

Barndale House School
Mathematics Scheme of Work
Yearly Overview
Class 2 (Lower Key Stage 2)



Every day is an opportunity to shine

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction				Measurement: Money			Number: Multiplication and Division	
Spring	Number: Multiplication and Division		Statistics		Geometry: Properties of Shape			Number: Fractions			Measurement: Length and Height	Consolidation
Summer	Geometry: Position and Direction			Problem Solving and Efficient Methods		Measurement: Time		Measurement: Mass, Capacity and Temperature			Investigations	

Class 2 (Lower Key Stage 2) - Autumn Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<u>Number: Place Value</u>			<u>Number: Addition and Subtraction</u>					<u>Measurement: Money</u>		<u>Multiplication and Division</u>	
Read and write numbers to at least 100 in numerals and in words			Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100					Recognize and use symbols for pounds (£) and pence (p); combine amounts to make a particular value		Recall and use multiplication and division facts for the 2, 5 and 10 times table, including recognizing add and even numbers	
Recognise the place value of each digit in a two digit number			Add and subtract numbers using concrete objects, pictorial representations, and mentally, including; a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers					Find different combinations of coins that equal the same amounts of money		Calculate mathematical statements for multi[plication and division within the multiplication tables and write them using the multiplication, division and equals sign	
Identify, represent and estimate numbers using different representations including the number line			Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot					Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change		Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts	
Compare and order numbers from 0 up to 100; use <, > and = signs			Solve problems with addition and subtraction; using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods								
Use place value and number facts to solve problems			Recognize and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems							Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	
Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backwards											

Class 2 (Lower Key Stage 2) – Autumn Term – Number: Place Value
Small Steps Skills

P Step 4 and P Step 5	Picks up and puts down single objects - Holds two objects at a time - Puts down an object in order to pick up another - Collects objects that interest them - Enjoys helping an adult count objects - Follows a counting sequence - Enjoys number rhymes and finger games - Joins in actions in number rhymes and finger games - Assists with one-one matching activities - Uses numbers when playing - Holds up a single finger on request - Holds up two fingers on request - Indicates 1 object - Indicates 2 objects - Makes a group one 1 object - Makes groups of 2 - Makes groups of 'lots'
P Step 6 and P Step 7	Joins in rote counting to 10 - Counts up to 5 independently - Points to objects as they count - Counts up to 5 objects - Puts 5 objects out on request - Matches numerals to 5 - Joins in number rhymes - Plays game using dice with 0 to 5 spots - Identifies numerals up to 3 - Names numerals to 5 - Sequences numbers to 5 - Puts quantities onto numerals - Matches numerals to quantities - Compares 2 sets of counters (up to 5) pointing to the group that is; smaller /larger /greater /fewer /more /less
P Step 8	Joins in rote counting - Can rote count to 10 consistently - Counts up to 8 objects correctly - Matches numeral to 10 - Sequence numerals to 8 - Match quantities to 8 - Finds numbers on a number line to 10 - Write numbers to five - Record quantities using numbers 1 to 5 - Sorts numerals from other shapes - Ordinal numbers - first, last, second, third - Plays games using dice with numbers or spots to 10
Step 1a	Joins in number stories and rhymes - points to numbers in surroundings - joins in rote counting to 20 - rote counts to 15 consistently - continues a rote count to 10 from a given number - counts out objects to 10, matching the correct number name to each object - states the last number spoken in a count as the amount in total - recognises numbers to 10 - matches numerals to 20 - orders numbers to 10 - writes numbers to 10 - compares quantities to 10 - puts out quantities to 10 - from a given number to 10 finds number before/after, one more/less
Step 1b	Observes different numbers to 50 - Counts forward from 0 to 20 - Counts an irregular arrangement of up to 20 objects - Counts in ordinal numbers to 10 - Identifies the position of an object using ordinal numbers to 10 th - uses the term last for the final object - realizes the relationship between ordinal and cardinal numbers - finds numbers to 20 on a number line 0 writes numbers to 20 consistently - orders numbers to 20 consistently 0- identifies missing numbers on a number line - identifies the number between two given numbers - counts 20 objects consistently - counts objects/things that cannot be touched to 20
Step 1c	Observes different numbers to 100 - Counts forward from 0 to 50 - Counts in ordinal numbers to 20 - Identifies the position of an object using ordinal numbers to 20 th - Uses the term last for the final object - Realizes the relationship between ordinal and cardinal numbers - Finds numbers to 50 on a number line - writes numbers to 50 consistently - orders numbers to 50 consistently - identifies missing numbers on a number line - identifies the number between two given numbers - counts 50 objects consistently - counts objects/things that cannot be touched to 50
Step 1d	Rote counts to 100 accurately - Joins in rote counting in groups of 10 to 100 - Counts forward from 0 to 100 - Counts backwards from 100 to 0 - Counts forwards and backwards between 2 given numbers up to 100 - Counts on from a given number to 100 - Knows that the numbers in the counting sequence are getting bigger - Reads numbers to 100 - Writes numbers to 100 - Writes phonetically acceptable words for numbers to 20 - Records number of objects - Relates ordinal numbers to cardinal numbers - Relates cardinal numbers to dates - Gives an empty set a value of none or 0 - Uses the terms: more, add, and, score, make, sum, total, altogether, double, less, take away, leave
Step L2	Starts counting at a given number to 100 - Counts forwards and backwards between two given numbers - Places three non-sequential numbers up to 100 in order - Extends a number sequence counting on in twos - Estimates the position of any number up to 100 on a number line or number square - Counts beyond 100 - Writes numbers in words up to 50 - Partitions two digit numbers eg $27 = 20 + 7$

Class 2 (Lower Key Stage 2) - Autumn Term - Number: Addition and Subtraction
Small Steps Skills

P Step 4 and P Step 5	Holds two objects at a time - Communicates 'gone' or 'all gone' - Uses objects with multiple parts - Asks for more of something - Responds to 'give me some...' - Responds to 'find one the same' - Responds to 'show me another...' - Makes groups of 2 - Makes groups of 'lots' - Relates commonly associated objects eg gloves for hands - Picks up more than one object on request - Makes two equal sets - Contrast quantities
P Step 6 and P Step 7	Completes a 3 piece form board - One to one matching - Matches pictures to pictures - Identifies and requests more when there are too few objects to complete 1 to 1 matching - Adds an object to a group and counts how many (up to 5) - Removes an object from a group and counts how many (up to 5)
P Step 8	From a given number to 5 find: the number before/ the number after/ one more/ one less - Add 1 more and count how many to 10 - Remove 1 and count how many left to 10
Step 1a	Using objects to do addition to 10 - Realises that addition means combining two groups - Finds the total number of items in two groups by counting them - is aware of the terms; more/add/make/sum/total/altogether/take away/ leave/how many left/ how many gone - Uses objects to 10 takes away given amount - takes objects away from a group when asked to subtract - Separates sets of up to 20 objects into 2 groups
Step 1b	Separates sets of up to 20 objects into 2 groups - States how many are left when some are taken away - Solves subtraction by counting on - Uses number bonds to 10 - Reads and writes the signs +, - and = - Adds two numbers to make 10 - Subtracts one number from 10 - Counts back using a number line to 20 to find how many left - Counts on to find how many are required - Identifies the operation required to solve simple problems - Knows number bonds to 10
Step L2	Understands that the sum does not change no matter what the objects are called - Creates number stories to 20 - Investigates simple problems - Adds two numbers to make 20 - Subtracts two single digit numbers - Uses concrete and pictorial aids to add two digit numbers to single digits - uses concrete and pictorial aids to subtract one digit numbers from a two digit number - Explains the effect of adding or subtracting zero - Recognises that addition can be done in any order - Recognises that subtraction cannot be done in any order - Uses bonds with related facts to 100 - Can add multiples of 10 - can subtract multiples of 10 - recognises patterns eg $2 + 3 = 5$, $22 + 3 = 25$

Class 2 (Lower Key Stage 2) - Autumn Term - Measurement: Money
Small Steps Skills

P Step 4 and P Step 5	Shows an interest in the coins in an adult's purse - Plays with coins - Goes shopping - Role plays shopping - Sorts coins into silver and copper
P Step 6 and P Step 7	Matches coins - Counts up to 5 1p coins correctly - Sorts coins by colour and size - Plays shop with items valued up to 5p using 1p coins
P Step 8	Match 10 pence using ten 1p coins - Puts out the correct number of coins to 10p
Step 1	Recognises and knows the value of different denominations of coins - Gives equivalent amounts to 20p - adds two numbers to make 20 - Counts in 2s to 100 - Counts in 5s to 100 - Counts in 10s to 100
Step L2	Gives equivalent amounts to 50p - Gives change from 10p and 20p - Understands and uses £ p notation - Totals shopping bills using coins - Places three non-sequential amounts up to £1 in order - Partitions two digit numbers using apparatus if required eg $27 = 20 + 7$

Class 2 (Lower Key Stage 2) - Autumn Term - Number: Multiplication and Division
Small Steps Skills

P Step 4 and P Step 5	Holds two objects at a time - Communicates 'gone' or 'all gone' - Uses objects with multiple parts - Follows counting sequence - Makes groups of 2 - Relates commonly associated objects eg gloves for hands - Brings both shoes when asked - Picks up more than one object on request - Makes two equal sets - Contrast quantities - Makes groups of two - Makes groups of three - Gives to things to each person in a group
P Step 6 and P Step 7	Completes a 3 piece form board - One to one matching - Matches pictures to pictures - Identifies and requests more when there are too few objects to complete 1 to 1 matching - Puts quantities onto numerals - Matches numerals to quantities - Compares 2 sets of counters (up to 5) pointing to the group that is; smaller /larger /greater /fewer /more /less
P Step 8	Shares objects into groups
Step 1	Combines two equal groups - Doubles numbers to 5 - Divides objects between to plates - Creates groups of small quantities eg sharing ten into groups of five, three and two - Shares small quantities into groups - Uses counting on to find a double to 20 - Doubles any number to ten - Places objects in an array - Counts objects in an array - Counts in lots of 2 - Counts in lots of 5 - Counts in lots of 10
Step L2a	Calculates multiplication and division problems with support - Doubles any number to ten - Begins to double numbers to 20

Class 2 (Lower Key Stage 2) - Spring Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<u>Multiplication and Division</u> Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs Solve problems involving multiplication and division, using material, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot		<u>Statistics</u> Interpret and construct simple pictograms, tally charts, block diagrams and simple 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 totaling and comparing categorical data		<u>Geometry: Properties of Shape</u> 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 a 3-D shape Compare and sort common 2-d and 3-D shapes and everyday objects			<u>Number: Fractions</u> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions for example $\frac{1}{2}$ of 6+3 and recognize the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$		<u>Length and Height</u> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); capacity (l/ml); temperature to the nearest appropriate unit, using rulers, scales and measuring vessels Compare and order lengths, mass, volume/capacity, temperature and record the results using >, < and =		Consolidation

Class 2 (Lower Key Stage 2) - Spring Term - Number: Multiplication and Division

P Step 4 and P Step 5	Holds two objects at a time - Communicates 'gone' or 'all gone' - Uses objects with multiple parts - Follows counting sequence - Makes groups of 2 - Relates commonly associated objects eg gloves for hands - Brings both shoes when asked - Picks up more than one object on request - Makes two equal sets - Contrast quantities - Makes groups of two - Makes groups of three - Gives to things to each person in a group
P Step 6 and P Step 7	Completes a 3 piece form board - One to one matching - Matches pictures to pictures - Identifies and requests more when there are too few objects to complete 1 to 1 matching - Puts quantities onto numerals - Matches numerals to quantities - Compares 2 sets of counters (up to 5) pointing to the group that is; smaller /larger /greater /fewer /more /less
P Step 8	Shares objects into groups
Step 1	Combines two equal groups - Doubles numbers to 5 - Divides objects between to plates - Creates groups of small quantities eg sharing ten into groups of five, three and two - Shares small quantities into groups - Uses counting on to find a double to 20 - Doubles any number to ten - Places objects in an array - Counts objects in an array - Counts in lots of 2 - Counts in lots of 5 - Counts in lots of 10
Step L2a	Calculates multiplication and division problems with support - Doubles any number to ten - Begins to double numbers to 20
Step L2b	Recalls doubles to 20 - Recognises odd and even numbers - Recalls multiplication and division facts for the 2 times table - Uses a rectangular array for X2 - Reads and writes the signs for multiply, divide and equals - Writes number statements using the correct sign - Understands division as sharing equally - Understands division as grouping

Class 2 (Lower Key Stage 2) - Spring Term - Statistics
Small Steps Skills

P Step 4 and P Step 5	Picks up and puts down single objects - Holds two objects at a time - Puts down an object in order to pick up another - Collects objects that interest them - Enjoys helping an adult count objects - Follows a counting sequence - Enjoys number rhymes and finger games - Joins in actions in number rhymes and finger games - Assists with one-one matching activities - Uses numbers when playing - Holds up a single finger on request - Holds up two fingers on request - Indicates 1 object - Indicates 2 objects - Makes a group one 1 object - Makes groups of 2 - Makes groups of 'lots'
P Step 6 and P Step 7	Joins in rote counting to 10 - Counts up to 5 independently - Points to objects as they count - Counts up to 5 objects - Puts 5 objects out on request - Matches numerals to 5 - Joins in number rhymes - Plays game using dice with 0 to 5 spots - Identifies numerals up to 3 - Names numerals to 5 - Sequences numbers to 5 - Puts quantities onto numerals - Matches numerals to quantities - Compares 2 sets of counters (up to 5) pointing to the group that is; smaller /larger /greater /fewer /more /less
P Step 8	Uses models or objects to indicate own family - Records data through pictures eg sun/rain - recognizes links between objects eg car/garage, leaf/tree - Names a set of children eg those wearing brown shoes - Completes a tally chart with assistance - Makes a pictogram - Compares data in a pictogram or tally chart - Estimates how many bricks in a container - Estimates how many class mates had breakfast
Step 1	Puts out quantities to 10 - Records data through pictures eg weather information using pictures of the sun and rain
Step L2	Demonstrates an understanding that the number of objects remains the same when they are rearranged providing nothing has been added or taken away - Sorts objects by given criteria - Selects criterion and sorts objects - Observes the use of list, records etc - Extracts simple information from a pictogram or bar graph

Class 2 (Lower Key Stage 2) - Spring Term - Geometry: Properties of Shape
Small Steps Skills

P Step 4 and P Step 5	Handles shapes - Rolls/slides shapes - Presses buttons - Feels textures of surfaces - Builds with bricks - Knocks down bricks - Assembles simple construction materials - Uses, sand, modelling dough and pliable materials - Puts pegs in peg boards - Finds objects that are the same - Finds objects with a specific characteristic eg an object that is green - Matches pairs of objects - Matches objects/picture and pictures/pictures - Sorts by colour - Sorts by function
P Step 6 and P Step 7	Completes a 3 piece form board - Matches 2D shapes - Copies simple line pattern of six bricks, 2 colours - Finds all the circles in a tray of shapes - Puts pegs in a peg board in order of size - Copies a circle shape - Traces large shapes - Places correct shapes in a shape sorter - Matches simple abstract shapes - Selects a specific shape from a collection - Makes geometric shapes with pictures of shapes - Joins dots to draw a square, a triangle - Explores which 3D shapes roll - Makes patterns with 2D shapes - Matches objects according to shape disregarding size - Finds shapes from description eg with straight edges - Finds common attributes
P Step 8	Handles shapes and describes them by number of sides and corners - Copies shapes - Sorts 3D objects - Identifies objects from a choice of 3 - Copies patterns made with 2D shapes - Names objects as same or different
Step 1	Names common 2-D shapes; rectangle/square/circle/triangle - Names common 3-D shapes; cuboid/sphere/cube/pyramid - Recognises common 2-D shapes in objects - Recognises common 3-D shapes in common objects - Recognises 2-D and 3-D shapes in different orientation and size - Creates a range of patterns using shapes - Describes a range of patterns using shapes - matches shapes regardless of size
Step L2	Describes shapes by the number of faces, edges and corners - Recognises shapes they cannot see but can feel - Investigates which 3D shapes roll or slide - Makes pictures using 2D shapes - Creates repeat patterns - Observes shapes in nature - Identifies and describes: pyramids, prisms, hemisphere - Names, draws and describes: square, rectangle, circle, triangle, pentagon, hexagon, decagon - Uses construction equipment to build 3D shapes - Records which 2D shapes were used to build 3D shapes

Class 2 (Lower Key Stage 2) - Spring Term - Fractions
Small Steps Skills

P Step 4 and P Step 5	Holds two objects at a time - Communicates 'gone' or 'all gone' - Uses objects with multiple parts - Follows counting sequence - Makes groups of 2 - Relates commonly associated objects eg gloves for hands - Brings both shoes when asked - Makes groups of two - Makes groups of three - Gives to things to each person in a group
P Step 6 and P Step 7	Completes a 3 piece form board - One to one matching - Matches pictures to pictures - Identifies and requests more when there are too few objects to complete 1 to 1 matching - Puts quantities onto numerals - Matches numerals to quantities - Compares 2 sets of counters (up to 5) pointing to the group that is; smaller /larger /greater /fewer /more /less
P Step 8	Talks about half of something
Step 1	Can halve numbers to 10 - Shares concrete objects between a given number - Attempts to fold paper in half - Colours in half a shape - Colours in quarter of a shape - Uses the term half - Finds half of a set of objects - Finds half of a shape - Shares objects into equal groups - Shares a group of objects into 4 equal parts Uses the term quarter - Colours in quarter of a shape - Divides groups of objects into half
Step L2	Recalls half of any even number to 20 - Recognises, finds and names a half as 1 of 2 equal parts of an object, shape or quantity - Knows two halves make a whole - Finds half a length up to 100 cm - Recognises and writes the symbols $\frac{1}{2}$ and $\frac{1}{4}$ - Identifies halves and quarters of shaded objects - Finds a quarter of a set of objects

Class 2 (Lower Key Stage 2) - Spring Term - Length and Height
Small Steps Skills

P Step 4 and P Step 5	Matches objects by size - Makes choices based on length - Makes choices based on height - Identifies larger/smaller shapes/objects - choice of 2 - Gives the biggest/smallest on request - choice of 2 - Sorts by size - Finds two objects the same size
P Step 6 and P Step 7	Puts objects in lines - Points to big/little, smallest/largest and larger/smaller when asked - Uses language such as; hard/soft, long/short, big/small, thick/thin, wide/narrow, high/low - Orders according to length - Finds 2 rods the same length - Orders 3 objects by size - Sorts by given or own criteria - Finds smallest/largest on request
P Step 8	Finds objects which are longer/shorter than a specified item - Identify the largest/smallest object from a group
Step 1	Uses parts of the body to measure objects eg spans - Uses strides to measure length of a room - Compares length and height - Describes length and height - Estimates height using non-standard units - Uses cubes/matches to measure objects - Compares length of two objects measured with cubes/matches - Solves practical problems involving height and length - Measures with a ruler with support
Step L2	Suggest suitable units to measure an object - Recognise a range of standard measuring tools - Draws along a straight edge - Makes a simple measuring device - Discuss the problems of using non-standard units - Describe objects as longer or shorter than a ruler

Class 2 (Lower Key Stage 2) - Summer Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<u>Position and Direction</u> 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) Order and arrange combinations of mathematical objects in patterns and sequences			Problem solving and efficient methods		<u>Measurement: Time</u> 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 Compare and sequence intervals of time		<u>Measurement: Mass, Capacity and Temperature</u> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature; capacity (l/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring wheels Compare and order length, mass, volume/capacity and record the results using >, < and =			Investigations	

Class 2 (Lower Key Stage 2) - Summer Term - Geometry: Position and Direction
Small Steps Skills

P Step 4 and P Step 5	Takes shapes out of form boards - Puts rings on a peg - Looks for objects that have been hidden - Hammers pegs - Lines up objects - Is aware of object's normal place - Places objects in, out on request - Put shapes in a form board
P Step 6 and P Step 7	Completes a 6 piece form board - Places objects on, under, off, next to, bottom, on top - Understands movement terms; stop, go, up, down, fast, slow - Correctly uses the language up/down, top/bottom, on/off, in/out, high/low, under/over/on, front/back - - Moves forward/backward on request - Moves quickly/slowly on request - Moves an object forward/backward, quickly/slowly on request
P Step 8	Finds some shapes in a picture - Creates patterns from shapes - Places shapes in inset trays - Builds using junk modelling or geometric construction materials - Identifies shapes within objects - Assembles a 10 piece puzzle - Rotates puzzle pieces to fit in place - Moves self through a simple maze - Moves objects through a simple maze
Step 1	Fits shapes into a box - Describes the position of objects in a picture - Place objects where asked eg on top of - In PE moves around the room as requested - Finds items from simple positional and directional clues - Describes movement along a track - Describes how objects move - Uses language of direction; left/right, forwards/backwards - Uses language of position; on top of, under, in front, behind, above, below, near, far, around, up, down, inside, outside - Describe direction of turn using clockwise and anticlockwise - makes whole, half, quarter and three-quarter turns
Step L2	Identifies objects in named position - Describes the position of a feature on a simple map - Recognises that some common objects have corners which are right angles eg books, tables - Follows directions to move in straight lines and turns - Turns clockwise and anticlockwise - Moves a finger along a line describing direction and corners - makes right angles using different materials - Repeats and rotates a shape to create a linear pattern

Class 2 (Lower Key Stage 2) - Summer Term - Measurement: Time
Small Steps Skills

P Step 4 and P Step 5	Demonstrates awareness of whether it is light or dark - Makes objects move faster or slower - Accepts changes in activity during the day - Shows anticipation of favored activities - Recognizes daily routines - Watches sand timer
P Step 6 and P Step 7	Sequences 3 pictures of daily events eg first, breakfast, then go to school - Correctly uses the language before/after, day/night, now/later - Moves objects slowly/quickly on request - Moves self slowly/quickly on request
P Step 8	Sequences 4 pictures of daily events - Uses language for times of the day: morning, afternoon, meal time, bed time, day, night - Rote chants days of the week - Identifies some of the days of the week - Discuss what time key things happen in the day
Step 1	Knows the days of the week in order - Names tomorrow - Names yesterday - Knows in which month their birthday occurs - Says the months of the year in rote - Measures and begins to record time in minutes or seconds - Sequences events in chronological order - Recognises language relating to dates - tells the time to the hour and half hour and draws hands on a clock face - Recognises the difference between clockwise and anticlockwise - Solves practical problems involving time
Step L2	Names the days that make the weekend - Names and sequences the seasons of the year - Relates time of day to events - Solves simple problems related to hours, half hours and quarter hours - Reads hours and half hours on a digital clock - Counts the seconds in time with a clock - States how many hours there are in a day - States how many minutes there are in an hour - States how many seconds there are in a minute - Recites the months of the year - Reads quarter hours on an analogue clock - Estimates how long a familiar task will take

Class 2 (Lower Key Stage 2) - Summer Term - Measurement: Mass, Capacity and Temperature
Small Steps Skills

P Step 4 and P Step 5	Picks up and moves objects - Holds objects in their hands - Fills a container - Stops trying to drink when cup is empty - Stops trying to feed when the plate is empty - Puts stones in water - Understands heavy/light - Interacts with water/sand filling and emptying containers - Pours from one container to another with little spillage - Feels ice, warm liquids, cold liquids, hot foods - Describes temperature in terms of hot and cold
P Step 6 and P Step 7	Compare weight of 2 objects - Uses the language heavy/light - Identifies which container has more/less liquid - Correctly uses language heavy/light, heavier/lighter - From a choice of 2, finds the heavier/lighter object Balances objects on a weighing scales - Correctly uses the language full/empty, more/less - Finds out which container holds the most/the least - Shows awareness of danger when objects are hot - Knows that things melt - Uses comparative terms; hotter/colder, warmer/ cooler - looks at a thermometer
P Step 8	Finds objects which are heavier/lighter than a specified object - Compares containers; which holds more/less - Estimate number of cubes in a container - Count cubes in a container - Knows the sun makes warmth - Explains that ice and snow melt - Compares night and day temperatures
Step 1	Uses a balance to find out which object is heavier - Weighs an object using non-standard units eg cubes - Compares weight and size - Compares mass/weight - Describes mass/weight - Uses term; heavy, light, heavier than/lighter than - Measures and begins to record mass and weight using standard units with support - Puts 4 containers in order of size - calculates capacity using non-standard units - Compares and describes capacity and volume - Uses terms; full, empty, more then, less than, half, half full, quarter - Records their measurements of volume/capacity in terms of the units used eg cups - Begins to use containers to compare capacity - Names some objects that can be hot/cold - Compares the temperature of water using their hands/feet
Step L2	Suggests suitable units to weigh an object or measure capacity - Becomes aware of standard units for weight - Recognises some standard units used to measure capacity - Observes weather - Lists where they may see objects being weighed - Discusses different types of scales - Handles and discusses objects that weigh more or less than a kilogram - Lists liquids that come in standard measures - Identifies containers that hold more or less than a litre - Lists equipment that heats or cools food and objects