CAPTAIN WEBB PRIMARY SCHOOL
Maths Curriculum – Key Knowledge and Skills

(Bold-Statutory Statements from NC;
Italics-Non-statutory, but fundamental to ensure knowledge is secure.

		Daycare 2/Rising 3	Nursery Pre-School (3s)	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DECLARATIVE KNOWLEDGE: *Facts and formulae(Fluency) Relationships between facts*		**PLACE VALUE**								
		Counting								
		Knows some counting words. Knows some counting gestures eg pointing, making sounds, saying some numbers. Knows that numbers are in a sequence, maybe skipping numbers (1, 2, 3, 5)	Knows numbers one to 10 and beyond in and out of order. Know that there are numbers beyond 10 Knows that the last number said is a total counted so far within numbers to five. Knows that each count number is one more than the number before.	Knows and understands numbers to 10 linking names of numbers numerals their value and their position in the counting order. Knows that the last number said is my total.	**Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.** **Count in multiples of twos, fives and tens**	**Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backwards**	**Count from 0 in multiples of 4, 8, 50 and 100;** **Find 10 or 100 more or less than a given number** Knows relative position of numbers. Knows that 0 is a placeholder in a three digit number.	**Count in multiples of 6, 7, 9, 25 and 1000** **Count backwards through zero to include negative numbers**	**Count forwards or backwards in steps of powers of 10 for any given number up to 1000 000** **Count forwards and backwards with positive and negative whole numbers, including through zero.**	**Count and use negative numbers in context, and calculate intervals across zero**

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PROCEDUAL KNOWLEDGE Methods. Relationships between facts, procedures and missing facts.				Knows how to count 200 in ones twos 10s and fives Given a number, knows how to identify one more and one less		Knows how to count in step sizes and estimate numbers up to 1000	Knows how to find 1000 more or less than a given number		

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Comparing and Ordering Numbers										
DECLARATIVE KNOWLEDGE: Facts and formulae(Fluency) Relationships between facts				Knows and understands equality and inequality	**Knows and uses the language of: equal to, more than, less than (fewer), most, least**					
PROCEDURAL KNOWLEDGE Methods. Relationships between facts, procedures and missing facts.				Knows how to order (first, second, third)	**Knows how to compare and order numbers from 0 up to 100; using <,> and = signs.**	**Knows how to compare and order numbers up to 1000.**	**Knows how to order and compare numbers beyond 1000** Knows how to compare numbers with the same number of decimal places up to two decimal places (copied from Fractions)	**Knows how to order and compare numbers to at least 1 000 000 and determine the value of each digit**	**Knows how to read, write, order and compare numbers up to 10 000000 and determine the value of each digit.**

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Identifying, Representing and Estimating Number										
DECLARATIVE KNOWLEDGE: *Facts and formulae(Fluency) Relationships between facts*	Knows that things exist even when out of sight Eg I have two socks Where is the other sock? Knows some number symbols	Know some number names and corresponding language during play. Knows numbers of a personal significance	Knows number names and symbols when comparing numbers showing interest in large numbers Knows number structures and patterns to five. (subitising). Knows and *recognises numbers of personal significance.*	**Knows and can identify numbers in pictures and on a number line.**						
PROCEDUAL KNOWLEDGE. *Methods. Relationships between facts, procedures and missing facts.*				**Knows how to represent numbers using objects and pictorial representations including the number line.**	**Knows how to identify, represent and estimate numbers using different representations, including the number line.**	**Knows how to identify, represent and estimate numbers using different representations.**	**Knows how to identify, represent and estimate numbers using different representations.**			

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Reading & Writing Number									
PROCEDUAL KNOWLEDGE Methods. Relationship between facts, procedures and missing facts.					**Knows how to read and write numbers to 100 in numerals and words.**	**Knows how to read and write numbers to at least 100 in numerals and in words**	**Knows how to read and write numbers up to 1000 in numerals and in words** **Knows how to tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks (from Measure)**	*Knows how to read and write numbers to 10,000 and determine the value of each digit.* **Knows how to read Roman numerals to 100 (I to C) & know that over time, the numeral system changed to include the concept of zero & place value**	**Knows how to read and write, numbers to at least 1 000 000 & determine the value of each digit .** **Knows how to read Roman numerals to 1000 (M) and recognise years written in Roman numerals.**	**Knows how to read, write, order and compare numbers up to 10 000 000 and determine the value of each digit**

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			Understanding Place Value						
DECLARATIVE KNOWLEDGE: *Facts and formulae(Fluency)* *Relationships between facts*			Knows through play and exploration that numbers are made-up of composed of smaller numbers.	Knows that numbers are made-up of composed of smaller numbers exploring partitioning in different ways with a wide range of objects.	**Know the value of 2 digit numbers knows 10 is equal to 10 ones knows how the totals are built.**	**Knows the place value of each digit in a two-digit number (tens, ones)** *Know that numbers can be partitioned*	**Knows the place value of each digit in a three digit number (hundreds, tens, ones)**	**knows the place value of each digit in a four digit number (thousands, hundreds, tens and ones)** **knows number system from zero into negative numbers recognise the place value of each digit in a four-digit number.** ***Knows the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths***	**Knows the place value of each digit to at least 1 000 000.** ***Knows and uses thousandths and relate them to tenths, hundredths and decimal equivalents (copied from Fractions)***	**Knows the pace value of each digit to 10 000 000** **Knows the value of each digit to three decimal places.**

PROCEDUAL KNOWLEDGE Methods. Relationship between facts, procedures and missing facts.						*knows how to represent numbers in different ways* **Knows how to use place value and number facts to solve problems.**			*Knows how to multiply and divide numbers by 10, 100 and 1000(copied from Fractions)*	*Knows how to multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places (copied from Fractions)*

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Rounding									
DECLARATIVE KNOWLEDGE: *Facts and formulae(Fluency) Relationships between*								*Know the rules of rounding.*	
PROCEDUAL KNOWLEDGE *Methods. Relationship between facts, procedures and missing facts.*								**Know how to round any number to the nearest 10, 100 or 1 000** *Knows how to round decimals with one decimal place to the nearest whole number (copied from Fractions)*	**Knows how to round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000** *Knows how to round decimals with two decimal places to the nearest whole number and to one decimal place (copied from Fractions)*	**Knows how to round any whole number to a required degree of accuracy.**

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Vocabulary		one to one counting subitise	Subitise count how many more less different few are greater than more than less than even odd	equal to more than less than fewer most least tens ones place holder	placeholder hundreds tens ones digit partition greater than less than	Hundreds Tens ones multiple estimate	negative positive thousands round integer approximately	powers	degree of accuracy intervals

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