

Start Date:		Pupil:			Class Teacher:		
By this point, children should be able to:		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Milestone 1	Milestone 1 By this point, children should be able to:						
	Use resources to show, or find examples of, horizontal, vertical, parallel and perpendicular lines						
	Build 3D skeleton shapes, relating these to named 3D shapes and shapes in their everyday environment						
	Describe the properties of 3D shapes in different orientations, and consider the number of faces, vertices and edges						
	Move objects, or themselves, to show their understanding of an angle as a description of a turn						
	Show how the number of right angle turns relates to a half, three-quarters and full turn						
	Manipulate resources to make and order right angles and angles greater, or less than, a right angle						
	Recognize angles in 2D shapes and relate these to the properties of regular and irregular shapes						
Milestone 2	Use sorting diagrams to organise 2D or 3D shapes according to criteria they have chosen, and explain their reasoning						
	Tell times to the nearest minute, both past and to, shown on analogue clocks						
	Discuss differences and similarities between digital and analogue clocks including analogue clocks with Roman numerals, and explain how they display the time						
	Say times shown on a 12-hour digital clock						
	Calculate a given number of minutes earlier and later than times shown on a 12-hour digital clock						
	Use terms such as midday, midnight, a.m. and p.m. to explain how time progresses and is labelled in a 24 hour day						
	Find and compare durations of time across 24 hours, including times starting at half past the hour						
	Compare and order units of time, and know the number of seconds in a minute, minutes in an hour and hours in a day						
	Recall, or know how to work out, the number of days in each month and the number of days in a year, or leap year						
Build 3D skeleton shapes, relating these to named 3D shapes and shapes in their everyday environment							
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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Milestone 3	By this point, children should be able to:						
	Show understanding of metres, centimetres and millimetres, by making sensible estimates of lengths using suitable units						
	Convert between metres and centimetres, and centimetres and millimetres						
	Solve real-life measure problems by adding and subtracting lengths, including those given in mixed units						
	Measure accurately to calculate the perimeter of rectangular shapes						
	Complete tally charts and pictograms to collect and present data, then discuss their findings						
	Use mathematical apparatus to model and discuss the relationship between the values of 1p, 10p and £1 coins						
	Make given amounts of money up to £10, using the fewest coins and/or notes						
	Calculate the total of two prices given in pounds and pence, and discuss their strategy e.g. adjusting, rounding						
	Decide if goods are affordable, given a certain budget, and calculate the change they should receive						
Milestone 4	Use a dial weighing scale to measure individual amounts in 100g increments, up to 5kg						
	Recognize equivalences between g and kg, e.g. 1000 g = 1 kg, 500 g = 1/2 kg, 250 g = 1/4 kg						
	Find the total mass of two or more items and the difference in mass between items						
	Interpret word problems involving mass, modelling with weights or other apparatus, as appropriate						
	Recall that there are 1000 ml in 1 l and know, or work out, the volume of 1/2 l, 1/4 l and 3/4 l in ml						
	Understand the term capacity and make sensible estimates of volumes of liquid held in different containers						
	Measure out a precise volume of liquid using the scale on a jug or other scaled vessel						
	Solve capacity word problems, e.g. "What is the total volume of...?", and "How much is left if I pour out...?"						
	Present data that they have collected in tables and scaled bar charts						
	Notice patterns in tables and bar charts, e.g. "the difference between the most and least popular is..."						
	Identify positions on a grid, using letter/number grid references e.g. D6						
	Describe movements on a grid with increasing accuracy, e.g. forward 2, left 1, down 3						