**Year 6 Maths Long Ter**m **Plan**

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| **A**u**t**um**n 1 (7 weeks)** | | | | | **A**u**t**um**n 2 (7 weeks)** | | | |
| Calculating using knowledge of structures  (6 weeks)   * Understand that 2 numbers can be related additively or multiplicatively, and quantify additive and multiplicative relationships (multiplicative relationships restricted to multiplication by a whole number) * Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding. * Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. * Perform mental calculations, including with mixed operations * Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate * 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. | | | | | Multiples of 1,000  (2 weeks)   * Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000). * Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and nonstandard partitioning. | Numbers up to 10,000,000  (4 weeks)   * Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000). * Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and nonstandard partitioning. * Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system, and round numbers, as appropriate, including in contexts. | | Draw, compose and decompose shapes  (2 weeks)   * Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems. * Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons * Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles |
| Maths Spot: | | | | | Maths Spot: | | | |
| **Spring 1 (6 weeks)** | | | | | **Spring 2 (5 weeks)** | | | |
| Multiplication and Division  (4 weeks)   * Identify common factors, common multiples and prime numbers * Multiply a number up to 4 digits by a 2-digit number using a formal written method * Divide numbers up to 4 digits by a two-digit number using the formal written method and interpret remainders as remainders, fractions and decimals | | | Area & Perimeter  Position & Direction  (2 weeks)   * Describe positions on the full coordinate (all four quadrants) * Draw and translate simple shapes on the coordinate plane, and reflect them in the axes * Recognise that shapes with the same areas can have different perimeters and vice versa * Recognise when it is possible to use formulae for area and volume of shapes * Calculate the area of parallelograms and triangles * Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm³, m³ and extending to other units (mm³, km³) | | Fractions & Percentages  (5 weeks)   * Recognise when fractions can be simplified, and use common factors to simplify fractions. * Express fractions in a common denomination and use this to compare fractions that are similar in value. * Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy. * Generate and describe linear number sequences with fractions * Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions * Multiply simple pairs of proper fractions, writing the answer in its simplest form * Divide proper fractions by whole numbers * Associate a fraction with division and calculate decimal equivalents * Recall and use equivalences between simple fractions, decimals and percentages, including different contexts * Solve problems involving the calculation of percentages e.g. of measures such as 15% of 360 and the use of percentages for comparison | | | |
| Maths Spot: | | | | | Maths Spot: | | | |
| **S**umm**er 1 (6 weeks)** | | | | | **S**umm**er 2 (7 weeks)** | | | |
| Fractions & Percentages Cont.  (1 week) | Ratio & Proportion  (2 weeks)   * Solve problems involving ratio relationships. * Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts * Solve problems involving similar shapes where the scale factor is known or can be found * Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples | Calculating using knowledge of structures  (2 week) | | SATs Week (1 week) | Solving problems with two unknowns  (2 weeks)   * Solve problems with 2 unknowns. * Use simple formulae * Generate and describe linear number sequences * Express missing number problems algebraically * Enumerate possibilities of two variables | | Order of operations  (1 week)   * Use knowledge of the order of operations (BIDMAS) to complete calculations involving all four operations * Order of operations | Mean average  (1 week)   * Calculate the mean as an average |
| Maths Spot: | | | | | Maths Spot: | | | |

**Year 5 Maths Long Ter**m **Plan**

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| **A**u**t**um**n 1 (7 weeks)** | | | | | **A**u**t**um**n 2 (7 weeks)** | | | | |
| Money  (3 weeks)   * use columnar to add/subtract numbers with 4+ digits * add/subtract numbers mentally * use rounding to estimate and check answers * solve addition/subtraction multi-step problems, deciding which operations/methods to use * read Roman numerals to 1,000 (M) and recognise years written in Roman numerals * read, write order and compare numbers up to 1,000,000. * count forwards/backwards in powers of 10 up to 1,000,000. * round numbers up to 1,000,000 to the nearest power of 10 * solve addition/subtraction multi-step problems, deciding which operations/methods to use * solve number and practical problems that involve all of the above | | Decimal Fractions  (4 weeks)   * Read, write, order and compare numbers with up to three decimal places * Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents * Round decimals to two decimal places or to the nearest whole | | | Negative Numbers  (2 weeks)   * Interpret negative numbers, counting forwards/backwards, through 0 * Solve comparison, sum and difference problems using information presented in a line graph | Short Multiplication & Division  (4 weeks)   * multiply and divide numbers mentally * multiply a 4-digit number by 2 a 2-digit number using short multiplication * divide a 4-digit number by a 1-digit number using short division and interpret remainders * solve problems involving multiplication and division | | | Calculating Decimal Fractions  (1 week)  •Multiply and divide whole numbers and those involving decimals by 10 and 100 and 1000; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size. |
| Maths Spot: | | | | | Maths Spot: | | | | |
| **Spring 1 (6 weeks)** | | | | | **Spring 2 (5 weeks)** | | | | |
| Calculating Decimal Fractions  (2 weeks)   * Multiply and divide whole numbers and those involving decimals by 10 and 100 and 1000; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size. * Convert between different units of metric measure e.g., km and m; cm and m; cm and mm; g and kg; L and ml * Solve problems involving number up to 3 decimal places | | | Factors, Multiples & Prime  (4 weeks)   * identify multiples, factors, prime and composite * identify prime numbers, prime factors and composite numbers * solve square and cube numbers | | Fractions  (5 weeks)   * compare and order fractions (denominators multiples of the same number) * identify, name and write equivalent fractions inc. tenths and hundredths * convert mixed numbers and improper fractions * add/subtract fractions (denominators multiples of the same number) * multiply proper fractions and mixed numbers by whole numbers * understand percent relates to ‘number of parts per 100’, write percentages as a fraction with denominator 100, and as a decimal * solve problems which require knowing percentage, decimal equivalents and fractions with denominator multiple of 10 and 25 | | | | Consolidation  (1 week) |
| Maths Spot: | | | | | Maths Spot: | | | | |
| **S**umm**er 1 (6 weeks)** | | | | | **S**umm**er 2 (7 weeks)** | | | | |
| Converting Units  (2 weeks)   * Convert between different units of metric measure e.g., km and m; cm and m; cm and mm; g and kg; L and ml * Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints | Interpreting Data:  (1 week)   * solve problems using information presented in a line graph * complete, read and interpret information in tables * complete, read and interpret information in timetables | | | Area & Scaling  (3 weeks)   * Compare areas and calculate the area of rectangles (including squares) using standard units. * Solve problems involving multiplication and division, inc. scaling by simple fractions * Estimate volumes e.g., using 1cm³ blocks to build cuboids or cubes; and capacity e.g., using water * Measure and calculate the   perimeter of composite rectilinear shapes in cm and m. | Shape  (3 weeks)   * identify 3D shapes from 2-D representations. * use the properties of rectangles to deduce related facts * find missing lengths and angles * distinguish between regular and irregular polygons * identify, describe and represent position of a shape following a reflection * identify, describe and represent position of a shape following a reflection * translation, using the appropriate language, and know that the shape has not changed * coordinates in all four quadrants | | Angles  (2 weeks)   * know angles are measured in degrees * estimate and compare acute, obtuse and reflex angles * draw given angles, and measure them in degrees * identify angles at a point and 1 whole turn * angles at a point on a straight line and half a turn * other multiples of 90°   missing angles and relate to missing number problems | Consolidation  (2 weeks) | |
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**Year 4 Maths Long Ter**m **Plan**

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| **A**u**t**um**n 1 (7 weeks)** | | | | **A**u**t**um**n 2 (7 weeks)** | | | | | |
| Column addition & subtraction  (3 weeks)   * Add and subtract numbers with up to 4 digits using the formal written methods of column 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. | | Numbers to 10,000  (4 weeks)   * Identify and work out how many 100s there are in other four-digit multiples of 100. * Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and nonstandard partitioning. * Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. * Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. * Count in multiples of 6, 7, 9, 25 and 1000 * Identify, represent and estimate numbers using different representations. * Round any number to the nearest 10, 100, 1000 * Count backwards from zero to include negative numbers * Read Roman Numerals to 100 (I to C) | | Perimeter  (2 weeks)   * Find the perimeter of regular and irregular polygons. * Find the area of rectilinear shapes by counting squares. | 3, 6 & 9 times tables  (2 weeks)   * Count in multiples of 3,6 & 9. * Know the relationship between the 3-, 6- and 9-times tables. | | Measure   1. weeks)  * Convert between different units of measure e.g., kilometre to metre * Estimate, compare and calculate different measures, including money in pounds and pence | | Consolidation  (1 week) |
| Maths Spot: | | | | Maths Spot: | | | | | |
| **Spring 1 (6 weeks)** | | | | **Spring 2 (5 weeks)** | | | | | |
| 7 times tables and patterns  (2 weeks) | Understanding and manipulating multiplicative relations  (4 weeks)   * Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100) * Understanding and manipulating multiplicative relationships * Count in multiples of 6, 7, 9, 25 and 1000 * Use place value, known and derived facts to multiply and divide mentally, including; multiplying by 0 and 1; dividing by 1; multiplying together three numbers. * Multiply two digit and three-digit numbers by a one-digit number using a formal written method. * Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit. * Recall multiplication and division facts up to 12 x 12, and recognise products in multiplication tables as multiples of the corresponding number. * Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. * Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication. * Understand and apply the distributive property of multiplication. | | | Review of Fractions & Fractions greater than 1  (4 weeks)   * Recognise and show, using diagrams, families of common equivalent fractions. * Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing by ten. * Reason about the location of mixed numbers in the linear number system. * Convert mixed numbers to improper fractions and vice versa. * Add and subtract fractions with the same denominator * Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers. * Solve problems involving increasingly harder fractions to calculate quantities, and fraction to divide quantities, including non-unit fractions where the answer is a whole number. | | | | Statistics  (1 week)  Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs  Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs | |
| Maths Spot: | | | | Maths Spot: | | | | | |
| **S**umm**er 1 (6 weeks)** | | | | **S**umm**er 2 (7 weeks)** | | | | | |
| Coordinates  (2 weeks)   * Plot specified points and draw sides to complete a given polygon * Describe movements between positions as translations of a given unit to the left/right and up/down | | Symmetry of 2D shapes  (2 weeks)   * Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. * Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry | Time  (2 week)   * Read, write and convert time between analogue and digital 12-and 24-hour clocks * Convert between different units of measure e.g., hour to minute * Solve problems involving from hours to minutes; minutes to seconds; years to months; weeks to days | Fractions cont.  (2weeks)   * Recognise and write decimal equivalents of any number of tenths or hundredths. * Find the effect of dividing a one- or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths * Compare numbers with the same number of decimal places up to two decimal places * Round decimals with one decimal place to the nearest whole number * Recognise and write decimal equivalents to 1/4, 1/2 and ¾ * Solve simple measure and money problems involving fractions and decimals to two places | | Division with remainders  (2 weeks)   * Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context. | | Consolidation  (3 weeks) | |
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**Year 3 Maths Long Ter**m **Plan**

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| **A**u**t**um**n 1 (7 weeks)** | | | | **A**u**t**um**n 2 (7 weeks)** | | | | | |
| Addition & subtraction across 10  (2 weeks)   * add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers | Numbers to 1,000  (5 weeks)   * 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 three-digit number (hundreds, tens, ones) * compare and order numbers up to 1000 * identify, represent and estimate numbers using different representations * read and write numbers up to 1000 in numerals and in words * solve number problems and practical problems involving these ideas. | | | Numbers to 1,000 cont.  (5 weeks)   * 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 three-digit number (hundreds, tens, ones) * compare and order numbers up to 1000 * identify, represent and estimate numbers using different representations * read and write numbers up to 1000 in numerals and in words   solve number problems and practical problems involving these ideas. | | | Right Angles  (2 weeks)   * recognise angles as a property of shape or a description of a turn * identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle | | |
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| **Spring 1 (6 weeks)** | | | | **Spring 2 (5 weeks)** | | | | | |
| Manipulating the additive relationship and mental calculation  (4 weeks)   * add and subtract numbers mentally, including: * a three-digit number and ones * a three-digit number and tens * a three-digit number and hundreds | | Column addition  (2 weeks)   * add and subtract numbers with up to three 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. | | 2, 4 & 8 times tables  (3 weeks)   * recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables * write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods * solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. | | Column subtraction  (1 week)   * estimate the answer to a calculation and use inverse operations to check answers | | Statistics  (1 week)   * interpret and present data using bar charts, pictograms and tables * solve one-step and two-step questions [for example ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables | |
| Maths Spot: | | | | Maths Spot: | | | | | |
| **S**umm**er 1 (6 weeks)** | | | | **S**umm**er 2 (7 weeks)** | | | | | |
| Unit fractions  (4 weeks)   * count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 * recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators * recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators * recognise and show, using diagrams, equivalent fractions with small denominators | | Parallel & Perpendicular  (1 week)    • identify horizontal and vertical lines and pairs of perpendicular and parallel lines. | Properties of Shape   1. week)   • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them  • recognise angles as a property of shape or a description of a turn  •identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle | Non-unit fractions  (4 weeks)   * add and subtract fractions with the same denominator within one whole [for example, 5/7 +1/7 = 6/7 * compare and order unit fractions, and fractions with the same denominators * solve problems that involve all of the above. | Time  (2weeks)  • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks  • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight  • know the number of seconds in a minute and the number of days in each month, year and leap year  • compare durations of events [for example to calculate the time taken by particular events or tasks]. | | | | Consolidation (1 week) |
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**Year 2 Maths Long Ter**m **Plan**

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| **A**u**t**um**n 1 (7 weeks)** | | | | | | | **A**u**t**um**n 2 (7 weeks)** | | | | |
| Numbers 10 to 100  (4 weeks)   * recognise the place value of each digit in a two-digit number (tens, ones) * identify, represent and estimate numbers using different representations, 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 * use place value and number facts to solve problems * count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward | | | Calculations within 20  (3 weeks)   * solve problems with addition and subtraction * using concrete objects and pictorial representations, including those involving numbers, quantities and measures * recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 * add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers * show that addition of two numbers can be done in any order (commutative) and subtraction of one 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. | | | | Add & subtract within 10  (1 week)  • applying their increasing knowledge of mental and written methods | Addition & subtraction of 2-digit numbers  (2 weeks)  • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers  • applying their increasing knowledge of mental and written methods  • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot  •brecognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. | | Multiplication  (3 weeks)   * recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers * calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (×) and equals (=) signs * show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot | Statistics  (1 week)   * interpret and construct simple pictograms, tally charts, block diagrams and simple tables * ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity * ask and answer questions about totalling and comparing categorical data. |
| Maths Spot: | | | | | | | Maths Spot: | | | | |
| **Spring 1 (6 weeks)** | | | | | | | **Spring 2 (5 weeks)** | | | | |
| Multiplication  (4 weeks)   * recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers * calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (×) and equals (=) signs * show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot | | | | | Division structures  (2 weeks)   * recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers * calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs * show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot | | Shape  (2 weeks)   * identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line * identify and describe the properties 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. | | Addition & subtraction of 2-digit numbers  (3 week)  • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers | | Consolidation  (1 week) |
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| **S**umm**er 1 (6 weeks)** | | | | | | | **S**umm**er 2 (7 weeks)** | | | | |
| Money  (1 week)   * recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value * find different combinations of coins that equal the same amounts of money   solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change | Fractions  (2 weeks)   * recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity * write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2 . | Time  (1 week)   * compare and sequence intervals of time * tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times   know the number of minutes in an hour and the number of hours in a day. | | Position & Direction  (1 week)   * order and arrange combinations of mathematical objects in patterns and sequences * use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). | | Consolidation  (1 week) | Multiplication & division  (3 weeks)   * show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot * solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication facts, including problems in contexts * show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot * solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including | | | Sense of measure  (2 week)  • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels  • compare and order lengths, mass, volume/capacity and record the results using >, < and = | Consolidation  (2 weeks) |
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**Year 1 Maths Long Ter**m **Plan**

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| **A**u**t**um**n 1 (7 weeks)** | | | | **A**u**t**um**n 2 (7 weeks)** | | | | |
| Counting within 100  (6 weeks)   * count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number | | | Numbers 0 to 5  (1 week)   * given a number, identify one more and one less * 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 | Comparison of quantities  (3 weeks)   * measure and begin to record the following: lengths and heights * compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] | 2D and 3D Shapes  (3 weeks)   * 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]. | | | Consolidation  (1 week) |
| Maths Spot: | | | | Maths Spot | | | | |
| **Spring 1 (6 weeks)** | | | | **Spring 2 (5 weeks)** | | | | |
| Numbers 0 to 10  (3 weeks)   * read and write numbers from 1 to 20 in numerals and words | Additive Structures  (3 weeks)   * read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs * solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9 | | | Addition & subtraction facts within 10  (3 weeks)   * read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs * solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9 | | Position & direction  (1 week)   * describe position, direction and movement, including whole, half, quarter and three-quarter turns. | Fractions  (1 week)   * recognise, find and name a half as one of two equal parts of an object, shape or quantity * recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. | |
| Maths Spot | | | | Maths Spot | | | | |
| **S**umm**er 1 (6 weeks)** | | | | **S**umm**er 2 (7 weeks)** | | | | |
| Numbers 0 to 20  (4 weeks)   * represent and use number bonds and related subtraction facts within 20 * add and subtract one-digit and two-digit numbers to 20, including zero | | Time  (2 weeks)   * sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] * recognise and use language relating to dates, including days of the week, weeks, months and years * tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. | | Unitising and coin recognition  (5 weeks)   * count forwards and backwards in multiples of 2,5 and 10 * solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher | | | | Consolidation  (2 weeks) |
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**FS2 Maths Long Ter**m **Plan**

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| **A**u**t**um**n 1 (7 weeks)** | | | | | | | | **A**u**t**um**n 2 (7 weeks)** | | | | | | | |
| Early Maths  (2 weeks)   * Classifying - to know objects can be sorted by common attributes, describe a common attribute * Comparing Quantities - use more than and fewer than to compare quantities * Describe position | | | Numbers 0 to 4  (5 weeks)   * Identify and represent numbers using objects and pictorial representations including the number line * Subitising * Number composition including part whole model | | | | | ‘5’  (2 weeks)   * Identify and represent numbers using objects and pictorial representations including the number line * Subitising * Number composition including part whole model * Automatic recall of number bonds to 5 | | Numbers 6 to 8  (3 weeks)   * Identify and represent numbers using objects and pictorial representations including the number line * Subitising * Number composition including part whole model | | | 2D Shapes  (2 weeks)   * Recognise and name common 2-D shapes including their properties, focussing on circles, triangles, squares and rectangles. * Explore characteristics of everyday objects and shapes (2-D shapes) * Classify and sort shapes | | |
| Speedy Maths Skills: Days of the week, counting backwards and forwards 0 - 10 | | | | | | | | Speedy Maths Skills: Counting in and back, 0-5 number composition – show me in different ways, subitising to 5 | | | | | | | |
| **Spring 1 (6 weeks)** | | | | | | | | **Spring 2 (5 weeks)** | | | | | | | |
| ‘9’  (1 week)   * Identify and represent 9 using objects and pictorial representations including the number line * Subitising * Number composition including part whole model | | Numbers 0 to 9  (1 week)   * Ordering numbers 0 – 9 on a number line * Understanding the concept of 1 more/1less and * Counting accurately | | | ‘10’  (2 weeks)   * Identify and represent 10 using objects and pictorial representations including the number line * Number composition including part whole model | | Measure  (2 weeks)   * Estimate, order compare, discuss and explore mass and length | Number Bonds to 10   1. weeks)  * Automatically recall (without reference to rhymes, counting or other aids) number bonds to 10 * Use knowledge of number bonds to 10 to fill in missing part whole. | | | Addition  (2 weeks)   * Explore addition as combining 2 groups * Explore addition as counting on | | | | Doubles  (1 week)   * Automatically recall doubles to 10 * solve problems, including doubling |
| Speedy Maths Skills: Number bonds to 5, number line 0 - 10 including 1 more/1 less, subitising to 5 | | | | | | | | Speedy Maths Skills: Number bonds to 10, number line 0 - 10 including 1 more/1 less, conceptual subitising to 5 | | | | | | | |
| **S**umm**er 1 (6 weeks)** | | | | | | | | **S**umm**er 2 (7 weeks)** | | | | | | | |
| Pattern  (1 week)   * Recognise, describe, copy and extend colour, object and size patterns (AB ABB and ABC). | Odd and Even  (1 week)   * Recognise the odd and even pattern * Automatically recall odd and even facts | | | Subtraction  (2 weeks)   * Explore subtraction as taking away | | Securing Addition & Subtraction  (2 weeks)   * Commutativity * Explore addition and subtraction * Applying number composition knowledge to addition and subtraction facts | | To 20 and Beyond  (1 week)   * Represent, compare and explore numbers to 20 * Explore number patterns and counting beyond 20 | Sharing and Grouping   1. weeks)  * Counting and sharing in equal groups * Relationship between grouping and sharing * solve practical problems that involve grouping and sharing | | | Measure  (2 weeks)   * Estimate, order compare, discuss and explore height, time and capacity. | | 3D Shape  (2 weeks)   * recognise and name common 3-D shapes including their properties, focussing on sphere, cone, cylinder, pyramid, cube and cuboid. * Explore characteristics of everyday objects and shapes (focusing on 3-D   shapes)   * Classify and sort shapes | |
| Speedy Maths Skills: Number bonds to 10, number line 0 - 10 including 1 more/1 less, conceptual subitising to 6, doubles | | | | | | | | Speedy Maths Skills: Number bonds to 10, number line 0 - 10 including 1 more/1 less, conceptual subitising to 6, doubles, odd and even | | | | | | | |

**FS1 Maths Long Ter**m **Plan**

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| **A**u**t**um**n 1 (7 weeks)** | | | | | | **A**u**t**um**n 2 (7 weeks)** | | | | | | | |
| Early Maths  (3 weeks)   * Classifying - to know objects can be sorted by common attributes | Numbers 0 and 1  (2 weeks)   * Identify numbers using objects and pictorial representations * Represent numbers using objects and fingers * Number conservation * Counting using 1 to 1 correspondence * Subitising | | Number 2  (2 weeks)   * Identify numbers using objects and pictorial representations * Represent numbers using objects and fingers * Number conservation * Counting using 1 to 1 correspondence * Subitising | | | Number 3  (2 weeks)   * Identify numbers using objects and pictorial representations * Represent numbers using objects and fingers * Number conservation * Counting using 1 to 1 correspondence * Subitising | | Numbers 0 - 3  (2 weeks)   * Identify numbers using objects and pictorial representations * Represent numbers using objects and fingers * Number conservation * Counting using 1 to 1 correspondence * Subitising | | | 2D Shapes  (3 weeks)   * Talk about and explore 2d shapes * Recognise simple 2D shapes; circle and triangle | | |
| Extra Provision Focus: Begin to describe a sequence of events, using words, such as ‘first’, ‘then’ | | | | | | Extra Provision Focus: Understand position through words alone, e.g. “The bag is under the table,” – with no pointing. | | | | | | | |
| **Spring 1 (6 weeks)** | | | | | | **Spring 2 (5 weeks)** | | | | | | | |
| Number 4  (2 weeks)   * Identify numbers using objects and pictorial representations * Represent numbers using objects and fingers * Number conservation * Counting using 1 to 1 correspondence * Subitising | | ‘Numbers 0 - 4’  (2 weeks)   * Identify numbers using objects and pictorial representations * Represent numbers using objects and fingers * Number conservation * Counting using 1 to 1 correspondence * Subitising | | | 2D Shapes  (3 weeks)   * Talk about and explore 2d shapes * Recognise simple 2D shapes; square and rectangle | Number 5  (2 weeks)   * Identify numbers using objects and pictorial representations * Represent numbers using objects and fingers * Number conservation * Counting using 1 to 1 correspondence * Subitising | | | Numbers 0 to 5  (2 weeks)   * Identify numbers using objects and pictorial representations * Represent numbers using objects and fingers * Number conservation * Counting using 1 to 1 correspondence * Subitising | | | Pattern  (1 week) | |
| Extra Provision Focus: Begin counting beyond 5 | | | | | | Extra Provision Focus: Counting beyond 5 | | | | | | | |
| **S**umm**er 1 (6 weeks)** | | | | | | **S**umm**er 2 (7 weeks)** | | | | | | | |
| 3D Shapes  (2 weeks)   * Talk about and explore 3d shapes (sphere, cone, cube) | | 0 to 5 Consolidation  (2 weeks)   * Identify and represent numbers 0 - 5 * Accurate counting * Subitising * Match numerals and amounts | | Measure  (2 weeks)   * Make comparisons between objects relating to size and length. | | More Than/Fewer Than  (2 weeks)   * Compare quantities using language: ‘more than’, ‘fewer than’ | 0 to 5 Consolidation  (2 weeks)   * Identify and represent numbers 0 - 5 * Accurate counting * Subitising * 1 more/1 less | | | Measure  (2 weeks)   * Make comparisons between objects relating to weight and capacity. | | | Consolidation  (1 week) |
| Extra Provision Focus: Solve real world mathematical problems with numbers up to 5. | | | | | | Extra Provision Focus: Solve real world mathematical problems with numbers up to 5. | | | | | | | |