Measurement

- Measure using cm and m
- Estimate lengths
- Weigh using kg
- Read scales (in kg)
- Estimate weights
- Know that the area of a shape is the whole surface of the shape
- Use vocabulary related to area (e.g. Area, surface, estimate, approximate(ly), greater surface area, smaller surface area) in practical, problem solving tasks

Shape

- Recognise triangular prism and square based pyramid
- Know properties of all 3d shapes studied to date
- Understand the term 'vertices'
- Be familiar with corners, edges and faces
- Recognise 2d shapes within 3d shapes
- Know how many sides/ vertices and angles in shapes
- Tile 2d shapes

Angles and Symmetry

- Recognise if a shape is symmetrical
- Draw lines of symmetry onto shapes
- Understand what an angle is
- Identify a right angle from any angle/shape
- Know what a right angle and ¼ turn are
- Use grid references to locate points on maps and plans
- Be able to state the grid reference of an object/feature
- Recognise that a mirror may be helpful in symmetry activities and know how to use it

Information Handling

- Interpret information from tables, pictograms and bar graphs
- Collate information using tally marks

- Display data through bar graphs, venn diagrams and carroll diagrams
- Collect, sort and organise data and discuss the merits of their chosen method e.g. Carroll, venn diagrams
- Understand and use key vocabulary associated with data displays, e.g. Title, labelled axes, scale
- Evaluate tables, charts and diagrams produced against set criteria, e.g. Data accurately displayed, axis are clearly labelled

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 3

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 3 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 and 3 digit numbers to nearest 10 and 100
- Compare an exact answer with an estimate and judge whether the estimate was reasonable
- Adopt strategies for checking, e.g. Is my answer reasonable?, 25+24≠45

Number & Number Processes and Patterns & Relationships

- Be able to work with numbers to 1000
- Place value to 1000
- Order/ sequence numbers to 1000
- Write numbers up to 1000
- Add 2 digit numbers with carrying (vertically and horizontally)

- Subtract 2 digit numbers with borrowing (vertically and horizontally)
- Know 2,3,4,5 and 10 times tables
- Multiply 2 digits by 2, 3 and 4
- Divide by 2,3,4,5 and 10 times tables with remainders
- Divide by 2,3,4 2 digit numbers using standard method with remainders
- Count in 100's off the centuple e.g. 3, 103, 203 etc
- Recognise and apply patterns and number sequences within the multiplication tables
- Create simple number sequences and explain the rule used
- Investigate simple number sequences and identify the rule being used

Fractions, Decimals and Percentages

- 1/2, 1/3, 1/4, 1/5 of shapes and numbers
- Link the action and language of "splitting" with correct notation, e.g. One third can be written as 1/3
- Understand what simple notation means, e.g. A quarter is 1 part out of 4 equal parts and is written as ¼
- Understand how a whole is represented e.g. 5 fifths makes a whole
- Use materials and diagrams to represent fractions where the whole is an object, e.g. Fold a strip of paper into 5 equal parts and shade 2 parts to show 2/5
- Find a fraction of an amount given a pictorial representation and with a structured question
- Know that if the numerator and denominator are the same then the fraction is equivalent to a 'whole one'

Money

- Calculate totals and change up to £5
- Be able to handle and use money with decimal point
- Add/ subtract money in decimal form
- Know that the decimal point separates the pounds from the pence
- Investigate money equivalences (e.g. 100 x 1p coins = £1)

- Be able to determine the fewest number of notes and coins in paying for items and giving change
- Appreciate that notes and coins can be used together to pay for goods, and in receiving change

Time

- Consolidation of o'clock, half past, quarter past and quarter to in analogue and digital form
- Read time on an analogue and digital clock (5 past etc, 20 to etc using 12 hr clock)
- Calculate simple durations (within o'clock, half past, quarter past and quarter to)
- Know that there are 60 minutes in one hour and 30 minutes in half an hour
- Know that the 12 hour clock is divided into two groups of 12 hours. The first group of 12 starts at midnight (12 o'clock at night) and ends just before noon (12 o'clock mid-day)
- Be able to identify and relate key events/routines in their day with time, e.g. 2 o'clock in the morning – asleep in bed; 2 o'clock in the afternoon – at school
- Be able to read and use time related vocabulary (e.g. Day, week, month, year, seconds, minutes, hours, morning, afternoon, evening, night, today, yesterday, tomorrow, o'clock, …past, ….to)
- Be aware of the term "leap year" and know what it means
- Know time equivalences, e.g. 24 hours = 1 day 7 days = one week; 12 months = one year; 52 weeks = one year, 365/366 days = one year
- Be able to specify how many days are in each month