



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	FDPRP								
		Counting in Fractional Steps								
					.	<i>Pupils should count in fractions up to 10, starting from any number and using the 1/2 and 2/4 equivalence on the number line</i>	count up and down in tenths	count up and down in hundredths. <i>Extend the use of the numberline to connect numbers, fractions and measures.</i>	<i>Count forward and backwards in differing fractions.</i> <i>Count up and down in decimals and fractions including bridging through 0 on a numberline.</i>	<i>Count forward and backwards in differing fractions bridging whole numbers.</i> <i>Count up and down in decimals and fractions including bridging through 0 on a numberline.</i>



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	Recognising Fractions								
DECLARATIVE KNOWLEDGE: Facts and formulae (Fluency) Relationships between facts			Knows that objects can be cut into two equal halves of the same whole	Knows that half is two equal parts of a whole. Knows that quarters are 4 equal parts of a whole	<i>Knows that fractions are relative to the whole</i> <i>Know that fractions are equal parts to the whole</i> Knows that thirds are three equal parts of the whole	<i>Knows that fractions are relative to the whole and can be represented in different ways</i> <i>Knows unit and non-unit fractions as numbers on the number line and how to represent equivalence.</i>	Knows that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	<i>Knows that percentages, decimals and fractions are different ways of expressing proportions.</i>	
						Knows that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10.			



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Comparing Fractions									
						<p>Knows how to compare and order unit fractions, and fractions with the same denominators.</p> <p><i>Knows how to solve problems including fractions.</i></p>	<p>Knows how to solve problems involving harder fractions to calculate quantities and fractions to divide quantities.</p>	<p>Knows how to compare and order fractions whose denominators are all multiples of the same number</p>	<p>Knows how to compare and order fractions, including fractions >1</p>
Comparing Decimals									
							<p>Knows how to compare numbers with the same number of decimal places up to two decimal places</p>	<p>Knows how to read, write, order and compare numbers with up to three decimal places</p>	<p>Knows how to identify the value of each digit in numbers given to three decimal places</p>
Rounding including Decimals									
							<p>Knows how to round decimals with one decimal place to the nearest whole number</p>	<p>Knows how to round decimals with two decimal places to the nearest whole number and to one decimal place.</p>	<p>Knows how to solve problems which require answers to be rounded to specified degrees of accuracy</p>



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Equivalence (including Fractions, Decimals & Percentages)									
<p>DECLARATIVE KNOWLEDGE:</p> <p><i>Facts and formulae (Fluency)</i></p> <p><i>Relationships between facts</i></p>							<p><i>knows that decimals and fractions of different ways of expressing numbers and proportions.</i></p>	<p>knows that when the numerators larger than a denominator it is an improper fraction.</p>	
							<p>Knows decimal notation and the language associated with it include the context of measure and money</p>	<p>knows that an improper fraction is converted to a mixed number</p> <p><i>knows that percentages decimals and fractions are different ways of expressions portions. (repeated from Recognising).</i></p> <p>Knows the per cent symbol (%)</p> <p>Knows that that per cent relates to "number of</p>	



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									parts per hundred",	
PROCEDURAL KNOWLEDGE					Knows how to write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	Knows how to recognise and show, using diagrams, equivalent fractions with small denominator	Knows how to recognise and show, using diagrams, families of common equivalent fractions	Knows how to identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	Knows how to use common factors to simplify fractions; use common multiples to express fractions in the same denomination	
							Knows how to write decimal equivalents of any number of tenths or hundredths	Knows how to read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$)	Knows how to associate a fraction with division and calculate decimal fraction equivalents	



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							<p><i>Knows how to recognise and write decimal equivalents to $1/4$; $1/2$; $3/4$</i></p>	<p><i>Knows how to recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents recognise and write decimal equivalents to $1/4$; $1/2$; $3/4$</i></p> <p><i>Knows how to write percentages as a fraction with denominator 100 as a decimal fraction</i></p>	<p><i>(e.g. 0.375) for a simple fraction (e.g. $3/8$)</i></p> <p><i>Knows how to recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</i></p>
Addition & Subtraction of Fractions									
						<p>Knows how to add and subtract fractions with the same denominator within one whole (e.g. $5/7 + 1/7 = 6/7$)</p>	<p>Knows how to add and subtract fractions with the same denominator</p>	<p>Knows how to add and subtract fractions with the same denominator and multiples of the same number</p>	<p>Knows how to add and subtract fractions with different denominators and mixed numbers, using the concept of</p>



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								<p>Knows how to recognise mixed numbers, fractions and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. $2 \frac{4}{5} + \frac{1}{5} = 2 \frac{5}{5} = 3$)</p>	<p>equivalent Fractions</p>
Multiplication & Division of Fractions									
								<p>Knows how to multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p>	<p>Knows how to multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$)</p>



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									<p><i>Knows how to multiply one-digit numbers with up to two decimal places by whole numbers</i></p>
									<p><i>Knows how to divide proper fractions by whole numbers (e.g. $1/3 \div 2 = 1/6$)</i></p>
Multiplication & Division of Decimals									
							<p><i>Knows how to find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</i></p>	<p><i>Knows how to find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</i></p>	<p><i>Knows how to multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places.</i></p> <p><i>Knows how to identify the value of each digit to three decimal places</i></p> <p><i>Knows how to associate a fraction with division and</i></p>



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									<p>calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$)</p> <p>Knows how to use written division methods in cases where the answer has up to two decimal places</p>
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Vocabulary				half quarter equal part whole	<i>equivalent</i> <i>third non-unit fraction</i> <i>numerator</i> <i>denominator</i>	<i>tenths unit fraction</i> <i>non-unit fraction</i> <i>denominator</i> <i>equivalence</i> <i>fractions of</i>	<i>common equivalent fraction</i> <i>hundredth</i> <i>tenth whole number</i> <i>decimal place</i> <i>decimal equivalent</i> <i>proportion</i> <i>decimal notation</i>	<i>denominator</i> <i>mixed number</i> <i>improper</i> <i>proper</i> <i>thousandth</i> <i>percent</i> <i>percentage</i> <i>proportion</i> <i>operator</i> <i>scaling</i> <i>complements of 1</i>	<i>simplify</i> <i>express</i> <i>simplest form</i> <i>decimal</i> <i>fraction</i> <i>equivalent</i> <i>decimal</i> <i>notation</i>