



Bierton CE Combined School
Maths Curriculum Map: Measurement



Progression of knowledge & skills

Year 1	Year 2	Year 3
<p><u>N.C. Link</u></p> <ul style="list-style-type: none">• compare, describe and solve practical problems for:• 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]• 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)• recognise and know the value of different denominations of coins and notes• sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]• recognise and use language relating to dates, including days of the week, weeks, months and years• tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	<p><u>N.C. Link</u></p> <ul style="list-style-type: none">• 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• compare and order lengths, mass, volume/capacity and record the results using >, < and =• recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value• 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• compare and sequence intervals of time• 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• know the number of minutes in an hour and the number of hours in a day	<p><u>N.C. Link</u></p> <ul style="list-style-type: none">• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)• measure the perimeter of simple 2-D shapes• add and subtract amounts of money to give change, using both £ and p in practical contexts• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks• 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, am/pm, morning, afternoon, noon and midnight• know the number of seconds in a minute and the number of days in each month, year and leap year• compare durations of events [for example, to calculate the time taken by particular events or tasks]



Bierton CE Combined School
Maths Curriculum Map: Measurement

<p><u>When is this topic taught in our school?</u> Spring: Week 3-5 (total 1 and a half weeks) Summer: Week 5: Time (total 1 and a half weeks) Summer: Week 7: Money (total 1 week) Summer: Week 8: Volume and capacity (total 1 week) Summer: Week 9: Mass (total 1 week)</p>	<p><u>When is this topic taught in our school?</u> Autumn: Weeks 10-11: Length (total 2 weeks) Spring: Weeks 1-2: Mass and temperature (total 2 weeks) Spring: Weeks 6-7: Money (total 2 weeks) Summer: Weeks 5-8: Time and volume (total 3 weeks)</p>	<p><u>When is this topic taught in our school?</u> Spring: Weeks 1-2: Length (total 2 weeks) Spring: Week 3: Mass (total 1 week) Spring: Weeks 4-5: Volume (total 2 weeks) Spring: Week 7-9: Money (total 2 weeks) Spring: Week 9-12: Time (total 3 weeks) Summer: Week 10-11: Perimeter (total 2 weeks)</p>
<p><u>Curriculum Prioritisation:</u></p>	<p><u>Curriculum Prioritisation:</u></p>	<p><u>Curriculum Prioritisation:</u></p>
<p align="center">Year 4</p>	<p align="center">Year 5</p>	<p align="center">Year 6</p>
<p align="center"><u>N.C. Link</u></p> <ul style="list-style-type: none"> • convert between different units of measure [for example, kilometre to metre; hour to minute] • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares • estimate, compare and calculate different measures, including money in pounds and pence • read, write and convert time between analogue and digital 12- and 24-hour clocks • solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days 	<p align="center"><u>N.C. Link</u></p> <ul style="list-style-type: none"> • convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre] • understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes 	<p align="center"><u>N.C. Link</u></p> <ul style="list-style-type: none"> • solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate • 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 3 decimal places • convert between miles and kilometres • 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 • calculate the area of parallelograms and triangles



Bierton CE Combined School
Maths Curriculum Map: Measurement

	<ul style="list-style-type: none"> estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] solve problems involving converting between units of time use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling 	<ul style="list-style-type: none"> calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]
<p>When is this topic taught in our school? Spring: Week 8: Time (total 1 week) Summer: Week 1-2: Money (total 2 weeks) Summer: Week 3-6: Mass, Volume and Length (total 3 weeks) Summer: Week 6-7: Area of figures (total 2 weeks)</p>	<p>When is this topic taught in our school? Spring: Week 1-2: Measurements (total 2 weeks) Spring: Week 10-11: Area and Perimeter (total 2 weeks) Summer: Week 6: Volume (total 1 week)</p>	<p>When is this topic taught in our school? Spring: Week 1-2: Measurements (total 2 weeks) Spring: Week 10-11: Area and perimeter (total 2 weeks) Summer: Week 6: Volume (total 1 week)</p>
<p>Curriculum Prioritisation:</p>	<p>Curriculum Prioritisation:</p>	<p>Curriculum Prioritisation:</p>
<p>Cultural Capital opportunities</p>		
<p>Year 5 – Space – Hidden Figures (Black Mathematicians) Year 6 – WW2 – Alan Turing and the enigma code</p>		
<p>Achievement for All</p>		
<p>As stated in our vision and pedagogy, at Bierton CE Combined School, we aspire for all children to achieve and ‘keep up’ rather than ‘catch up’. In order to promote this, we implement a range of strategies throughout the school.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Live marking and feedback within each lesson identifies children who require support and clarification of misconceptions Pre-teaching interventions at the start of the school day Interventions during the school day Focused support in class Additional opportunities provided to help children make connections and consolidate their learning Continued use of concrete manipulatives to embed core facts 		



Bierton CE Combined School
Maths Curriculum Map: Measurement

Opportunities beyond the National Curriculum

- Children in Early Years and Key Stage 1 have access to Numbots.
- Children in Year 2 begin to use Times Table Rock Stars in the Spring Term.
- Children in Key Stage 2 have access to Numbots and Times Table Rock Stars.
- Maths Medley / Fun with Numbers after school clubs offer enrichment activities.
- Maths No Problem provides 'white space' days to explore topics in further detail.
- Cross-curricular opportunities provided in other subjects (e.g. statistics in Science and topic).
- Children throughout the school celebrate Number Day
- Challenges provided throughout the year to promote enthusiasm and engagement.
- Year 6 children participate in Young Enterprise.

Please refer to our long term plan for reference to possible alterations for when certain objectives will be taught.