

Long term plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place Value			Number Addition and subtraction		Measurement Length and mass		Number Fractions	Number Multiplication and division		Geometry Shape	
Spring	Number Place Value		Statistics	Measurement Time		Number Fractions		Number Addition and subtraction		Geometry Position and direction		Measurement Capacity
Summer	Number Place Value		Number Multiplication and division		Measure Money		Statistics	Number Addition and subtraction		Number Fractions		Measurement Time

Medium term planning

Term 1 Place Value and addition and subtraction, length and mass		
Year 1 objectives	Year 2 objectives	Assessment – performance descriptors
Number- Place Value Show amounts in different ways	Number – place value to at least 100	Year 1 <ul style="list-style-type: none"> Read, write (numerals) and represent using models images, numbers to 100

<p>(pictorially, using objects, numberlines) To read and write numerals to 100 To find numbers on a numberline and 100 square. Count amounts of objects in 1s,2s,5s and 10s' (including counting 1ps, 5ps 10ps) Count forwards and backwards from any number. Count across 100 Find one more or less.</p>	<p>To make estimates. To show numbers using equipment. To read and write numerals to 100. Recognise the place value of each digit in a two digit number (tens, ones) To find numbers on a numberline and 100 square. Count in steps of 2, 3 , 5 and 10 from 0 forwards and backwards Use place value and number facts to solve problems.</p>	<ul style="list-style-type: none"> • Count forwards and backwards in ones across 100 and from any number in twos, fives and tens. • Find one more or less than a given number <p>Year 2</p> <ul style="list-style-type: none"> • Understand place value to 100 • Count in steps of 2, 3 and 5 from 0 and in tens from any number forward and backward
<p>Number - Addition and Subtraction Know number pairs with a total of 10, e.g. 3 + 7, or what to add to a single-digit number to make 10, e.g. 3 + \square = 10 number pairs with totals to 20 To know addition and subtraction facts within 10 facts for totals to at least 5, e.g. 2 + 3, 4 + 3, 6-2</p>	<p>Number – addition and subtraction To know addition and subtraction bonds to 20. To know addition and subtraction bonds of multiples of 10 to 100. To derive and use related facts up to 100 Addition and subtraction of - A two-digit number and ones</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • Represent and use number bonds and related subtraction facts within 20 <p>Year 2</p> <ul style="list-style-type: none"> • Derive new facts to 100 from known facts to 20 • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> ○ a two-digit number and ones ○ a two-digit number and tens ○ two two-digit numbers ○ adding three one-digit numbers

<p>To know doubles for all numbers to at least 20, e.g. $8 + 8$ Reorder numbers when adding, e.g. put the larger number first To add by counting on. To subtract by counting back. To add more than 2 numbers</p> <p>To read and write mathematical statements using +, - and =</p> <p>To find missing numbers in a range of contexts e.g money, measures, time. To solve one-step addition and subtraction problems. (practically and pictorially)</p>	<p>- A two-digit number and tens</p> <p>- Adding three one-digit numbers</p> <p>Reorder when adding Use knowledge of pairs making ten. Bridge through 10 To understand that addition can be done in any order and that subtraction can not To check answers using inverse operations. To find missing numbers (using knowledge of inverse e.g I know $11+9=20$ so $20- ? = 9$)</p> <p>To solve one-step addition and subtraction problems in a range of contexts. (practically and pictorially)</p>	
<p>Measure - Length and mass Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> ➤ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] 	<p>Measure - Length and mass Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) and mass (kg/g) to the nearest appropriate unit,</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Use language to compare and order length and mass • Solve practical problems by: <ul style="list-style-type: none"> ➤ measuring using non- standard units ➤ measuring and beginning to record using standard units <p>Year 2</p> <ul style="list-style-type: none"> • Using m/cm; kg/g;

<ul style="list-style-type: none"> ➤ mass/weight [for example, heavy/light, heavier than, lighter than] <p>measure and begin to record the following:</p> <ul style="list-style-type: none"> ➤ lengths and heights ➤ mass/weight 	<p>using rulers and scales.</p> <p>Compare and order length and mass and record the results using >, < and =.</p>	<ul style="list-style-type: none"> ➤ choose and use ➤ estimate and measure to nearest unit ➤ compare, order and record length, mass, = , <, >
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Term 2 measurement fractions, multiplication and division, shape		
Year 1 objectives	Year 2 objectives	Assessment – performance descriptors
<p>Number – fractions</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p>Number – fractions</p> <p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Recognise, find and name halves and quarters of shapes and quantities <p>Year 2</p> <ul style="list-style-type: none"> • Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity • Recognise simple equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
<p>Number –multiplication and division</p> <p>To count in multiples of 2,5 and</p>	<p>Number – multiplication and division</p> <p>To recall multiplication and division</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Use concrete objects to solve one step problems in multiplication and division using concrete objects, numbers and quantities <p>Year 2</p>

<p>10s. To double a number. To halve a number. To use arrays to show numbers. To solve simple multiplication and division problems using 2's 5's and 10's in a range of contexts (practically and pictorially) To describe a puzzle or problem (acting out, using equipment, telling a partner) Set the solution in the context of the problem.</p>	<p>facts for 2,5 and 10 multiplication tables. To understand that halving is division by 2 and doubling is multiplication by 2. To double and halve multiples of 10 To double and halve 2 digit numbers. To recognise multiples of 2, 5 and 10. To recognise odd and even numbers. To make connections between tables. To use maths words and symbols to describe multiplication and division (sets of, equal groups, arrays, divide, multiply)</p>	<ul style="list-style-type: none"> • Recall and use multiplication and division facts for 2s, 5s and 10s • Calculate mathematical statements using the multiplication (x), division (÷) and equals (=) signs • Show that multiplication is commutative and division is not • Recognise that multiplication is the inverse of division and vice versa • Solve problems, in different contexts, using materials, arrays, repeated addition, mental methods and multiplication and division facts
<p>Geometry – Identifying shapes and their properties To name common 2D and 3D shapes. To visualise and describe 2D and 3D shapes. To know the vocabulary of shape</p>	<p>Geometry – Identifying shapes and their properties To name 2D and 3D shapes. To visualise and describe 2D and 3D shapes. To draw shapes using straight lines. To find lines of symmetry in a</p>	<p>Year 1</p> <ul style="list-style-type: none"> • 2D and 3D shapes <ul style="list-style-type: none"> ➤ name and recognise common shapes <p>Year 2</p> <ul style="list-style-type: none"> • 2D and 3D shapes <ul style="list-style-type: none"> ➤ identify and describe including vertical symmetry in 2D shapes

<p>(in order to identify properties) To recognise shapes in different orientations and sizes. To sort and classify shapes. To explore properties of shapes (practically) To know how shapes are similar to each other. Solving problems To describe and make shape patterns and decide whether patterns follow a given rule. To solve shape problems in a practical contexts.</p>	<p>vertical line. To identify the properties of 2D and 3D shapes (practically) To explore how 3D shapes are made from 2D shapes. To use precise vocabulary related to shapes. Comparing and classifying To sort and classify shapes Solving problems To solve shape problems in a range of contexts.</p>	<p>➤ compare and sort</p> <ul style="list-style-type: none"> • Order and arrange patterns and sequences
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Term 3 number, place value, statistics and time.		
Year 1 objectives	Year 2 objectives	Assessment – performance descriptors
<p>Number- Place Value To show numbers using 10s and 1s Count across 100 Count forwards and back from any number. .Read and write number to 20 in numerals and words.</p>	<p>Number- Place Value To show numbers using equipment 10s and 1s/ To read and write numbers to 100 in numerals and words Count in steps of 2,3 and 5 from 0. Count in 10s from any number. Use <> and = to compare numbers.</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Read, write (numerals) and represent using models images, numbers to 100 • Count forwards and backwards in ones across 100 and from any number in twos, fives and tens. • Find one more or less than a given number • Write numbers to twenty in numerals and words <p>Year 2</p> <ul style="list-style-type: none"> • Understand place value to 100

<p>Use maths words to compare amounts – fewer most least more etc. To make estimates To order numbers on a numberline and 100 square</p>	<p>Identifying presenting and estimating numbers To make estimates To order numbers to 100 (position on numberline and 100 square) To know what each digit in a number represents in a 2 digit number.</p> <ul style="list-style-type: none"> To partition numbers in different ways (for example, $23 = 20 + 3$ and $23 = 10 + 13$) <p>To solve problems involving place value</p>	<ul style="list-style-type: none"> Count in steps of 2, 3 and 5 from 0 and in tens from any number forward and backward Compare and order numbers to 100 and use $<$, $>$ and $=$ signs
<p>Place value To solve problems involving counting. Read and write numbers 1 to 20 in words. (answer questions – how many children prefer...) To show numbers using pictures and equipment. (tallies, blocks representing things e.g. one green block means one vegetarian meal)</p>	<p>Statistics To read a simple bar/tally/chart and tables (including many to one ratios) To ask and answer simple questions from bar/tally/chart and tables. To collect data and prepare it for presenting. To construct simple bar/tally/chart and tables.</p>	<p>Year 2</p> <ul style="list-style-type: none"> 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 sorting the categories by quantity ask and answer questions about totalling and comparing categorical data
<p>Measurement – time</p>	<p>Measurement – time</p>	<p>Year 1</p>

<p>To compare and describe time using words such as, earlier later. Sequence events in logical order. To know the days of the week and months of the year. To measure time using manageable standard units. e.g. seconds To begin to measure time using hours, minutes and seconds. To tell the time (O clock and half past) To solve practical problems involving time.</p>	<p>To compare and describe time (using simple multiples – twice as long, half as long) To order times. To compare times (how much later/earlier) To tell, show and write the time (to 5 minutes, quarter to and quarter past) To know how many minutes in an hour and hours in a day To solve practical problems involving time.</p>	<ul style="list-style-type: none"> • Use language to compare and order time. • Solve practical problems involving measuring and recording times. • To tell the time to nearest hour and half hour. <p>Year 2</p> <ul style="list-style-type: none"> • Tell the time to nearest 5 minutes (analogue)
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Term 4 fractions, addition and subtraction, position and direction capacity		
Year 1 objectives	Year 2 objectives	Assessment – performance descriptors
<p>Fractions To find half (of shapes, objects and quantities) To understand that a quarter is one whole divided into 4 equal parts. To find a quarter (of shapes, objects and quantities) To solve simple practical</p>	<p>Fractions To count in fractions (halves and quarters) up to 10 To position fractions on a numberline. To write and name fractions. To understand that fractions are equal parts of a whole.</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Recognise, find and name halves and quarters of shapes and quantities <p>Year 2</p> <ul style="list-style-type: none"> • Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity • Recognise simple equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

<p>problems involving fractions (practically and pictorially) To combine halves and quarters to make wholes.</p>	<p>To find fractions unit fractions (of shapes, measures, objects, quantities) To find $\frac{3}{4}$ (of shapes, measures, objects, quantities) Equivalence To find equivalent fractions. Solving problems involving fractions To solve simple practical problems involving fractions in a range of contexts.</p>	
<p>Addition and subtraction To add and subtract one-digit and two-digit numbers to 20, including zero. To find the difference between 2 numbers. Add any single-digit number to or from a multiple of 10, e.g. $60 + 5$ To double numbers To partition: double and adjust, e.g. $5 + 6 = 5 + 5 + 1$ read and write mathematical statements using +, - and =</p> <ul style="list-style-type: none"> To find missing numbers 	<p>Addition and subtraction. To know addition and subtraction bonds of multiples of 10 to 100. To derive and use related facts up to 100 Addition and subtraction of Two two-digit numbers (using equipment) Adding three one-digit numbers Partition and combine multiples of tens and ones. Partition : count on or back in tens and ones to find total or difference Bridge through 10 Written methods To develop a written method for adding and subtracting (supported</p>	<p>Year 1</p> <ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ <p>Year 2</p> <ul style="list-style-type: none"> Derive new facts to 100 from known facts to 20 Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers Understand that addition is commutative and that subtraction is not

<p>in a range of contexts e.g money, measures, time.</p> <ul style="list-style-type: none"> To solve one-step addition and subtraction problems. (practically and pictorially) 	<p>by equipment).</p> <p>To understand that addition can be done in any order and that subtraction can not</p> <p>To check answers using inverse operations.</p> <p>To find missing numbers (using knowledge of inverse e.g I know $11+9=20$ so $20- ? = 9$)</p> <p>To solve one-step addition and subtraction problems in a range of contexts. (practically and pictorially)</p>	<ul style="list-style-type: none"> Use inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems Solve problems involving numbers, quantities and measures
<p>Geometry</p> <p>To describe position. (near, far, top, bottom, on top of, below etc)</p> <p>To describe direction. (forwards, backwards, left, right, up, down, clockwise and anti- clockwise.</p> <p>To make whole, half and quarter turns.</p> <p>To investigate objects which turn.</p> <p>To turn clockwise and anticlockwise</p> <p>Solving problems</p> <p>To solve practical problems using</p>	<p>Geometry</p> <p>To describe position on a grid</p> <p>To describe direction. (forwards, backwards, left, right, clockwise and anti- clockwise)</p> <p>To recognise right angles.</p> <p>To make whole, half, quarter and three quarter turns. (clockwise and anticlockwise) and their equivalence, e.g 2 quarter turns make a half turn.</p> <p>Solving problems</p> <p>To solve practical problems using position and directions e.g follow and construct simple routes,</p>	<p>Year 1</p> <ul style="list-style-type: none"> Use language of position, direction and movement <p>Year 2</p> <ul style="list-style-type: none"> Order and arrange patterns and sequences Use mathematical language of position, direction and movement

position and directions e.g follow and construct simple routes, describe location.	describe location..	
<p>Measurement –capacity</p> <p>To compare and describe capacity using words such as long empty, full, less than half full, quarter.</p> <p>To measure and begin to record capacity using non- standard units.</p> <p>To begin to measure capacity using manageable standard units – litres.</p> <p>To solve practical problems involving capacity.</p>	<p>Measurement- capacity</p> <p>To describe capacity using simple multiples – twice as full, half as full)</p> <p>To compare and order capacity using < > and =</p> <p>To measure to the nearest appropriate unit (litres/ml)</p> <p>Use appropriate measuring equipment.</p> <p>To solve practical problems capacity.</p>	<p>Year 1</p> <p>Use language to compare and order mass; capacity.</p> <p>Solve practical problems by:</p> <p>measuring using non- standard units</p> <p>measuring and beginning to record using standard units</p> <p>Year 2</p> <p>Using litres/ml;</p> <ul style="list-style-type: none"> ➤ estimate and measure to nearest unit ➤ compare, order and record le capacity using = ,<, >

Term 5 place value, multiplication and division, money.		
Year 1 objectives	Year 2 objectives	Assessment – performance descriptors
<p>Place value</p> <p>To compare and order numbers (position numberline and 100 square)</p> <p>Use maths words to compare amounts (and numbers) fewer, most, more than etc.</p>	<p>Place value</p> <p>To know what each digit in a 2-digit number represents.</p> <p>To read and write numerals correctly.</p> <p>To partition numbers in different ways – $23 = 20+3$ $23= 10+13$</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Read, write (numerals) and represent using models images, numbers to 100 • Count forwards and backwards in ones across 100 and from any number in twos, fives and tens. • Find one more or less than a given number • Write numbers to twenty in numerals and words <p>Year 2</p> <ul style="list-style-type: none"> • Understand place value to 100

<p>Count forwards and backwards from any number. Count across 100 Count amounts of objects in 1s,2s,5s and 10s' (including counting 1ps, 5ps 10ps)</p>	<p>To count in 2, 3, 5 and 10 to solve problems. To solve problems involving place value.</p>	<ul style="list-style-type: none"> Count in steps of 2, 3 and 5 from 0 and in tens from any number forward and backward Compare and order numbers to 100 and use <, > and = signs
<p>Year 1 multiplication and division To count in multiples of 2,5 and 10s. To double a number. To halve a number. To use arrays to show numbers. To solve simple multiplication and division problems using 2's 5's and 10's in a range of contexts (practically and pictorially)</p>	<p>Year 2 multiplication and division Read, write and calculate mathematical statements using \div, \times and $=$ To multiply by adding several sets of the same number. To divide by subtracting sets of the same amount To represent number as several sets of the same amount (using equipment such as numicon, on numberlines, arrays) To understand that multiplication can be done in any order and that division can not. To solve simple multiplication and division problems in a range of contexts (practically and pictorially)</p>	<p>Year 1</p> <ul style="list-style-type: none"> Use concrete objects to solve one step problems in multiplication and division using concrete objects, numbers and quantities <p>Year 2</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for 2s, 5s and 10s Calculate mathematical statements using the multiplication (\times), division (\div) and equals ($=$) signs Show that multiplication is commutative and division is not Recognise that multiplication is the inverse of division and vice versa Solve problems, in different contexts, using materials, arrays, repeated addition, mental methods and multiplication and division facts.
<p>Year 1 money To recognise and know the value of coins and notes.</p>	<p>Year 2 money To recognise and use symbols for £ and p.</p>	<p>Year 1</p> <ul style="list-style-type: none"> Recognise coins and notes <p>Year 2</p>

<p>Make amounts to 20p. To solve practical problems involving money.</p>	<p>To combine coins and notes to make a given value. To calculate change. To solve practical problems money and giving change.</p>	<ul style="list-style-type: none"> • Using £/p • find combinations and solve practical problems- + and – including change
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Term 6 statistics, addition and subtraction, fractions and time.

<p>Year 1 – place value To solve problems involving counting. Read and write numbers 1 to 20 in words. (answer questions – how many children prefer...) To show numbers using pictures and equipment. (tallies, blocks representing things e.g. one green block means one vegetarian meal)</p>	<p>Year 2 – 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 sorting the categories by quantity Ask and answer questions about totalling and comparing categorical data</p>	<p>Year 2</p> <ul style="list-style-type: none"> • 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 sorting the categories by quantity • ask and answer questions about totalling and comparing categorical data
<p>Year 1 – addition and subtraction To add and subtract one-digit and two-digit numbers to 20, including zero. Partition smaller numbers in order to bridge through 10. e.g $8+3= 8+2+1$</p>	<p>Year 2 – addition and subtraction To know addition and subtraction bonds to 20. To know addition and subtraction bonds of multiples of 10 to 100. To derive and use related facts up to 100</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • Represent and use number bonds and related subtraction facts within 20 • Add and subtract one-digit and two-digit numbers to 20, including zero • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$

<p>to add more than 2 numbers To find the difference between 2 numbers Add any single-digit number to or from a multiple of 10, e.g. 60 + 5 Read and write mathematical statements using +, - and = To find missing numbers in a range of contexts e.g money, measures, time. To solve one-step addition and subtraction problems. (practically and pictorially)</p>	<p>Addition and subtraction of :</p> <ul style="list-style-type: none"> • A two-digit number and ones • A two-digit number and tens • Two two-digit numbers <p>To develop a written method for adding and subtracting (supported by equipment).</p> <p>To understand that addition can be done in any order and that subtraction can not</p> <p>To check answers using inverse operations.</p> <p>To find missing numbers (using knowledge of inverse e.g I know $11+9=20$ so $20- ? = 9$)</p> <p>To solve one-step addition and subtraction problems in a range of contexts. (practically and pictorially)</p>	<p>Year 2</p> <ul style="list-style-type: none"> • Derive new facts to 100 from known facts to 20 • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> ○ a two-digit number and ones ○ a two-digit number and tens ○ two two-digit numbers ○ adding three one-digit numbers • Understand that addition is commutative and that subtraction is not • Use inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems • Solve problems involving numbers, quantities and measures
<p>Year 1 fractions</p> <p>To understand that a half is a whole divided into two equal parts To find half (of shapes, objects and quantities)</p>	<p>Year 2 fractions</p> <p>To count in fractions (halves and quarters) up to 10 To position fractions on a numberline. Recognising fractions</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Recognise, find and name halves and quarters of shapes and quantities <p>Year 2</p> <ul style="list-style-type: none"> • Recognise, find, name and write fractions $1/2$, $1/3$, $1/4$, $2/4$ and $3/4$ of a length, shape, set of objects or quantity • Recognise simple equivalence of $2/4$ and $1/2$

<p>To understand that a quarter is one whole divided into 4 equal parts. To find a quarter (of shapes, objects and quantities) To solve simple practical problems involving fractions (practically and pictorially) To combine halves and quarters to make wholes.</p>	<p>To write and name fractions. To understand that fractions are equal parts of a whole. To find fractions unit fractions (of shapes, measures, objects, quantities) To find $\frac{3}{4}$ (of shapes, measures, objects, quantities) To find equivalent fractions. To solve simple practical problems involving fractions in a range of contexts.</p>	
<p>Year 2 Measurement – time To compare and describe time using words such as, earlier later. Sequence events in logical order. To know the days of the week and months of the year. To measure time using manageable standard units. e.g. seconds To begin to measure time using hours, minutes and seconds. To tell the time (O clock and half past) To solve practical problems involving time.</p>	<p>Year 1 Measurement – time To compare and describe time (using simple multiples – twice as long, half as long) To order times. To compare times (how much later/earlier) To tell, show and write the time (to 5 minutes, quarter to and quarter past) To know how many minutes in an hour and hours in a day To solve practical problems involving time.</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Use language to compare and order time. • Solve practical problems involving measuring and recording times. • To tell the time to nearest hour and half hour. <p>Year 2</p> <ul style="list-style-type: none"> • Tell the time to nearest 5 minutes (analogue)