



# Kenmore Park Infant & Nursery School



## Maths Progression

### EYFS

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Nursery Skills	To talk about what happened today, yesterday and tomorrow. To count out a group of up to 5 objects.	To count out a group of up to 10 objects. To compare and order objects according to their weight.	To count out a group of up to 10 objects. Identify common shapes in the environment.	To identify, describe and compare groups of objects. To compare and order objects according to their weight and distance.	To find one more/less than a given number under 10. Practical addition One less/ two less using number lines Practical subtraction Language related to time	To order numbers to 15 To name and describe 2d shapes. To compare and order objects according to their size and distance.
	Nursery Knowledge	To learn a range of number songs. To say number names to 5 in order. To know that time can be measured using days.	To say number names to 10 in order. To learn vocabulary linked to describing weight.	To name simple 2d shapes. To say number names to 10 in order. To know that objects need to be counted one at a time.	To use the language of more and less to compare amounts. To know that numbers can be ordered. To learn vocabulary linked to describing weight and distance.	To learn vocabulary linked to describing time. To know that subtraction means taking an amount away from a group. To be able to say number names forwards and backwards from 10.	To learn vocabulary linked to describing size and distance. To be able to say number names forwards and backwards from 15.
	Reception Skills	I can match and sort objects.  I can compare amounts.  I can explore and describe patterns.	I can recognise numbers to 5.  I can order numbers to 5 and 10	I can recognise numbers to 10.  I can reliably count out up to 10 objects.	I can recall some number bonds to 5.  I can recall doubling facts to 5.	I can recall number bonds to 5.  I can recall related subtraction facts to 5. (Inverse number bonds)	I can share a group of objects fairly, recognise odd and even numbers.  I can talk about and identify (tens and units).

			<p>I can compare quantities up to 10 and write how many there are.</p> <p>I can find different ways to make numbers up to 5.</p>	<p>I can write numbers to 10.</p> <p>I can recall some number bonds to 5.</p> <p>I can recall doubling facts to 5.</p> <p>I can order numbers to 20.</p> <p>I can use the word 'less' to compare quantities.</p>	<p>I can share a group of objects fairly.</p> <p>I can use the word 'more, less, equal/ same' to compare quantities</p>	<p>I can recall doubling facts to 10.</p>	
Reception Knowledge	<p>To know that objects can be sorted by size, shape, colour etc.</p> <p>To know that amounts can be compared by quantity, size and capacity.</p> <p>To understand concepts of patterns in the environment e.g. number patterns or shape patterns.</p>	<p>To understand ordinality and cardinality.</p> <p>To understand number composition.</p>	<p>To know that objects need to be counted with 1:1 correspondence.</p> <p>To understand ordinality and cardinality.</p> <p>To understand number composition</p> <p>To have an understanding of 2 digit numbers and how they need to be written.</p> <p>To know to use correct mathematical terms to compare amounts.</p>	<p>To know that number 5 can be made in different ways.</p> <p>To know that 3 and 2, 1 and 4, 5 and 0, make 5.</p> <p>To know the subtraction facts for number bonds to 5.</p> <p>To know what double is – 2 of the same number/amount.</p> <p>To know what equal means – same number/amount.</p> <p>To understand what more/less mean by pointing to the right amount.</p>	<p>To know that 3 and 2, 1 and 4, 5 and 0, make 5.</p> <p>To know the subtraction facts for number bonds to 5, showing this in solving practical problems.</p> <p>To know that 5 and 5, 6 and 4, 7 and 3, 8 and 2, 9 and 1 make 10.</p> <p>To understand that they can swap the numbers and the result is the same. ( in number bonds)</p>	<p>To know that 3 and 2, 1 and 4, 5 and 0, make 5.</p> <p>To know the subtraction facts for number bonds to 5, showing this in solving practical problems.</p> <p>To know that 5 and 5, 6 and 4, 7 and 3, 8 and 2, 9 and 1 make 10.</p> <p>To understand that they can swap the numbers and the result is the same. ( in number bonds)</p>	<p>To know that even numbers can be made of pairs and the odd ones can not (have always one left out – the odd one)</p> <p>To know that doubles are even numbers.</p> <p>To know that sharing fairly means giving the same number.</p> <p>To know that 1 in numbers 11 to 19 stands for a group of 10.</p> <p>To use 10-frame to make nos 10-20</p> <p>To recite numbers to 20 in order.</p> <p>To verbally count beyond 20.</p>

# WRM - Year 1 – Scheme of Learning

# Year 1 – 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	
<p><b>Number: Place Value – Block 1</b></p> <p>Count to <b>ten</b>, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to <b>10</b> in numerals and words.</p> <p>Given a number, identify one more or one less.</p> <p>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.</p> <p><b>Small steps</b></p> <ul style="list-style-type: none"> <li>Sort Objects</li> <li>Count Objects</li> <li>Count objects from a larger group</li> <li>Represent objects</li> <li>Recognise numbers as words</li> <li>Count on from any number</li> <li>1 more</li> <li>Count backwards within 10</li> <li>1 less</li> <li>Compare groups by matching</li> <li>Fewer, more, same</li> <li>Less than, greater than, equal to</li> <li>Compare numbers</li> <li>Order objects and numbers</li> <li>The numberline</li> </ul>					<p><b>Number: Addition and Subtraction - Block 2</b></p> <p>Represent and use number bonds and related subtraction facts <b>within 10</b></p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one digit numbers <b>to 10</b>, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> <p><b>Small steps</b></p> <ul style="list-style-type: none"> <li>Introduce parts and wholes</li> <li>Part-whole model</li> <li>Write number sentences</li> <li>Fact families - addition facts</li> <li>Number bonds within 10</li> <li>Systematic number bonds within 10</li> <li>Number bonds to 10</li> <li>Addition - add together</li> <li>Addition - add more</li> <li>Addition problems</li> <li>Find a part</li> <li>Subtraction - find a part</li> <li>Fact families - the eight facts</li> <li>Subtraction - take away/crossing out (How many left?)</li> <li>Subtraction - take away (How many left?)</li> <li>Subtraction on a number line</li> <li>Add or subtract 1 or 2</li> </ul>					<p><b>Geometry: Shape – Block 3</b></p> <p>Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)</p> <p>Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)</p> <p><b>Small steps</b></p> <ul style="list-style-type: none"> <li>Recognise and name 3-D shapes</li> <li>Sort 3-D shapes</li> <li>Recognise and name 2-D shapes</li> <li>Sort 2-D shapes</li> <li>Patterns with 2-D and 3-D shapes</li> </ul>		<p>C</p> <p>O</p> <p>N</p> <p>S</p> <p>O</p> <p>L</p> <p>I</p> <p>D</p> <p>A</p> <p>T</p> <p>I</p> <p>O</p> <p>N</p>

# WRM - Year 1 – Scheme of Learning

# Year 1 – 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
<p><b>Number: Place Value – Block 4</b> Count to <b>twenty</b>, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers to <b>20</b> in numerals and words. Given a number, identify one more or one less. 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.</p> <p><b>Small steps</b></p> <ul style="list-style-type: none"> <li>Count within 20</li> <li>Understand 10</li> <li>Understand 11, 12 and 13</li> <li>Understand 14, 15 and 16</li> <li>Understand 17, 18 and 19</li> <li>Understand 20</li> <li>1 more and 1 less</li> <li>The number line to 20</li> <li>Use a number line to 20</li> <li>Estimate on a number line to 20</li> <li>Order numbers to 20</li> </ul>			<p><b>Number: Addition and Subtraction – Block 5</b> Represent and use number bonds and related subtraction facts within 20  Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.  Add and subtract one-digit and two-digit numbers to 20, including zero.  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></p> <p><b>Small steps</b></p> <ul style="list-style-type: none"> <li>Add by counting on within 20</li> <li>Add ones using number bonds</li> <li>Find and make number bonds to 20</li> <li>Doubles</li> <li>Near doubles</li> <li>Subtract ones using number bonds</li> <li>Subtraction - counting back</li> <li>Subtraction - finding the difference</li> <li>Related facts</li> <li>Missing number problems</li> </ul>			<p><b>Place Value – Block 6</b> Count to <b>50</b> forwards and backwards, beginning with 0 or 1, or from any number.  Count, read and write numbers to <b>50</b> in numerals.  Given a number, identify one more or one less.  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.</p> <p><b>Count in multiples of twos, fives and tens.</b></p> <p><b>Small steps</b></p> <ul style="list-style-type: none"> <li>Count from 20 to 50</li> <li>20, 30, 40 and 50</li> <li>Count by making groups of tens</li> <li>Groups of tens and ones</li> <li>Partition into tens and ones</li> <li>The number line to 50</li> <li>Estimate on a number line to 50</li> <li>1 more, 1 less</li> </ul>		<p><b>Measurement: Length and Height – Block 7</b> Measure and begin to record lengths and heights.  Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</p> <p><b>Small steps</b></p> <ul style="list-style-type: none"> <li>Compare lengths and heights</li> <li>Measure length using objects</li> <li>Measure length in centimetres</li> </ul>		<p><b>Measurement: Mass and Volume – Block 8</b> Measure and begin to record mass/weight, capacity and volume.  Compare, describe and solve practical problems for 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]</p> <p><b>Small steps</b></p> <ul style="list-style-type: none"> <li>Heavier and lighter</li> <li>Measure mass</li> <li>Compare mass</li> <li>Full and empty</li> <li>Compare volume</li> <li>Measure capacity</li> </ul>	

# WRM - Year 1 – Scheme of Learning

# Year 1 – 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	
<p><b><u>Number: Multiplication and Division – Block 1</u></b> Count in multiples of twos, fives and tens.</p> <p>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.</p> <p><b><u>Small steps</u></b></p> <ul style="list-style-type: none"> <li>Count in 2s</li> <li>Count in 10s</li> <li>Count in 5s</li> <li>Recognise equal groups</li> <li>Add equal groups</li> <li>Make arrays</li> <li>Make doubles</li> <li>Make equal groups - grouping</li> <li>Make equal groups - sharing</li> </ul>			<p><b><u>Number: Fractions – Block 2</u></b> Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</p> <p>Compare, describe and solve practical problems for: 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]</p> <p><b><u>Small steps</u></b></p> <ul style="list-style-type: none"> <li>Recognise a half of an object or a shape</li> <li>Find a half of an object or a shape</li> <li>Recognise a half of a quantity</li> <li>Find a half of a quantity</li> <li>Recognise a quarter of an object or a shape</li> <li>Find a quarter of an object or a shape</li> <li>Recognise a quarter of a quantity</li> </ul>		<p><b><u>Geometry: position and direction</u></b> <b><u>Describe position, direction and movement, including whole, half, quarter and three quarter turns – Block 3</u></b></p> <p><b><u>Small steps</u></b></p> <ul style="list-style-type: none"> <li>Describe turns</li> <li>Describe position - left and right</li> <li>Describe position - forwards and backwards</li> <li>Describe position - above and below</li> <li>Ordinal numbers</li> </ul>	<p><b><u>Number: Place Value – Block 4</u></b> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 100 in numerals.</p> <p>Given a number, identify one more and one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.</p> <p><b><u>Small steps</u></b></p> <ul style="list-style-type: none"> <li>Count from 50 to 100</li> <li>Tens to 100</li> <li>Partition into tens and ones</li> <li>The number line to 100</li> <li>1 more, 1 less</li> <li>Compare numbers with the same number of tens</li> <li>Compare any two numbers</li> </ul>	<p><b><u>Measurement: Money – Block 5</u></b> Recognise and know the value of different denominations of coins and notes.</p> <p><b><u>Small steps</u></b></p> <ul style="list-style-type: none"> <li>Unitising</li> <li>Recognise coins</li> <li>Recognise notes</li> <li>Count in coins</li> </ul>	<p><b><u>Measurement: Time – Block 6</u></b> Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]</p> <p>Measure and begin to record time (hours, minutes, seconds)</p> <p><b><u>Small steps</u></b></p> <ul style="list-style-type: none"> <li>Before and after</li> <li>Days of the week</li> <li>Months of the year</li> <li>Hours, minutes and seconds</li> <li>Tell the time to the hour</li> <li>Tell the time to the half hour</li> </ul>				<p>C</p> <p>O</p> <p>N</p> <p>S</p> <p>O</p> <p>L</p> <p>I</p> <p>D</p> <p>A</p> <p>T</p> <p>I</p> <p>O</p> <p>N</p>

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p><b><u>Number: Place Value - Block 1</u></b>                      Read and write numbers to at least 100 in numerals and in words.</p> <p>Recognise the place value of each digit in a two digit number (tens, ones)</p> <p>Identify, represent and estimate numbers using different representations including the number line.</p> <p>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</p> <p>Use place value and number facts to solve problems.</p> <p>Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.</p> <p><b><u>Small steps</u></b></p> <ul style="list-style-type: none"> <li>• Numbers to 20</li> <li>• Count objects to 100 by making 10s</li> <li>• Recognise tens and ones</li> <li>• Use a place value chart</li> <li>• Partition numbers to 100</li> <li>• Write numbers to 100 in words</li> <li>• Flexibly partition numbers to 100</li> <li>• Write numbers to 100 in expanded form</li> <li>• 10s on the number line to 100</li> <li>• 10s and 1s on the number line to 100</li> </ul>				<p><b><u>Number: Addition and Subtraction – Block 2</u></b>                      Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>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.</p> <p>Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>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.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p><b><u>Small steps</u></b></p> <ul style="list-style-type: none"> <li>• Fact families – Addition and subtraction bonds to 20</li> <li>• Check calculations</li> <li>• Compare number sentences</li> <li>• Related facts</li> <li>• Bonds to 100 (tens)</li> <li>• Add and subtract 1s</li> <li>• 10 more and 10 less</li> <li>• Add and subtract 10s</li> <li>• Add a 2-digit and 1-digit number – crossing ten</li> <li>• Subtract a 1-digit number from a 2-digit number – crossing ten</li> </ul>				<p><b><u>Geometry- properties of shape – Block 3</u></b>                      Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p><b><u>Small steps</u></b></p> <ul style="list-style-type: none"> <li>• Recognise 2-D and 3-D shapes</li> <li>• Count sides on 2-D shapes</li> <li>• Count vertices on 2-D shapes</li> <li>• Draw 2-D shapes</li> <li>• Lines of symmetry on shapes</li> <li>• Use lines of symmetry to complete shapes</li> <li>• Sort 2-D shapes</li> <li>• Count faces on 3-D shapes</li> <li>• Count edges on 3-D shapes</li> <li>• Count vertices on 3-D shapes</li> <li>• Sort 3-D shapes</li> <li>• Make patterns with 2-D and 3-D shapes</li> </ul>			

<ul style="list-style-type: none"><li>• <i>Estimate numbers on a number line</i></li><li>• <i>Compare objects</i></li><li>• <i>Compare numbers</i></li><li>• <i>Order objects and numbers</i></li><li>• <i>Count in 2s, 5s and 10s</i></li><li>• <i>Count in 3s</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Add two 2-digit numbers – not crossing ten – add ones and add tens</i></li><li>• <i>Add two 2-digit numbers – crossing ten – add ones and add tens</i></li><li>• <i>Subtract a 2-digit number from a 2-digit number – not crossing ten</i></li><li>• <i>Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and tens</i></li><li>• <i>Bonds to 100 (tens and ones)</i></li><li>• <i>Add three 1-digit numbers</i></li></ul>	
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# WRM - Year 2 – Scheme of Learning

# Year 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	
<p><b>Measurement: Money – Block 4</b> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>Find different combinations of coins that equal the same amounts of money.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p><b>Small steps</b></p> <ul style="list-style-type: none"> <li>Count money - pence</li> <li>Count money - pounds (notes and coins)</li> <li>Count money - pounds and pence</li> <li>Choose notes and coins</li> <li>Make the same amount</li> <li>Compare amounts of money</li> <li>Calculate with money</li> <li>Make a pound</li> <li>Find change</li> <li>Two-step problems</li> </ul>	<p><b>Multiplication and Division – Block 5</b> Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</p> <p>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p><b>Small steps</b></p> <ul style="list-style-type: none"> <li>Recognise equal groups</li> <li>Make equal groups</li> <li>Add equal groups</li> <li>Introduce the multiplication symbol</li> <li>Multiplication sentences</li> <li>Use arrays</li> <li>Make equal groups – grouping</li> <li>Make equal groups – sharing</li> <li>The 2 times-table</li> <li>Divide by 2</li> <li>Doubling and halving</li> <li>Odd and even numbers</li> <li>The 10 times-table</li> <li>Divide by 10</li> <li>The 5 times-table</li> </ul>					<p><b>Measurement: length and height – Block 6</b> Choose and use appropriate standard units to estimate and measure <u>length/height in any direction (m/cm)</u>; mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, <u>using rulers, scales, thermometers and measuring vessels</u></p> <p><u>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</u></p> <p><b>Small steps</b></p> <ul style="list-style-type: none"> <li>Measure in centimetres</li> <li>Measure in metres</li> <li>Compare lengths and heights</li> <li>Order lengths and heights</li> <li>Four operations with lengths and heights</li> </ul>		<p><b>Measurement: Mass, Capacity and Temperature – Block 7</b> 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</p> <p>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p> <p><b>Small steps</b></p> <ul style="list-style-type: none"> <li>Compare mass</li> <li>Measure in grams</li> <li>Measure in kilograms</li> <li>Four operations with mass</li> <li>Compare volume and capacity</li> <li>Measure in millilitres</li> <li>Measure in litres</li> <li>Four operations with volume and capacity</li> <li>Temperature</li> </ul>				



- Divide by 5
- The 5 and 10 times-tables

## WRM - Year 2 – Scheme of Learning

## Year 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
<p><b>Number – fractions – Block 1</b></p> <p>Recognise, find, name and write fractions 13, 14, 24 and 34 of a length, shape, set of objects or quantity.</p> <p>Write simple fractions for example, 12 of 6 = 3 and recognise the equivalence of 24 and 12.</p> <p><b>Small steps</b></p> <ul style="list-style-type: none"> <li>• Introduction to parts and whole</li> <li>• Equal and unequal parts</li> <li>• Recognise a half</li> <li>• Find a half</li> <li>• Recognise a quarter</li> <li>• Find a quarter</li> <li>• Recognise a third</li> <li>• Find a third</li> <li>• Find the whole</li> <li>• Unit fractions</li> <li>• Non-unit fractions</li> <li>• Recognise the equivalence of a half and two quarters</li> <li>• Recognise three-quarters</li> <li>• Find three-quarters</li> <li>• Count in fractions up to a whole</li> </ul>			<p><b>Measurement: Time – Block 2</b></p> <p>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.</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p> <p>Compare and sequence intervals of time.</p> <p><b>Small steps</b></p> <ul style="list-style-type: none"> <li>• O'clock and half past</li> <li>• Quarter past and quarter to</li> <li>• Tell time past the hour</li> <li>• Tell time to the hour</li> <li>• Tell the time to 5 minutes</li> <li>• Minutes in an hour</li> <li>• Hours in a day</li> </ul>			<p><b>Statistics – Block 3</b></p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Ask and answer questions about totalling and comparing categorical data.</p> <p><b>Small steps</b></p> <ul style="list-style-type: none"> <li>• Make tally charts</li> <li>• Tables</li> <li>• Block diagrams</li> <li>• Draw pictograms (1-1)</li> <li>• Interpret pictograms (1-1)</li> <li>• Draw pictograms (2, 5 and 10)</li> <li>• Interpret pictograms (2, 5 and 10)</li> </ul>		<p><b>Position and Direction – Block 4</b></p> <p>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).</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences</p> <p><b>Small steps</b></p> <ul style="list-style-type: none"> <li>• Language of position</li> <li>• Describe movement</li> <li>• Describe turns</li> <li>• Describe movement and turns</li> <li>• Shape patterns with turns</li> </ul>		<p>C</p> <p>O</p> <p>N</p> <p>S</p> <p>O</p> <p>L</p> <p>I</p> <p>D</p> <p>A</p> <p>T</p> <p>I</p> <p>O</p> <p>N</p>	

