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|  | Autumn 1 | Autumn 2 |
| Nursery(Birth to Five) | **Comparison**• Begin to compare and recognise changes in numbers of things, using words like more, lots or ‘same’.**Counting**• Begin to say numbers in order, some of which are in the right order (ordinality).**Cardinality (How many?)**• In everyday situations, take or give two or three objects from a group.• Begin to notice numerals (number symbols).• Begin to count on their fingers.**Spatial Awareness**• Move their bodies and toys around objects and explore fitting into spaces.• Begin to remember their way around familiar environments.• Respond to some spatial and positional language.• Explore how things look from different viewpoints including things that are near or far away.**Shape**• Choose puzzle pieces and try to fit them in.• Recognise that two objects have the same shape.• Make simple constructions.**Pattern**• Join in and anticipates repeated sound and action patterns.• Is interested in what happens next using the pattern of everyday routines.**Measures**• Explore differences in size, length, weight and capacity.• Begin to understand some talk about immediate past and future.• Begin to anticipate times of the day such as mealtimes or home time. |
| Reception(Birth to Five) | White Rose MathsWeek 1, 2, 3 - Getting to know youSettling in, introducing the areas of provision and getting to know the children. Week 4, 5, 6 - Just Like Me!* Compare. two small groups of up to five objects, saying when there are the same number of objects in each group.
* Begin to use understanding of number to solve practical problems in play and meaningful activities.
* In meaningful contexts, find the longer or shorter, heavier or lighter and more/less full of two items.
* Create their own spatial patterns showing some organisation or regularity.
* **Number: WWK: about maths and sorting.**
* **Number: WWK how to compare amounts.**
* **MSST: WWK: how to compare size, mass and capacity.**
* **MSST: WWK: about exploring pattern.**
* **WWK: how to problem solve.**
 | White Rose MathsWeek 7, 8, 9 - It’s Me 1 2 3!* Use some number names and number language within play, and may show fascination with large numbers.
* Begin to recognise numerals 0 to 10.
* Subitise one, two and three objects (without counting).
* Count up to five items, recognising that the last number said represents the total counted so far(cardinal principle).
* Link numerals with amounts up to 5 and maybe beyond.
* Respond to both informal language and common shape names.
* Respond to and uses language of position and direction.
* **Number: WWK: how to represent 1, 2 & 3.**
* **Number: WWK: how to compare 1, 2 & 3.**
* **Number: WWK: about composition of 1, 2 & 3**
* **MSST – WWK: about circles and triangles.**
* **MSST – WWK: how to use positional language.**
* WWK: how to problem solve.

Week 10, 11, 12 – Dark and Light* Count up to five items, recognising that the last number said represents the total counted so far (cardinal principle).
* Link numerals with amounts up to 5 and maybe beyond.
* Begin to recognise that each counting number is one more than the one before.
* Respond to both informal language and common shape names.
* Show awareness of shape similarities and differences between objects.
* Recall a sequence of events in everyday life and stories.
* **Number: WWK: about representing numbers to 5.**
* **Number: WWK: about one more and less.**
* **MSST: WWK: about shapes with 4 sides.**
* **MSST: WWK: about time.**
* **WWK: how to problem solve.**
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| Year 1(National Curriculum) | **Place Value (Within 10)*** 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.
* Read and write numbers to 20 in numbers or words.
* Given a number, identify one more and one less.

WWK: collections of objects can be sorted into sets based on attributes such as colour, size or shape.**WWK: be able to fluently count to 10 when counting objects.**WWK: be able to fluently count a specific number of objects from a larger group.WWK: how to match numerals to a number of objects.**WWK: recognise each numeral as a word.**WWK: count on from any number while staying within 10.**WWK: one more is the number after.**WWK: count backwards within 10.**WWK: one less is the number before.**WWK: match one object with another to compare groups.WWK: compare groups of objects.**WWK: compare numerical values using the vocabulary “less than”,** **“greater than” or “equal to” alongside the symbols <, > and =.**WWK: compare pairs of numbers within 10.WWK: order three groups of objects.WWK: use a number line, including counting from zero. | **Addition and Subtraction (Within 10)*** Represent and use number bonds and related subtraction facts within 20.
* Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.

WWK: can use parts and wholes.WWK: use the part-whole model.**WWK: that the addition symbol (+) can be used to represent combining two or more parts and the equals symbol (=) can be used to show the equivalence between the whole and the sum of the parts.****WWK: recognise that the order of an addition sentence can be varied, and they begin to discover that addition is commutative.****WWK: number bonds within 10.**WWK: work systematically to identify all number bonds within 10.**WWK: formalise the idea of addition as bringing two or more parts together to create a whole.**WWK: increase one quantity by a given amount, while continuing to work within 10.WWK: answer addition problems that are not isolated to a specific structure.WWK: think about subtraction by finding a part.WWK: represent number bonds using the subtraction symbol.WWK: find all facts within a fact family.**WWK: use the structure of subtraction that is “taking away”.**WWK: record ‘taking away’ as a number sentence.**WWK: use the method of “counting back” to find the answers to subtraction calculations.**WWK: decide whether a question is addition or subtraction when adding 1 or 2.**Shape*** 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].

**WWK: recognise and name 3D shapes.****WWK: sort 3D shapes.****WWK: recognise and name 2D shapes.****WWK: sort 2D shapes.**WWK: create patterns with 2-D and 3-D shapes. |
| Year 2(National Curriculum) | **Place Value*** Recognise the place value of each digit in a two-digit number (10s, 1s).
* Identify, represent and estimate numbers using differentrepresentations, including the number line.
* Compare and order numbers from 0 up to 100; use <, > and = signs.
* Read and write numbers to at least 100 in numerals and in words.
* Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward.

**Numbers to 20**WWK: how to count objects to 100 by making 10s.**WWK: how to recognise tens and ones.****WWK: strategies to use a place value chart.****WWK how to partition numbers to 100.**WWK: how to write numbers to 100 in words.WWK strategies to flexibly partition numbers to 100.WWK: how to write numbers to 100 in expanded form.WWK: 10s on the number line to 100.WWK: 10s and 1s on the number line to 100.WWK: strategies to estimate numbers on a number line.WWK: strategies to compare objects.WWK: strategies to compare numbers.WWK: strategies to order objects and numbers.**WWK: how to count in 2s, 5s and 10s.****WWK: how to count in 3s.****Addition and Subtraction*** Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

**WWK: bonds to 10.****WWK: fact families - addition and subtraction bonds within 20.**WWK: related facts.**WWK: bonds to 100 (tens).****WWK: strategies to add and subtract 1s.****WWK: how to add by making 10.** | **Addition and Subtraction*** Solve problems with addition and subtraction:
* using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
* Apply their increasing knowledge of mental and written methods.
* Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
* a two-digit number and 1s,
* a two-digit number and 10s,
* 2 two-digit numbers and
* adding 3 one-digit numbers.
* Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot.
* Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

WWK: strategies to add three 1-digit numbers.WWK: how to add to the next 10.WWK: that adding across a 10 can be used as a strategy.WWK: that subtracting across 10 can be used as a strategy.**WWK: strategies to subtract a 1-digit number from any multiple of 10 within 100.** WWK: strategies to calculate 10 more and 10 less.**WWK: strategies to add and subtract multiples of 10 to/from a given number.** WWK: strategies to add two 2-digit numbers (not across a 10).**WWK: strategies to add two 2-digit numbers (across a 10).**WWK: strategies to subtract two 2-digit numbers (not across a 10).**WWK: strategies to subtract two 2-digit numbers (across a 10).**WWK: strategies to solve mixed addition and subtraction questions.WWK: strategies to compare number sentences.**WWK: strategies to solve missing number problems.****Shape*** Identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line.
* Identify and describe theproperties of 3-D shapes, including the number of edges, vertices and faces.
* 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 and 3-D shapes and everyday objects.

**WWK: the names of 2-D and 3-D shapes.**WWK: that the straight lines that form the outline of a shape are called sides and that these can be counted.WWK: that vertices are formed where two sides meet and these can be counted.WWK: that shapes can be drawn using the properties as guidance.**WWK: that a shape is symmetrical when both sides are the same.**WWK: strategies to use a line of symmetry to complete the shape.**WWK: that 2D shapes can be sorted by informal (size and colour) and formal (sides, vertices) ways.**WWK: that the face of a 3D shape is a 2D shape and that these can be identified.WWK: that an edge is where two faces meet and these can be counted.WWK: that a vertex is where edges meet and that these (vertices) can be counted.**WWK: that 3D shapes can be sorted by formal (faces, edges, vertices) ways.**WWK: patterns can be created using 2D and 3D shapes. |
| Year 3(National Curriculum) | **Place Value*** Count from 0 in multiples of 4, 8, 50 and 100.
* Find 10 or 100 more or less than a given number.
* Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s).
* Compare and order numbers up to 1,000
* Identify, represent and estimate numbers using different representations.
* Read and write numbers up to 1,000 in numerals and in words.
* Solve number problems and practical problems involving these ideas.

WWK: the size of numbers to 100.**WWK: what each digit represents in a number to 100.**WWK: strategies when using number lines to 100.**WWK: that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size** **of 10.**WWK: how represent numbers to 1000.**WWK: how to identify the value of any given digit in a three-digit number.**WWK: strategies for flexible partitioning of numbers to 1,000.WWK: that a three-digit number is made from hundreds, tens and ones.**WWK: strategies to find 1, 10 or 100 more or less.**WWK: strategies for using number lines to 1,000.WWK: strategies for estimating on a number line to 1,000.**WWK: strategies to compare numbers to 1,000.****WWK: strategies to order numbers to 1,000.**WWK: how to count in 50s.**Addition and Subtraction**WWK: the number bonds to ten in different contexts.WWK: that when 1s are added to or subtracted from a 3-digit number, the ones column changes every time.WWK: that the tens column changes, with the hundreds and ones columns remaining the same (no exchanges).WWK: that only the hundreds place value column changes and the tens and ones columns remain the same (no exchanges).**WWK: the effect of adding or subtracting 1s, 10s or 100s to or from any 3-digit number (no exchanges).****WWK: how to add 1s across a 10 by jumping to the next multiple of ten first.****WWK: how to add 10s across a 100 by jumping to the next multiple of one hundred first.****WWK: how to subtract 1s across a 10 by jumping to and from the previous multiple of 10.****WWK: how to subtract 10s across a 100 by jumping to and from the previous multiple of 100.**WWK: how known facts can support us when adding and subtracting. | **Addition and Subtraction*** Add and subtract numbers mentally, including:
* a three-digit number and 1s;
* a three-digit number and 10s and
* a three-digit number and 100s.
* Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction.
* Estimate the answer to a calculation and use inverse operations to check answers.
* Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

WWK: how to add two numbers, either both 2-digit or both 3-digit, using the formal written method (no exchange).WWK: how to subtract two numbers (no exchange).WWK: how to add two numbers (across a 10).WWK: how to add two numbers (across a 100).WWK: how to subtract two numbers (across a 10).WWK: how to subtract two numbers (across a 100).**WWK: how to add a 2-digit to a 3-digit number.****WWK: how to subtract a 2-digit number from a 3-digit number.****WWK: that we need to find a bond to 10 and a bond to 90 when finding complements to 100.**WWK: strategies for calculating estimates.**WWK: the inverse relationship between addition and subtraction.****WWK: how to make decisions about the operation and method needed to solve a problem.****Multiplication and Division*** Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

**WWK: that multiplication is repeated addition of equal groups.**WWK: that arrays can be used to represent the commutativity of multiplication.WWK: examples of and how to identify multiples of 2.WWK: examples of and how to identify multiples of 5 and 10.**WWK: how to identify whether the question involves sharing or grouping and use appropriate concrete manipulatives or pictorial representations to support their understanding.**WWK: strategies for multiplying by 3.WWK: strategies for dividing by 3.**WWK: the facts in the 3 times-table.**WWK: strategies for calculating multiples of 4 (the 4 times table).WWK: strategies for dividing by 4.**WWK: the facts in the 4 times-table.**WWK: strategies for multiplying by 8.WWK: strategies for dividing by 8.**WWK: the facts in the 8 times-table.**WWK: the facts in the 2, 4 and 8 times-tables. |
| Year 4(National Curriculum) | **Place Value*** Count in multiples of 6, 7, 9, 25 and 1,000.
* Find 1,000 more or less than a given number.
* Count backwards through 0 to include negative numbers.
* Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s).
* Order and compare numbers beyond 1,000.
* Identify, represent and estimate numbers using different representations.
* Round any number to the nearest 10, 100 or 1,000.
* Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
* Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.

WWK: how to represent numbers to 1,000.WWK: how to partition numbers to 1,000.WWK: how to use a number line to 1,000.WWK: that ten hundreds make one thousand.WWK: how to represent numbers to 10,000.**WWK: how to partition numbers to 10,000.**WWK: strategies for flexible partitioning of numbers to 10,000.**WWK: how to find 1, 10, 100, 1,000 more or less.**WWK: how to use a number line to 10,000.WWK: strategies for estimating on a number line to 10,000.WWK: language I can use when comparing numbers to 10,000.**WWK: strategies for ordering numbers to 10,000.****WWK: Roman numerals to 100.**WWK: how to round to the nearest 10.WWK: how to round to the nearest 100.WWK: how to round to the nearest 1,000.**WWK: how to round to the nearest 10, 100 or 1,000.****Addition and Subtraction*** **Add** and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.

**WWK: how to add and subtract 1s, 10s, 100s and 1,000s.**WWK: how to add up to two 4-digit numbers – no exchange.WWK: how to add two 4-digit numbers – one exchange.**WWK: how to add two 4-digit numbers – more than one exchange.** | **Addition and Subtraction*** Add and **subtract** numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
* Estimate and use inverse operations to check answers to a calculation.
* Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

WWK: how to subtract two 4-digit numbers – no exchange.WWK: how to subtract two 4-digit numbers – one exchange.**WWK: how to subtract two 4-digit numbers – more than one exchange.**WWK: strategies for efficient subtraction.**WWK: how to estimate answers.****WWK: strategies for checking calculations.****Measurement (Area)*** Find the area of rectilinear shapes by counting squares.

**WWK: that area is the amount of space taken up by a two-dimensional shape or surface****WWK: how to count squares to calculate area.****WWK: how to make a rectilinear shape using a given number of squares.****WWK: how to compare areas of rectilinear shapes.****Multiplication and Division*** Recall multiplication and division facts for multiplication tables up to 12 × 12.
* Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers.

WWK: the multiples of 3.**WWK: strategies that can be used to multiply and divide by 6.**WWK: 6 times-table multiplication and division facts**WWK: strategies that can be used to multiply and divide by 9.**WWK: 9 times-table multiplication and division facts.WWK: the links between the 3, 6 and 9 times-tables.**WWK: strategies that can be used to multiply and divide by 7.**WWK: 7 times-table multiplication and division facts.**WWK: 11 times-table multiplication and division facts.****WWK: 12 times-table multiplication and division facts.**WWK: how to multiply by 1 and 0.WWK: how to divide a number by 1 and itself.WWK: how to multiply three numbers. |
| Year 5(National Curriculum) | **Place Value*** Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.
* Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
* Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0.
* Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000.
* Solve number problems and practical problems that involve all of the above.
* Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.

**WWK: Roman numerals to 1,000.**WWK: how to represent numbers to 10,000.WWK: how to represent numbers to 100,000.WWK: how to represent numbers to 1,000,000.**WWK: how to read and write numbers to 1,000,000.**WWK: what powers of 10 are and how these relate to each other.WWK: how to find 10/100/1,000/10,000/100,000 more or less.**WWK: how to partition numbers to 1,000,000.**WWK: how to use a number line to 1,000,000.WWK: strategies to compare and order numbers to 100,000.**WWK: strategies to compare and order numbers to 1,000,000.****WWK: how to round to the nearest 10, 100 or 1,000.**WWK: how to round within 100,000.WWK: how to round within 1,000,000.**Addition and Subtraction*** Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
* Add and subtract numbers mentally with increasingly large numbers.
* Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
* Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

**WWK: strategies to mentally calculate sums and differences.****WWK: strategies to add whole numbers with more than four digits.****WWK: strategies to subtract whole numbers with more than four digits.**WWK: how to round to check answers.**WWK: how to apply our knowledge of inverse operations (addition and subtraction).****WWK: strategies to solve multi-step addition and subtraction problems.**WWK: strategies to use the structure when compare calculations.WWK: strategies to find missing numbers. | **Multiplication and Division*** Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers.
* Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
* Establish whether a number up to 100 is prime and recall prime numbers up to 19.
* Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.
* Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³).

WWK: that a multiple is the result of multiplying a number by a positive integer.WWK: strategies to find common multiples.WWK: the term factor.WWK: strategies to find common factors.**WWK: the difference between prime and composite numbers.****WWK: that square numbers are the result of multiplying a number by itself.****WWK: that cube numbers are the result of multiplying a number by itself then by itself again.****WWK: how to multiply by 10, 100 and 1,000.****WWK: how to divide by 10, 100 and 1,000.**WWK: how to multiply and divide by multiples of 10, 100 and 1,000.**Fractions*** Compare and order fractions whose denominators are all multiples of the same number.
* Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
* Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 2/5 + 4/5 = 6/5 = 1 1/5 ].
* Add and subtract fractions with the same denominator, and denominators that are multiples of the same number.

WWK: how to find fractions equivalent to a unit fraction.WWK: how to find fractions equivalent to a non-unit fraction.**WWK: how to recognise equivalent fractions.****WWK: how to convert improper fractions to mixed numbers.****WWK: how to convert mixed numbers to improper fractions.**WWK: how to compare fractions less than 1.WWK: how to order fractions less than 1.WWK: how to compare and order fractions greater than 1.WWK: how to add and subtract fractions with the same denominator.WWK: how to add fractions within 1.**WWK: how to add fractions with total greater than 1.**WWK: how to add to a mixed number.WWK: how to add two mixed numbers.**WWK: how to subtract fractions.**WWK: how to subtract from a mixed number.WWK: how to subtract from a mixed number – breaking the whole.WWK: how to subtract two mixed numbers. |
| Year 6(National Curriculum) | **Place Value*** Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
* Round any whole number to a required degree of accuracy.
* Use negative numbers in context, and calculate intervals across 0.
* Solve number and practical problems that involve all of the above.

WWK: how to represent numbers to 1,000,000.WWK: how to represent numbers to 10,000,000.**WWK: how to read and write numbers to 10,000,000.****WWK: how to use powers of 10.**WWK; how to use a number line to 10,000,000.**WWK: how to compare and order any integers.****WWK: how to round any integer.****WWK: how to calculate with negative numbers.****Addition, Subtraction, Multiplication and Division*** Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
* Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.
* Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.
* Perform mental calculations, including with mixed operations and large numbers.
* Identify common factors, common multiples and prime numbers.

**WWK: strategies to add and subtract integers.**WWK: strategies to identify common factors.WWK: strategies to identify common multiples.WWK: rules of divisibility.**WWK: the primes to 100.****WWK: strategies to find square and cube numbers.****WWK: strategies to multiply up to a 4-digit number by a 2-digit number.**WWK: strategies to solve problems with multiplication.WWK: how to use strategies for short division, including interpreting remainders.WWK: how to complete division using factors.WWK: how to use long division.**WWK: how to use long division with remainders.** | **Addition, Subtraction, Multiplication and Division*** Use their knowledge of the order of operations to carry out calculations involving the 4 operations.
* Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
* Solve problems involving addition, subtraction, multiplication and division.
* Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

**WWK: strategies to solve problems with division.****WWK: strategies to solve multi-step problems.****WWK: the order of operations.**WWK: strategies for mental calculations and estimation.WWK: strategies to reason from known facts.**Fractions*** Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
* Compare and order fractions, including fractions >1.
* Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
* Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
* Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1/4 × 1/2 = 1/8 ].
* Divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6 ].

**WWK: strategies for using equivalent fractions and simplifying.**WWK: how to use equivalent fractions on a number line.**WWK: how to compare and order fractions (same denominator).****WWK: how to compare and order fractions (same numerator).**WWK: strategies to add and subtract simple fractions.**WWK: strategies to add and subtract any two fractions.**WWK: strategies to add mixed numbers.WWK: strategies to subtract mixed numbers.WWK: strategies to solve multi-step problems.**WWK: how to multiply fractions by integers.****WWK: how to multiply fractions by fractions.****WWK: how to divide a fraction by an integer**.**WWK: how to divide any fraction by an integer.**WWK: strategies to solve mixed questions with fractions.WWK: how to calculate a fraction of an amount.**WWK: how to calculate a fraction of an amount – find the whole.****Measurement (Converting Units)*** Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places.
* Convert between miles and kilometres.

**WWK: the metric measures and when they are used.****WWK: how to convert metric measures.****WWK: strategies to calculate with metric measures.****WWK: how to convert between miles and kilometres.****WWK: the relationship between some imperial and metric measures.** |

Nursery/EYFS – Birth to Five

National Curriculum Outcomes

Knowledge Statements

**Five Key Areas of Knowledge**