

Maths Progression Framework – Measures
(Italics – Roseberry added objectives)

Using Measures						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) 	Choose and use appropriate standard units to estimate and measure, to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels: <ul style="list-style-type: none"> length/height in any direction (m/cm) mass (kg/g) temperature (°C) capacity (litres/ml) 	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	Estimate, compare and calculate different measures	Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints	Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
<i>To begin to use the vocabulary related to measures within continuous provision. For example:</i> <ul style="list-style-type: none"> <i>order at least three objects and begin to state which is shorter, longer etc</i> <i>order at least three capacities and begin to state an awareness of the capacity of each container e.g. most full, half full, least full empty etc...</i> <i>compare items showing an awareness of mass e.g. heaviest, lightest</i> <i>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</i> 	Compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] 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] time [for example, quicker, slower, earlier, later] 	Compare and order lengths, mass, volume/capacity and record the results using >, < and =	Compares like-measures (mm and cm) and begins to understand the relationship between a range of different units including: <p><i>mm, cm, m</i></p> <p><i>ml and L</i></p> <p><i>g and KG</i></p>	Convert between different units of measure [for example, kilometre to metre; hour to minute]	Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)	Convert between miles and kilometres
					Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
Money						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>To begin to recognise and name the value of different denominations of coins (1p, 2p, 5p, 10p, 20p, 50p, £1)(Found in continuous provision)</i>	Recognise and know the value of different denominations of coins and notes	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value	Add and subtract amounts of money to give change, using both £ and p in practical contexts	Estimate, compare and calculate with money in pounds and pence		
		Find different combinations of coins that equal the same amounts of money				
		Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	Solve simple problems using in a concrete, pictorial and written context involving addition and subtraction of money of the same unit, including giving change	Solve problems in a concrete, pictorial and written context involving multiplication and division of money of the same unit, including giving change	Use all four operations to solve problems involving money	
Time						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>To begin to understand the vocabulary of time throughout the school day. For example dinner time, home time, o'clock.</i>	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	Compare and sequence intervals of time	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			
<i>Sequence events in chronological order using language, for example before and after, next, first, today, yesterday, tomorrow, morning, afternoon, evening.</i>						
<i>To begin to recognise and use language relating to dates, including days of the week, weeks, months and years.</i>	Recognise and use language relating to dates, including days of the week, weeks, months and years	Know the number of minutes in an hour and the number of hours in a day.	Know the number of seconds in a minute and the number of days in each month, year and leap year			
	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	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	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	Read, write and convert time between analogue and digital 12- and 24-hour clocks		
			Compare durations of events [for example to calculate the time taken by particular events or tasks].	Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	Solve Problems involving converting between units of time.	

Perimeter, Area and Volume

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Measure the perimeter of simple 2-D shapes	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	Recognise that shapes with the same areas can have different perimeters and vice versa
				Find the area of rectilinear shapes by counting squares	Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm ²) and square metres (m ²) and estimate the area of irregular shapes	Recognise when it is possible to use formulae for area and volume of shapes
						Calculate the area of parallelograms and triangles
					Estimate volume [for example, using 1 cm ³ blocks to build cuboids (including cubes)] and capacity [for example, using water]	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].