| Stage 2 -Topic Programme of Study Objectives <br> DALE PRIM SCHOOL | Comment |
| :---: | :---: |
| Measurement - Length, Mass, Capacity, Temperature |  |
| Choose and use appropriate standard units to estimate and measure length and height in any direction ( m and cm ) |  |
| Compare and order and order measures using <,> and = |  |
| Choose and use appropriate standard units to estimate and measure mass (kg, g) |  |
| Choose and use appropriate standard units to estimate and measure capacity (I and ml ) |  |
| Choose and use appropriate standard units to estimate and measure temperature ( ${ }^{\circ} \mathrm{C}$ ) |  |
| Measurement - Time |  |
| Tell and write the time to five minutes including quarter past and quarter to and draw hands on a clock to show these times |  |
| Compare and sequence intervals of time |  |
| Know the number of minutes in an hour and how many hours there are in one day |  |
| Measurement - Money |  |
| Recognise and use symbols for pounds (£) and pence (p) |  |
| Combine amounts of money 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 |  |
| Geometry - Shape |  |
| Identify and describe the properties of 2D shapes (including number of sides and line symmetry in a vertical line) |  |
| Identify and describe the properties of 3D shapes (including number of edges, vertices and faces) |  |
| Identify 2D shapes on the surface of 3D shapes (e.g. a circle on a cylinder and a triangle on a pyramid) |  |
| Compare and sort 2D and 3D shapes and everyday objects |  |
| Geometry - Co-ordinates / Translation |  |
| 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 $1 / 4,1 / 2$ and $3 / 4$ turns (clockwise and anticlockwise) |  |
| Order and arrange combinations of mathematical objects in patterns and sequences |  |
| Statistics |  |
| Interpret and construct simple pictograms, tally charts, block diagrams and simple tables |  |
| Ask and answers simple questions by counting the number of objects in each category and sorting the categories by quantity |  |
| Ask and answer questions about totalling and comparing categorical data |  |

