Maths Curriculum Overview 2025-2026
Year 1/2

Term 1							
	Week 1 (4 days)	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7 (4 days)**
National Curriculum Strand	**Year 1- Number - Number and Place Value (within 20)** **Year 2- Number - Number and Place Value (within 20)**			**Year 1- Number - Addition and Subtraction (within 20)** **Year 2- Number - Addition and Subtraction (within 20)**			**Assessment Week**
National Curriculum Objectives	**Year 1** • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. • Given a number, identify 1 more and 1 less. **Year 2** • Identify, represent and estimate numbers using different representations, including the number line. • Read and write numbers to at least 100 in numerals and words. • Compare and order numbers from 0 up to 100; use <, > and = signs.			]**Year 1** • 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. • Represent and use number bonds and related subtraction facts within 20. • Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. **Year 2** • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers.		

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Ready to Progress Criteria	**Year 1** • 1N2a count, read and write numbers • 1N2b given a number, identify one more and one less • 1N4 use the language of: equal to, more than, less than (fewer), most and least • 1N4 identify and represent numbers using objects and pictorial representations including the number line • 1N2c read and write numbers from 1 to 20 in numerals and words **Year 2** • 2N2b compare and order numbers from 0 up to 100; use <, > and = signs • 2N2a read and write numbers to at least 100 in numerals and words • 2N6 use place value and number facts to solve problems	**Year 1** • 1NF–1 Develop fluency in addition and subtraction facts within 10. • 1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. • 1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. **Year 2** • 2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice. • 2AS–2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more…?".	
White Rose Small Steps - Focus Steps In Bold	Step 1 **Count objects within 10** Step 2 Represent numbers to 10 Added- Recognise numbers as words. Step 3 **Count on and back within 20** (taught as two separate lessons) Step 4 Understand 10 Step 5 Understand 11 – 15 Step 6 Understand 16 – 20 Step 7 **1 more** Step 8 **1 less** Step 9 Number lines Step 10 Estimate on number lines Step 11 **Less than, greater than, equal to** Step 12 Compare numbers Step 13 Order numbers	Step 1 **Parts and wholes** Step 2 Systematic number bonds within 10 Step 3 **Number bonds to 10** Step 4 Number bonds to 20 Step 5 **Addition - add together** Step 6 **Addition - add more** Step 7 **Doubles** Step 8 Near doubles Step 9 Add three 1-digit numbers Step 10 **Find a part** Step 11 Fact families – the eight facts Step 12 **Take away (how many left?)** Step 13 Find the difference Step 14 Missing number problems	
Previous Year Revisit			

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Requires Further Consolidation			

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Term 2								
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**
National Curriculum Strand	**Year 1- Number - Number and Place Value (within 100)** **Year 2- Number - Number and Place Value (within 100)**				**Year 1- Geometry- Shape** **Year 2- Geometry- Shape**			**Assessment Week**
National Curriculum Objectives	**Year 1** • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. • Given a number, identify 1 more and 1 less. **Year 2** • Identify, represent and estimate numbers using different representations, including the number line. • Read and write numbers to at least 100 in numerals and words. • Compare and order numbers from 0 up to 100; use ≤, ≥ and = signs.				**Year 1** • 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] **Year 2** • Identify and draw 2-D shapes • Describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • 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 shapes and everyday objects			
Ready to Progress Criteria	**Year 1** • 1N1a count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • 1N1b count in multiples of 2s, 5s and 10s. • 1N2a count, read and write numbers to 100 in numerals. • 1N2b given a number, identify one more and one less. • 1N4 use the language of: equal to, more than, less than (fewer), most and least. • 1N4 identify and represent numbers using objects and				**Year 1:** • 1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. • 1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations. **Year 2**			

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	pictorial representations including the number line. • 1N2c read and write numbers from 1 to 20 in numerals and words. • 1NPV–1 Count within 100, forwards and backwards, starting with any number. • 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = **Year 2** • 2N1 count in steps of 2, 3 and 5, from 0, and in tens from any number, forward or backward (up to 100) • 2N2b compare and order numbers from 0 up to 100; use <, > and = signs • 2N4 identify, represent and estimate numbers using different representations, including the number line • 2N2a read and write numbers to at least 100 in numerals and words • 2N3 recognise the place value of each digit in a two-digit number (tens and ones) • 2N6 use place value and number facts to solve problems • 2NPV–1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning. • 2NPV–2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.	• 2G–1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.
White Rose Small Steps - Focus Steps In Bold	Step 1 **Count beyond 20** Step 2 **Count tens** Step 3 Groups of tens and ones Step 4 **Partition into tens and ones** Step 5 Use a place value chart Step 6 Flexible partitioning Step 7 Number lines Step 8 Estimate on number lines Step 9 **1 more and 1 less** Step 10 **Compare numbers with the same number of tens** Step 11 **Compare any two numbers** Step 12 Order objects and numbers	Step 1 **Recognise and name 2-D and 3-D shapes** (taught in two separate lessons) Step 2 Count sides on 2-D shapes Step 3 Count vertices on 2-D shapes Step 4 Draw 2-D shapes Step 5 Vertical lines of symmetry Step 6 Count faces on 3-D shapes Step 7 Count edges on 3-D shapes Step 8 Count vertices on 3-D shapes Step 9 Sort 2-D and 3-D shapes Step 10 Patterns with 2-D and 3-D shapes

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Term 3						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
National Curriculum Strand	**Year 1- Number - Addition and Subtraction (within 100)** **Year 2- Number - Addition and Subtraction (within 100)**				**Year 1- Multiplication and Division** **Year 2- Multiplication and Division**	
National Curriculum Objectives	**Year 1** • 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. • Represent and use number bonds and related subtraction facts within 20. • Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. **Year 2** • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers. • Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures. Applying their increasing knowledge of mental and written methods.				**Year 1** • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representation and arrays with the support of the teacher. **Year 2** • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	
Ready to Progress Criteria	**Year 1** • 1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.				**Year 1** • 1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count	

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	Year 2 • 2AS–1 Add and subtract across 10. • 2AS–2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more…?". • 2AS–3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number. • 2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.	forwards and backwards through the odd numbers. **Year 2** • 2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. • 2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).
White Rose Small Steps - Focus Steps In Bold	Step 1 Related facts Step 2 Add and subtract 1s Step 3 Add to the next 10 Step 4 Add to a 10 Step 5 Add across a 10 Step 6 Subtract to a 10 Step 7 Subtract from a 10 Step 8 Subtract across a 10 Step 9 Add 10s Step 10 Subtract 10s Step 11 **Add two 2-digit numbers (not across a 10)** Step 12 **Add two 2-digit numbers (across a 10)** Step 13 **Subtract two 2-digit numbers (not across a 10)** Step 14 **Subtract two 2-digit numbers (across a 10)** Step 15 Mixed addition and subtraction Step 16 Compare number sentences Step 17 Missing number problems	Step 1 **Count in 2s, 5s and 10s** Step 2 **Count in 3s** Step 3 Recognise equal groups Step 4 Make equal groups Step 5 Add equal groups Step 6 Make arrays Step 7 Multiplication sentences Step 8 Commutativity Step 9 Make equal groups – grouping Step 10 Make equal groups – sharing Step 11 **The 2 times-table** Step 12 **Divide by 2** Step 13 **Doubling and halving** Step 14 **Odd and even** Step 15 **The 10 times-table** Step 16 **Divide by 10** Step 17 **The 5 times-table** Step 18 **Divide by 5** Step 19 The 5 and 10 times-tables
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Term 4						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6 (4 days)**
National Curriculum Strand	**Year 1- Multiplication and Division** **Year 2- Multiplication and Division** **Continued from Term 3**		**Year 1- Measurement- Length and Height** **Year 2- Measurement- Length and Height** **(carrying on the addition and subtraction).** **Assessment Week**		**Year 1- Statistics** **Year 2- Statistics**	
National Curriculum Objectives	**Year 1** • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representation and arrays with the support of the teacher. **Year 2** • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.		**Year 1** • Compare, describe and solve practical problems for lengths and height. • Measure and begin to record lengths and height. **Year 2** • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers. • Compare and order lengths, and record the results using >, < and =		*There are no specific criteria related to Statistics but, within problem solving, criteria from place value, addition, subtraction, multiplication and division may be revisited.* **Year 1** • 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. • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representation and arrays with the support of the teacher. **Year 2:** • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and	

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			1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers. • Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures. Applying their increasing knowledge of mental and written methods. • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
Ready to Progress Criteria	**Year 1** • 1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. **Year 2** • 2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. • 2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with	There are no specific criteria related to length and height but, within problem solving, criteria from place value, addition, subtraction, multiplication and division may be revisited. **Year 1** • 1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. • 1NF–1 Develop fluency in addition and subtraction facts within 10. **Year 2**	*There are no specific criteria related to Statistics but, within problem solving, criteria from place value, addition, subtraction, multiplication and division may be revisited.* **Year 1** • 1NF-1 Develop fluency in addition and subtraction facts within 10. • 1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. • 1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through

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	a missing factor, and to division equations (quotitive division).	• 2AS–1 Add and subtract across 10. • 2AS–2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more…?". • 2AS–3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number. • 2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers. • 2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice.	the odd numbers. **Year 2** • 2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. • 2AS–1 Add and subtract across 10. • 2AS–3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number. • 2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.
White Rose Small Step (Focus in bold)	Step 1 **Count in 2s, 5s and 10s** Step 2 **Count in 3s** Step 3 Recognise equal groups Step 4 Make equal groups Step 5 Add equal groups Step 6 Make arrays Step 7 Multiplication sentences Step 8 Commutativity Step 9 Make equal groups – grouping Step 10 Make equal groups – sharing Step 11 **The 2 times-table** Step 12 **Divide by 2** Step 13 **Doubling and halving** Step 14 **Odd and even** Step 15 **The 10 times-table** Step 16 **Divide by 10** Step 17 **The 5 times-table** Step 18 **Divide by 5** Step 19 The 5 and 10 times-tables	Step 1 Measure length using objects Step 2 **Measure length in centimetres** Step 3 **Measure length in metres** Step 4 Compare lengths and heights Step 5 Order lengths and heights Step 6 **Four operations with lengths and heights**	Step 1 Tally charts Step 2 Tables Step 3 Block diagrams Step 4 Draw pictograms Step 5 Interpret pictogram
Previous Year			

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Term 5					
	Week 1	**Week 2**	**Week 3 (4 days)**	**Week 4**	**Week 5**
National Curriculum Strand	**Year 1- Money** **Year 2- Money**		**Year 1- Measurement- Mass, capacity and temperature (use four operations).** **Year 2- Measurement- Mass, capacity and temperature (use four operations).**		**Year 1- Position and Direction** **Year 2- Position and Direction**
National Curriculum Objectives	**Year 1** • recognise and know the value of different denominations of coins and notes. **Year 2** • recognise and use symbols for pounds (£) and pence (p); 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		**Year 1** • Compare, describe and solve practical problems for mass/ weight, volume and capacity. • Measure and begin to record mass/ weight, volume and capacity. **Year 2** • choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels • compare and order mass, volume/capacity and record the results using >, < and =		**Year 1** • describe position, direction and movement, including whole,half, quarter and three-quarter turns **Year 2** • 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

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			terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
Ready to Progress Criteria	There are no specific criteria related to Money but, within problem solving, criteria from place value, addition, subtraction, multiplication and division may be revisited. **Year 1** • 1NF-1 Develop fluency in addition and subtraction facts within 10. • 1NF-2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. • 1AS-2 Read, write and interpret equations containing addition (+), subtraction (–) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. **Year 2** • 2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice. • 2AS–1 Add and subtract across 10. • 2AS–2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more…?". • 2AS–3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two digit number.	There are no specific criteria related to Mass, Capacity and Temperature but, within problem solving, criteria from place value, addition, subtraction, multiplication and division may be revisited. **Year 1** • 1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. • 1AS–2 Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. **Year 2** • 2AS–1 Add and subtract across 10. • 2AS–3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number. • 2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers. • 2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10	There are no specific criteria related to Position and Direction.

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	• 2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two digit numbers.	multiplication tables. • 2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).	
White Rose Small Steps	Step 1 **Recognise coins and notes** Step 2 **Count money – pence** Step 3 **Count money – pounds (notes and coins)** Step 4 **Count money – pounds and pence** Step 5 Choose notes and coins Step 6 Compare amounts of money Step 7 Calculate with money Step 8 Make a pound Step 9 Find change	Step 1 Compare mass Step 2 **Measure in grams** Step 3 **Measure in kilograms** Step 4 Four operations with mass Step 5 Compare volume and capacity Step 6 **Measure in millilitres** Step 7 **Measure in litres** Step 8 Four operations with volume and capacity Step 9 Temperature	Step 1 Language of position Step 2 Describe movement Step 3 Describe turns Step 4 Describe movement and turns
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Requires Further Consolidation			

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Term 6							
	Week 1 (4 days)	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
National Curriculum Strand	**Fractions**		**Assessment Week**	**Time**			Consolidation
National Curriculum Objectives	**Year 1** • recognise, find and name a half as one of two equal parts of an object, shape or quantity. • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. **Year 2** • 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. • write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.			**Year 1** • Compare, describe and solve practical problems for time. • Measure and begin to record time (hours, minutes and seconds). • sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise 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. **Year 2** • 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.		
Ready to Progress Criteria	*There are no specific fractions criteria but much of the fractions work links to:* **Year 1**			There is no specific criteria linked to Time.			

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	• Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representation and arrays with the support of the teacher. **Year 2** • 2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. • 2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).		
White Rose Small Steps	Step 1 Parts and whole Step 2 Equal and unequal parts Step 3 **Recognise a half** Step 4 **Find a half** Step 5 **Recognise a quarter** Step 6 **Find a quarter** Step 7 **Recognise a third** Step 8 **Find a third** Step 9 Find the whole Step 10 Unit fractions Step 11 Non-unit fractions Step 12 Recognise the equivalence of a half and two-quarters Step 13 Recognise three-quarters Step 14 Find three-quarters Step 15 Count in fractions up to a whole	Step 1 Months and days Step 2 Hours, minutes and seconds Step 3 **O'clock and half past** Step 4 **Quarter past** Step 5 **Tell time past the hour** Step 6 **Quarter to** Step 7 **Tell time to the hour** Step 8 Tell the time to 5 minutes Step 9 Minutes in an hour Step 10 Hours in a day Step 11 Time problems	
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Requires Further Consolidation			