Being a Mathematician 2021 (SSM)

	F2	Yr. 1	Yr.2
SKILLS			
Measure	Orders two or three items by length or height. Orders two items by weight or capacity. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways.	Compare, describe and solve practical problems for lengths and heights (for example long/short, longer/shorter, tall/short, double/half) mass/weight capacity and volume (for example, full/empty, more than, less than, half full, quarter) time (for example quicker, slower, earlier, later) Measure and begin to record the following: 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 (before/after, next, first, today, yesterday, tomorrow, morning, afternoon, evening Recognize 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.	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (0 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 = Recognize and use symbols for pounds and pence: 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.

Geometry – properties of shape	Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models.	Recognise and name common 2-D and 3-D shapes including: 2-D shapes {for example, rectangles (including squares)' circles and triangles} 3-D shapes {for example cuboids (including cubes), pyramids and spheres}.	Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes {for example, a circle on a cylinder and a triangle on a pyramid} Compare and sort common 2-D and 3-D shapes and everyday objects.
Geometry – Position and direction	Can describe their relative position such as '*behind*' or '*next to*'.	Describe position, direction and movement including whole, half, quarter and three quarter turns.	Order and arrange combinations of mathematical objects in patterns and sequences Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)
Statistics			Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the number of objects in each category and soring the categories by quantity.

			Ask and answer questions about totalling and comparing categorical data.
KEY KNOWLEDGE	Shape names . To measure fairly you need to use the same units. That maths is all around us.	Knows the difference between standard and non-standard units of measure. Knows there are different ways to measure the passing of time.	Can use relevant units of measurement to match the job.
Key Vocabulary	Days of the week. Before, after, next, morning, afternoon, night, day. Big, bigger, small, smaller, smallest, Tall, tallest, short, shortest, Heavier, heaviest, lightest, Full, empty, half full. Side, corner, edge, 2d, 3d Key shapes Repeating pattern. In front of, behind, next to, under, over.	Long, longer, longest, short, shorter, shortest, heavy, light, empty, full, less than, more than, quicker, slower, earlier, later, hour, minute, second, half past, o'clock Over, under, underneath, above, below, top, bottom, side, on, in, outside, inside around, in front, behind, front, back, before, after, beside, next to, opposite, apart, between, middle, edge, centre, corner, position Group, sort, 2d, 3d cube, cuboid, pyramid, sphere, cone, cylinder, circle, triangle, square, shape flat, curved, straight, round, hollow, solid, corner (point, pointed) face, side, edge	Estimate, mass, temperature, volume, capacity, value, equivalent, combination, quarter past, quarter to. Rotation Clockwise, anticlockwise Straight line Ninety degree turn, right angle Size Bigger, larger, smaller Symmetrical, line of symmetry Fold Match Mirror line, reflection Pattern, repeating pattern
Links with Learning Powers	Being resourceful – choosing and using equipment. Problem solving. Reciprocity – opportunities to work in groups. Explain to others as a sign of deeper level learning. Sharing equipment and ideas. Reflective – thinking of other ways, justifying and explaining, applying mental facts, considering the ideas of others. What if… Resilience – Sticking with the problem, ensure children are given the chance for challenging learning. Finding other methods.		