



Planning overview

(We aim to teach in a creative way and to ensure that pupils make connections with maths and the wonder of the world, therefore teachers will pick objectives to fit with other areas of the curriculum. The organisation is for guidance purposes and progression).

Measurement

	Autumn Term	Spring Term	Summer Term
Y1 Skills- measurement: apply, estimate, connect, use, solve, interpret, conjecture, analyse, investigate, conclude.			
	Knowledge	Knowledge	Knowledge
1	1. compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] 2. mass/weight [for example, heavy/light, heavier than, lighter than] 3. measure and begin to record. 4. recognise and know the value of different denominations of coins and notes	1. compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 2. sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] 3. recognise and use language relating to dates, including days of the week, weeks, months and years 4. measure and begin to record. 5. recognise and know the value of different denominations of coins and notes.	1. compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] 2. measure and begin to record 3. solve problems with money.



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	Autumn Term	Spring Term	Summer Term
Y2 Skills- measurement: apply, estimate, connect, use, solve, interpret, conjecture, analyse, investigate, conclude.			
	Knowledge	Knowledge	Knowledge
2	1. 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 2. know the number of minutes in an hour and the number of hours in a day. 3. compare and sequence intervals of time. 4. recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.	1. choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); using rulers and scales. 2. find different combinations of coins that equal the same amounts of money 3. solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	1. choose and use appropriate standard units to estimate and measure temperature (°C); capacity (litres/ml) to the nearest appropriate unit, scales, thermometers and measuring vessels.

	Autumn Term	Spring Term	Summer Term
Y3 Skills- measurement: apply, estimate, connect, use, solve, interpret, conjecture, analyse, investigate, conclude.			
	Knowledge	Knowledge	Knowledge
3	1. measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) 2. measure the perimeter of simple 2-D shapes 3. add and subtract amounts of money to give change, using both £ and p in practical contexts	1. tell and write the time from an analogue clock and 12-hour and 24-hour clocks. 2. 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. 3. know the number of seconds in a minute and the number of days in each month, year and leap year	1. tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. 2. compare durations of events [for example to calculate the time taken by particular events or tasks].



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Y4 Skills- measurement: apply, estimate, connect, use, solve, interpret, conjecture, analyse, investigate, conclude.			
	Knowledge	Knowledge	Knowledge
4	1. find the area of rectilinear shapes by counting squares 2. measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	1. Convert between different units of measure [for example, kilometre to metre; hour to minute] 2. read, write and convert time between analogue and digital 12- and 24-hour clocks 3. solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	1. perimeter can be expressed algebraically as $2(a + b)$ where a and b are the dimensions in the same unit.

	Autumn Term	Spring Term	Summer Term
Y5 Skills- measurement: apply, estimate, connect, use, solve, interpret, conjecture, analyse, investigate, conclude.			
	Knowledge	Knowledge	Knowledge
5	1. convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) 2. solve problems involving converting between units of time	1. understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. 2. measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. 3. calculate and compare the area of rectangles (including squares), and including using standard	1. estimate volume [for example, using 1 cm ³ blocks to build cuboids (including cubes)] and capacity [for example, using water] 2. pupils calculate the perimeter of rectangles and related composite shapes, including using the relations of perimeter or area to find unknown lengths. Missing measures questions such as these can be expressed algebraically, for example $4 + 2b = 20$ for a rectangle of sides 2 cm and b cm and perimeter of 20cm.



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		units, square centimetres (cm ²) and square metres (m ²) and estimate the area of irregular shapes	
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	Autumn Term	Spring Term	Summer Term
Y6 Skills- measurement: apply, estimate, connect, use, solve, interpret, conjecture, analyse, investigate, conclude.			
	Knowledge	Knowledge	Knowledge
6	1.convert between miles and kilometres 2. solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate	1.recognise that shapes with the same areas can have different perimeters and vice versa recognise when it is possible to use formulae for area and volume of shapes 2.calculate the area of parallelograms and triangles	1.calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm ³) and cubic metres (m ³), and extending to other units [for example, mm ³ and km ³].