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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 Maths  Week 1, 2, 3 - Getting to know you  Settling 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 Maths  Week 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.** |
| 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**