Primary Maths Subject Knowledge Audit

Throughout this course, you must demonstrate continuous improvement in your subject knowledge to meet the required standards. Strong expertise in subject knowledge is essential for effective teaching. You will show your knowledge partly through lesson observations, but also by completing the subject knowledge audit below at each assessment point during your training year. The audit's red-amber-green rating of course content will map your progress. This live document will serve as a professional tool that you can build on throughout the early stages of your teaching career. The audits are to help you identify those areas of the curriculum where you may have less knowledge or confidence.

	RAG Rating Key
S	Secure knowledge = I have good pedagogical content knowledge and would be able to teach it
D	Developing knowledge = I understand it, I need to study it further to be able to teach it
L	Limited Knowledge = I have little knowledge and have not seen it taught

Subject Knowledge	**Pre-Course Knowledge**	**AP1 Autumn Term**	**AP2 Spring Term**	**AP3 Summer Term**	**Final Assessment Summer Term**	**Action Plan for Development**
Dates		**18 November 24 to 2 December 24**	**3 March 25 to 24 March 25**	**28 April 25 to 12 May 25**		
Curriculum Knowledge						
I am confident in my subject understanding in all areas of the curriculum, including: • The four operations • Decimals, percentages and fractions • Algebra • Geometry • Number place and value						
I am aware of areas of the curriculum I feel less confident in and take steps to improve my knowledge in these areas						

I am able to see links between topics and bring this into my teaching (e.g. reviewing fractions in a lesson about angles by asking pupils what ½ or ⅓ of an angle is)						
I understand how what I am teaching now will be built upon in later years						
Number & Place Value						
I understand and can explain place value notation						
I can understand and use negative numbers						
I understand the meaning of square, cube, root and prime numbers						
Addition, Subtraction, Multiplication & Division						
I can model mental calculations						
I can model multiplication using arrays, repeated addition, or long multiplication						
I can multiply and divide by 10, 100 and 100						
I can model division using equal sharing, grouping, inverse, short or long division						
I can find factors and multiples						
Fractions (including decimals and percentages)						
I understand the meaning of a fraction						
I can represent a mixed number and show its improper fraction equivalent						
I can add, subtract, multiply and divide with fractions						
I can express a quantity as a decimal, fraction or percentage						
Measurement						
I understand the difference between estimation and measurement						

I know the standard metric units for length, area, weight, volume and capacity						
I can estimate the size of an angle and use a protractor accurately						
I understand the various units for measuring time						
Geometry						
I can recognise and state the properties of a range of 2D and 3D shapes						
I know the formula for calculating the area of a rectangle and triangle						
I know how to find the circumference of a shape						
Ratio & Proportion						
I know how to solve problems involving proportion						
I understand the difference between ratio and proportion						
Algebra						
I understand how to recognise patterns and how to define an nth term as an algebraic expression						
Reasoning						
I model the use of appropriate mathematical terminology and make sure pupils understand and use it appropriately						
I ask questions that challenge pupils to demonstrate how they reached an answer						
I give pupils the chance to discuss mathematical problems in groups in order to develop reasoning skills						
Assessment						
I can identify gaps in pupils' mathematical knowledge						

I plan frequent, low-stakes testing to help pupils to remember content						
I incorporate timed testing to help pupils learn pertinent maths facts to then enable automaticity						