**Step 2 and 3 – Measurement**

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| **Curriculum Statement** | **Step 2** |  | **Curriculum Statement** | **Step 3** |
| Sequence events in chronological order using language | I can describe events in the right order. |  | Compare and sequence intervals of time | I can find differences in time that are less than 1 hour. |
| Recognise and use language relating to dates, including days of the week, weeks, months and years. | I can say today’s date using the day and the month. |  | Know the number of minutes in an hour and the number of hours in a day | I can say how many minutes there are in an hour, and how many hours there are in a day. |
| Tell the time to the hour and half past the hour and draw hands on a clock face to show these times | I can tell the time to quarter past and to. |  | Tell and write the time to five minutes, including quarter past/to the hour and draw hands on a clock face to show these times. | I can read the time to five minutes and show these times on a clock. |
| Measure and begin to record time (hours, minutes, seconds) | I can measure time, and record these measurements. |  | Record the time on an analogue clock in words. | I can write down the times shown on a clock. |
| Compare, describe and solve practical problems for time | I can solve and talk about practical problems involving time. |  | Calculate time intervals and develop a sense of the length of different units of time. | I can make sensible estimates of how long something will last. |
| Recognise and know the value of different denominations of coins and notes | I can choose the right coins to pay for an item of a small value, and know when I need to get change. |  | Recognise and use symbols for pounds (£) and pence (p) | I can choose the right coins to make an amount in pounds and pence, and use £ and p to write it down. |
| Begin to handle coins and become familiar with coins up to 20 pence | I can sort coins up to 20p, and show different combinations that are worth the same, for example two 1ps is the same as 2p. |  | Combine amounts of money to make a particular value including different combinations of coins that equal the same amount of money | I can solve problems involving money, including how to make the same amount using different coins. |
|  |  |  | Solve simple problems in a practical context involving addition and subtraction of money of the same unit including giving change. | I can solve problems where I need to add amounts of money and work out change. |
| Use non-standard units to measure length, mass and capacity | I can use different equipment to measure objects, for example, how many paces long is the room or how many cubes balance the weight of a book. |  | Compare and order measurements and record the results using < > and = as well as simple multiples | I can order measurements by size, using < > and =. |
| Measure and begin to record lengths and heights, mass/weight, capacity and volume | I can use standard units to measure length, mass and capacity, and record these measurements. |  | Choose and use appropriate standard units to estimate and measure length/height (m/cm), mass (g/Kg), temperature (°C), capacity (ml/l) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. | I can read scales on different measuring equipment and use them to estimate and measure length, mass, capacity and temperature. |
| Compare, describe and solve practical problems for lengths, heights, mass or weight, and capacity/volume | I can solve problems using measurements of length, mass and capacity that I understand. |  | Solve problems involving comparing measures of length, mass and capacity, | I can solve problems comparing measurements of length, mass and capacity |