> <li>• Combining 2 groups</li> </ul> <u>Measure, Shape and Spatial Thinking</u> <ul style="list-style-type: none"> <li>• Length and height</li> <li>• Time</li> </ul>	<u>Number</u> <ul style="list-style-type: none"> <li>• 9 and 10</li> <li>• Comparing numbers to 10</li> <li>• Bonds to 10</li> </ul> <u>Measure, Shape and Spatial Thinking</u> <ul style="list-style-type: none"> <li>• 3D shape</li> <li>• Patterns</li> </ul>	
Summer	To 20 and beyond	First, Now, Then	Find my pattern	On the Move
	<u>Number</u> <ul style="list-style-type: none"> <li>• Building numbers beyond 10</li> <li>• Counting patterns beyond 10</li> </ul> <u>Spatial Thinking</u> <ul style="list-style-type: none"> <li>• Match, Rotate and Manipulate</li> </ul>	<u>Number</u> <ul style="list-style-type: none"> <li>• Adding more</li> <li>• Taking away</li> </ul> <u>Spatial Thinking</u> <ul style="list-style-type: none"> <li>• Compose and decompose</li> </ul>	<u>Number</u> <ul style="list-style-type: none"> <li>• Doubling</li> <li>• Sharing and grouping</li> <li>• Even and Odd</li> </ul> <u>Spatial Thinking</u> <ul style="list-style-type: none"> <li>• Visualise and build</li> </ul>	<u>Number</u> <ul style="list-style-type: none"> <li>• Deepening understanding</li> <li>• Patterns and relationships</li> </ul> <u>Spatial Thinking</u> <ul style="list-style-type: none"> <li>• Mapping</li> </ul>

# Year 1

Autumn	<b>Number and Place Value (Numbers to 20)</b> <ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>given a number, identify one more and one less</li> <li>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>read and write numbers from 1 to 20 in numerals and words</li> </ul>	<b>Addition and Subtraction</b> <ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul>	<b>Geometry: Properties of Shape</b> <ul style="list-style-type: none"> <li>recognise and name common 2D and 3D shapes, including:               <ul style="list-style-type: none"> <li>2-D shapes [for example, rectangles (including squares), circles and triangles]</li> <li>3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</li> </ul> </li> </ul>
	<b>Number and Place Value (Numbers to 100)</b> <ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>given a number, identify one more and identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>read and write numbers from 1 to 20 in numerals and words one less</li> </ul>	<b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (<i>Place Value Objective</i>)</li> </ul>	<b>Geometry: Position and Direction</b> <ul style="list-style-type: none"> <li>describe position, direction and movement, including whole, half, quarter and three-quarter turns.</li> </ul>
Spring	<b>Fractions</b> <ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>given a number, identify one more and identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>read and write numbers from 1 to 20 in numerals and words one less</li> </ul>	<b>Measurement</b> <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for:               <ul style="list-style-type: none"> <li>lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] o time [for example, quicker, slower, earlier, later]</li> </ul> </li> <li>measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds)</li> <li>recognise and know the value of different denominations of coins and notes</li> <li>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> </ul>	
	<b>Fractions</b> <ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>given a number, identify one more and identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>read and write numbers from 1 to 20 in numerals and words one less</li> </ul>	<b>Measurement</b> <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for:               <ul style="list-style-type: none"> <li>lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] o time [for example, quicker, slower, earlier, later]</li> </ul> </li> <li>measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds)</li> <li>recognise and know the value of different denominations of coins and notes</li> <li>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> </ul>	
Summer	<b>Fractions</b> <ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>given a number, identify one more and identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>read and write numbers from 1 to 20 in numerals and words one less</li> </ul>	<b>Measurement</b> <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for:               <ul style="list-style-type: none"> <li>lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] o time [for example, quicker, slower, earlier, later]</li> </ul> </li> <li>measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds)</li> <li>recognise and know the value of different denominations of coins and notes</li> <li>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> </ul>	

## Year 2

Autumn	<b>Number and Place Value</b> <ul style="list-style-type: none"> <li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>identify, represent and estimate numbers using different representations, including the number line</li> <li>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>read and write numbers to at least 100 in numerals and in words</li> <li>use place value and number facts to solve problems</li> </ul>	<b>Addition and Subtraction</b> <ul style="list-style-type: none"> <li>solve problems with addition and subtraction:               <ul style="list-style-type: none"> <li>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>applying their increasing knowledge of mental and written methods</li> </ul> </li> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:               <ul style="list-style-type: none"> <li>a two-digit number and ones</li> <li>a two-digit number and tens</li> <li>two two-digit numbers</li> <li>adding three one-digit numbers</li> </ul> </li> <li>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> </ul>		
	Spring	<b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> </ul>	<b>Geometry: Properties of Shape</b> <ul style="list-style-type: none"> <li>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>compare and sort common 2-D and 3-D shapes and everyday objects</li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>write simple fractions for example, <math>\frac{1}{2}</math> of <math>6 = 3</math> and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul>
Summer		<b>Measurement</b> <ul style="list-style-type: none"> <li>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> <li>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>find different combinations of coins that equal the same amounts of money</li> <li>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> <li>compare and sequence intervals of time</li> <li>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</li> <li>know the number of minutes in an hour and the number of hours in a day</li> </ul>	<b>Geometry: Position and Direction</b> <ul style="list-style-type: none"> <li>order and arrange combinations of mathematical objects in patterns and sequences</li> <li>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)</li> </ul>	<b>Statistics</b> <ul style="list-style-type: none"> <li>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>ask and answer questions about totalling and comparing categorical data</li> </ul>

## Year 3

Autumn	Number and Place Value		Addition and Subtraction	
	<ul style="list-style-type: none"> <li>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>compare and order numbers up to 1000</li> <li>identify, represent and estimate numbers using different representations</li> <li>read and write numbers up to 1000 in numerals and in words</li> <li>solve number problems and practical problems involving these ideas</li> </ul>		<ul style="list-style-type: none"> <li>add and subtract numbers mentally, including:               <ul style="list-style-type: none"> <li>a three-digit number and ones</li> <li>a three-digit number and tens</li> <li>a three-digit number and hundreds</li> </ul> </li> <li>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>estimate the answer to a calculation and use inverse operations to check answers</li> <li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul>	
Spring	Multiplication and Division		Fractions	
	<ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which <math>n</math> objects are connected to <math>m</math> objects</li> <li>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (Place Value Objective)</li> </ul>		<ul style="list-style-type: none"> <li>count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>add and subtract fractions with the same denominator within one whole [for example, <math>5/7 + 1/7 = 6/7</math>]</li> <li>compare and order unit fractions, and fractions with the same denominators</li> <li>solve problems that involve all of the above</li> </ul>	
Summer	Geometry: Properties of Shape	Statistics	Measurement	
	<ul style="list-style-type: none"> <li>draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li> <li>recognise angles as a property of shape or a description of a turn</li> <li>identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</li> <li>identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> </ul>	<ul style="list-style-type: none"> <li>interpret and present data using bar charts, pictograms and tables</li> <li>solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables</li> </ul>	<ul style="list-style-type: none"> <li>measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>measure the perimeter of simple 2-D shapes</li> <li>add and subtract amounts of money to give change, using both £ and p in practical contexts</li> <li>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>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, a.m./p.m., morning, afternoon, noon and midnight</li> <li>know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>compare durations of events [for example to calculate the time taken by particular events or tasks]</li> </ul>	

## Year 4

Autumn	Number and Place Value		Addition and Subtraction	
	<ul style="list-style-type: none"> <li>count in multiples of 6, 7, 9, 25 and 1000</li> <li>find 1000 more or less than a given number</li> <li>count backwards through zero to include negative numbers</li> <li>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>order and compare numbers beyond 1000</li> <li>identify, represent and estimate numbers using different representations</li> <li>round any number to the nearest 10, 100 or 1000</li> <li>solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value</li> </ul>		<ul style="list-style-type: none"> <li>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>estimate and use inverse operations to check answers to a calculation</li> <li>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> </ul>	
Spring	Multiplication and Division		Fractions (including decimals)	
	<ul style="list-style-type: none"> <li>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</li> <li>recognise and use factor pairs and commutativity in mental calculations</li> <li>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as <math>n</math> objects are connected to <math>m</math> objects</li> <li>count in multiples of 6, 7, 9, 25 and 1000 (<i>Place Value Objective</i>)</li> </ul>		<ul style="list-style-type: none"> <li>recognise and show, using diagrams, families of common equivalent fractions</li> <li>count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</li> <li>add and subtract fractions with the same denominator</li> <li>recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math></li> <li>find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>round decimals with one decimal place to the nearest whole number</li> <li>compare numbers with the same number of decimal places up to two decimal places</li> <li>solve simple measure and money problems involving fractions and decimals to two decimal places</li> </ul>	
Summer	Measurement	Statistics	Geometry: Properties of Shape	Geometry: Position and Direction
	<ul style="list-style-type: none"> <li>convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>find the area of rectilinear shapes by counting squares</li> <li>estimate, compare and calculate different measures, including money in pounds and pence</li> <li>read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</li> </ul>	<ul style="list-style-type: none"> <li>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> <li>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li> </ul>	<ul style="list-style-type: none"> <li>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>complete a simple symmetric figure with respect to a specific line of symmetry</li> </ul>	<ul style="list-style-type: none"> <li>describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>plot specified points and draw sides to complete a given polygon</li> </ul>