



Spring Meadow Nursery and Infant School

Mathematics scheme of work 2014

Block F: Measurement (suggested time - 2 weeks)

<p>EYFS Shape, space and measure 40 - 60 + months</p>	<ul style="list-style-type: none"> <li>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>• Selects a particular named shape.</li> <li>• Can describe their relative position such as 'behind' or 'next to'.</li> <li>• Orders two or three items by length or height.</li> <li>• Orders two items by weight or capacity.</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>• Uses everyday language related to time.</li> <li>• Beginning to use everyday language related to money.</li> <li>• Orders and sequences familiar events.</li> <li>• Measures short periods of time in simple ways.</li> </ul> <p><b>Early Learning Goal - Shape, space and measure</b>  <b>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</b>  <i>They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</i></p>
	<p><i>Notes:</i>  Objectives in black show what is relevant to this block  Related parts of the Early Learning Goal are in bold</p>

<p>Year 1</p>	<p><b>Autumn</b></p> <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]</li> <li>➢ time [for example, quicker, slower, earlier, later]</li> </ul> </li> <li>• measure and begin to record the following: <ul style="list-style-type: none"> <li>➢ lengths and heights</li> <li>➢ mass/weight</li> <li>➢ capacity and volume</li> <li>➢ time (hours, minutes, seconds)</li> </ul> </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 draw the hands on a clock face to show these times.</li> </ul>
	<p><b>Spring</b></p> <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]</li> <li>➢ time [for example, quicker, slower, earlier, later]</li> </ul> </li> <li>• measure and begin to record the following: <ul style="list-style-type: none"> <li>➢ lengths and heights</li> <li>➢ mass/weight</li> <li>➢ capacity and volume</li> <li>➢ time (hours, minutes, seconds)</li> </ul> </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 <u>and the half hour</u> and draw the hands on a clock face to show these times.</li> </ul>
	<p><b>Summer</b></p> <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]</li> <li>➢ time [for example, quicker, slower, earlier, later]</li> </ul> </li> <li>• measure and begin to record the following: <ul style="list-style-type: none"> <li>➢ lengths and heights</li> <li>➢ mass/weight</li> <li>➢ capacity and volume</li> <li>➢ time (hours, minutes, seconds)</li> </ul> </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 the half hour and draw the hands on a clock face to show these times.</li> </ul>
	<p><i>Notes:</i> Any underlining indicates progression of the objective from one term to another</p>

**Block F: Measurement**

Year 2	<p><b>Autumn</b></p> <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 (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels - <i>start by recognising measurements as more, less or the same</i></li> <li>compare and order lengths, mass, volume/capacity</li> <li>tell and write time including quarter past/to the hour and draw the hands on a clock face to show these times</li> <li>compare and sequence intervals of time</li> </ul> <p><b>Spring</b></p> <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 (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels - start to read scales to nearest labelled unit</li> <li>compare and order lengths, mass, volume/capacity <u>and record the results using &gt;, &lt; and =</u></li> <li>tell and write the time to five minutes past and to an 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 the day</li> </ul> <p><b>Summer</b></p> <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 (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels - start to read scales to nearest labelled unit</li> <li>compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> <li>tell and write the time to five minutes past and 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 the day</li> </ul>
	<p><i>Notes:</i>  Any underlining indicates progression of the objective from one term to another  Italics indicates optional objectives that are <u>not</u> in the new curriculum but we have kept</p>

Year 3	<p><b>Autumn</b></p> <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>• estimate and read time with increasing accuracy to the nearest minute <u>past</u> an hour and record using digital format and draw the hands on a clock face to show these times;</li> <li>• use vocabulary such as o'clock, a.m./p.m.</li> </ul> <p><b>Spring</b></p> <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>• estimate and read time with increasing accuracy to the nearest minute <u>past and to</u> an hour and record using digital format and draw the hands on a clock face to show these times; use vocabulary such as o'clock, a.m./p.m.</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>• 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> <p><b>Summer</b></p> <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>• estimate and read time with increasing accuracy to the nearest minute <u>past and to</u> an hour and record using digital format and draw the hands on a clock face to show these times; use vocabulary such as o'clock, a.m./p.m.</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>• 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>
	<p><i>Notes:</i></p>