## Examples of what children should be able to do, in relation to each (boxed) Programme of Study statement

**compare, describe and solve practical problems for:**

* **lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)**
* **mass or weight (e.g. heavy/light, heavier than, lighter than)**
* **capacity/volume (full/empty, more than, less than, quarter)**
* **time (quicker, slower, earlier, later)**
* Use their experience of standard units to make realistic estimates, answering questions such as:
	+ Is the table taller or shorter than a metre?
	+ Is this doll taller or shorter than one of the class rulers?
	+ Does this bottle hold more or less than the litre jug?
	+ Which of these things do you think will weigh less than a kilogram?

**measure and begin to record the following:**

* **lengths and heights**
* **mass/weight**
* **capacity and volume**
* **time (hours, minutes, seconds)**
* Use standard units to measure and compare objects. For example, they place metre sticks end-to-end to find out how much wider the hall is than the classroom. They use a litre jug to measure how much more the washing-up bowl holds than the cola bottle.

**recognise and know the value of different denominations of coins and notes**

* Distinguish coins by sorting them and start to understand their value. They begin to recognise that some coins have a greater value than others, and will buy more: for example, 2p is worth more than 1p; 5p is worth more than 2p; £2 is worth more than £1. They play money games and collect 1p or 2p coins to the value of 10p and begin to count up ‘how much this is altogether’. They extend their activities in the classroom shop, paying for items that cost 1p, 3p, 5p, 7p or 9p using only 2p coins, and receiving the appropriate amount of change in 1p coins. They use coins to help them to respond to questions such as:
	+ Michael had £5. He spent £3. How much did he have left?
	+ Rosie had a 10p coin. She spent 3p. How much change did she get?
	+ How much altogether is 1p and 2p and 5p?
	+ Sunita spent 5p and 6p on toffees. What did she pay altogether?
	+ Chews cost 2p each. How much do three chews cost?
	+ An apple costs 12p. Which two coins would pay for it? What combinations of 3 coins would pay for it?

**sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening**

* Continue to develop the concept of time in terms of time passing and sequencing events in familiar story or day-to-day routines.
	+ They use terms such as morning, afternoon and evening, yesterday and tomorrow.
	+ They learn to order the days of the week and learn that weekend days are Saturday and Sunday.
	+ They listen to stories and rhymes about time, such as The Very Hungry Caterpillar or The Bad-Tempered Ladybird by Eric Carle, Monster Monday by Susanna Gretz or Hard Boiled Legs by Michael Rosen and Quentin Blake.

**recognise and use language relating to dates, including days of the week, weeks, months and years**

* order the months of the year and make a 12-page classroom calendar with pictures of each month, writing significant events underneath, such as Divali, Pancake Day or Midsummer’s Day, or the dates of their birthdays.

**tell the time to the hour and half past the hour and draw the hands on a clock face to show these times**

* Read time to the hour and half hour on a clock with hands and recognise half past the hour in day-to-day routines. They use time lines or clocks to help them to respond to questions such as:
	+ It’s half past seven. What time will it be in four hours’ time? What time was it two hours ago?
	+ John went to the park at 9 o’clock. He left at half past eleven. How long was he at the park?

## Non-Statutory Guidance

The pairs of terms: mass and weight, volume and capacity, are used interchangeably at this stage.

Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (e.g. counting) and continuous (e.g. liquid) measurement, to using manageable common standard units.

In order to become familiar with standard measures, pupils begin to use measuring tools such as a ruler, weighing scales and containers.

Pupils use the language of time, including telling the time throughout the day, first using o’clock and then half past.