

Examples of Cultural Capital Across the Maths Curriculum Measures

EYFS

The fundamentals of understanding are covered in EYFS. From comparing objects by length, thickness, weight (and using the appropriate vocabulary) to talking about time and money, the foundations for primary understanding are started, using practical, hands-on activities.



Year 3

In Year 3, children look at the vocabulary of measuring, estimating and comparing, as well as learn to read different scales, such as dial scales (that you would find in the kitchen), using these to find the mass of a variety of objects.

Children also experience analogue and digital representations of time, using these different clock styles to calculate the duration of real-life activities.

Year 5

In Year 5, children will be applying their understanding of conversions across length, mass, capacity and time to calculate more complex problems. Questions such as 'The heart pumps about 5000ml of blood a minute, how many litres does it pump an hour?' combine different measures to further explore how, when measuring in real-life contexts, we need to bring in many aspects of understanding.



Year 1

In Year 1, measures are approached with real-life contexts. Children look at the vocabulary of comparing length, height, mass and speed, alongside sequencing days of the week and months of year.

Children will also experience money with coins and combinations to 20p, as well as telling the time to o'clock and half past.

Year 2

In Year 2, measures are represented, ordered and compared with numbers to 100 across height, length, mass and capacity. Children will also experience 'shop skills' by making combinations of £s and pence, including finding the change, and doubling and halving amounts of money.

We also look at totalling and comparing amounts across different statistical representations (block graphs, pictograms and tally charts), and telling the time to the nearest 5 minutes.

Year 4

In Year 4, children build upon their previous knowledge by exploring how multiplying by 10 and 100 can help to convert between different units, such as length, mass and capacity. Their understanding is also deepened by exploring how many of one unit is equal to another, e.g. seeing 1 metre as both 1m (a unit) and equal to 100cm. Throughout Year 4, pupils will be given 'real' reference points to aid their memory, such as metre sticks for 1m, a bag of flour for 1kg and a bottle that holds 1L. Children will then solve real-life problems, using their knowledge.

Year 6

In Year 6, children build upon all their previous knowledge, checking fluency and accuracy, with converting between metric units, applying this understanding to problems involving multiple steps. There is also the link between miles and km (and why this is important) with the comparison between metric and imperial units of length.

Children will also use real-life contexts when making the link between cm^3 and ml, when estimating and measuring volume.

Throughout the ESSENTIALmaths scheme, there are frequent references to real-life contexts and how the maths the children are learning can be used in their own lives, through each concept.

Our aim is to give children the knowledge and skills to prepare them for what comes next in their lives. This includes the relevant vocabulary needed throughout their education and the opportunity to link maths to real-world problem solving. As new concepts are introduced, rehearsed and developed, real-life contexts are used throughout, giving the children an understanding as to how the concepts may be used and needed in their own lives.