

Measurement

- Understand standard units of measure (metre/ kilometre)
- Understand vocabulary- longer, shorter, estimating, draw comparisons, heavier, lighter
- Estimate standard and non-standard measures (use scales)

Shape

- Recognise cube, cuboid, sphere, cone, cylinder, pyramid
- List properties of 3d shapes (corners, edges, faces)
- Recognise square, rectangle, circle, triangle, pentagon, hexagon, octagon
- List properties of 2d shapes

Angles and Symmetry

- Know what a line of symmetry is and identify lines of symmetry in pictures and patterns
- recognise lines of symmetry
- Be able to describe and record routes and journeys using appropriate notation, e.g. forward 2, left turn, forward 3, turn right can be written as F2, L90, F3, R90
- Be able to explain why a picture or pattern is or is not symmetrical
- Be able to complete patterns so that they are symmetrical
- Use language associated with symmetry e.g. line of symmetry, symmetrical, not symmetrical

Information Handling

- Gather data including tally marks
- Display data using bar graphs and carroll diagrams
- Interpret information from graphs, diagrams and charts
- Ask and answer relevant questions about the data presented using appropriate vocabulary, e.g. Least, most, fewer than, greater than etc
- Use language associated with data & analysis e.g. Information, collect, show, sort, criterion, criteria, category, group, same, not the same, different, set, pictogram, block

graph, line graph, venn diagram, carroll diagram, not, belongs, does not belong

- Know the key features and correct layout of tables, charts and diagrams e.g. Making a venn diagram with just 1 hoop or circle, to sort items by 1 criteria, then 2 etc

We would love to hear your views on our Mathematics and Numeracy Milestones. Please contact us at:

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St. Andrew's Primary School and Nursery Class

Numeracy and Mathematics Milestones



Primary 2

The Milestones outlined in this booklet set the **minimum** expectations we have for the children in St. Andrew's within Numeracy and Mathematics for our nursery pre-school children.

It is our aim to ensure a smooth transition for our children into Primary 2 with a clear focus on clear and progressive learning pathways.

The Milestones are split into the following sections:

- Estimation & Rounding
- Number & Number Processes and Patterns & Relationships
- Fractions, Decimals and Percentages
- Money
- Time
- Measurement
- Shape
- Angles and Symmetry
- Information Handling

Under each heading there is detail about the specific learning children will experience.

Estimation & Rounding

- Round 2 digit numbers to the nearest 10
- Understand the purpose and usefulness of estimation
- Understand the term 'estimate'

Number & Number Processes and Patterns & Relationships

- Number bonds to 20
- Place value to 100
- Order/ sequence numbers to 100
- Write numbers up to 100
- Add 2 digit numbers without carrying (vertically and horizontally)
- Subtract 2 digit numbers without borrowing (vertically and horizontally)
- Know the 2,5 and 10 times tables

- Multiply 2 digit numbers by 2, 5 and 10 without carrying
- Divide by 2, 5 and 10 with no remainders
- Group and share equally
- Be able to copy, continue and describe simple patterns involving more than one object, shape or colour
- Identify repeated patterns in their environment
- Use a variety of media to create their own patterns, e.g. Collage, printing, 2d/3d shapes etc
- Know sequences of multiples e.g. 0, 2, 4 etc.
- Recite simple number patterns and sequences e.g. Counting forwards and backwards in 2's, 5's, 10's, odds and even
- Count in 10's off the decuple e.g. 3, 13, 23 etc

Fractions, Decimals and Percentages

- Recognize $\frac{1}{2}$ s and $\frac{1}{4}$ s of shapes
- Develop an awareness of the relationship between simple fractions and whole numbers, e.g. That $\frac{1}{2}$ is bigger than $\frac{1}{4}$ but less than 1 whole
- Use vocabulary associated with fractions appropriately, e.g. Equal parts, fraction, half of, whole
- Understand the relationship between division and simple fractions, e.g. That halving a collection means dividing something means dividing into 2 equal parts
- Use basic division facts to solve fraction problems, e.g. There were 20 sweets in the bag and sam ate $\frac{1}{2}$. How many sweets does he have left?

Money

- Use coins to add and subtract up to £1
- Show different ways of making same value
- Give change up to £1
- Be able to explain the symbols £ and p and how they are used

Time

- Recognize analogue and digital (o'clock and half past)
- Recognise o'clock- digital, analogue and written
- Calculate simple durations (within o'clock and half past)
- Know that days/ weeks/ months are cyclical
- Know that there are 24 hrs in a day
- Know that an analogue clock has a face, and hands which travel in a specific way, to show the minutes past or to an hour
- Know that there are 60 minutes in one hour