

## Maths Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<p><b>Number and Numerical Patterns</b></p> <p>Verbally count to 5 Subitise to 2 Represent quantities to 2 on fingers Know number bonds to 2 Count up to 3 objects correctly Know that 4 is made of four 1s Know/ find when objects are the same/ different Match objects into pairs. Sort objects into two groups. Know when there are more and fewer.</p>	<p><b>Number and Numerical Patterns</b></p> <p>Count objects and sounds accurately to 5 Verbally count to 10 Say number names backwards Know that I have 5 fingers on one hand Subitise to 4 Use fingers to represent quantities to 5 Begin to recognise numerals to 3 Order numbers to 3</p>	<p><b>Number and Numerical Patterns</b></p> <p>Use my fingers to quickly show quantities to 5 Count 5 objects accurately. Count backwards from 5. Recognise numerals to 5 Match numerals to quantities to 5 Order numbers to 5 Use more than and fewer than to describe quantities Know when there are equal amounts</p>	<p><b>Number and Numerical Patterns</b></p> <p>Use my fingers to show quantities to 5 Verbally count to 10 Verbally count backwards from 10 Order numbers to 5 Subitise to 5 Recognise numerals to 6 Know when there are more, fewer or equal amounts.</p>	<p><b>Number and Numerical Patterns</b></p> <p>Revisit rules of counting Count 6 objects accurately Use my fingers to show quantities to 6 Verbally count to 12 Count backwards from 10 Order numbers to 6 Recognise numerals to 7 Know when there are more, fewer or equal amounts</p>	<p><b>Number and Numerical Patterns</b></p> <p>Verbally count to 15 Count backwards from 12 Count 10 objects accurately. Order numbers to 7 Recognise numerals to 7 Use my fingers to show quantities to 6</p>
	<p style="text-align: center;"><b>Shape, Space and Measure Patterns</b></p>	<p style="text-align: center;"><b>Shape, Space and Measure</b></p> <p style="text-align: center;">Circles and Triangles</p> <p style="text-align: center;">Positional language</p>	<p style="text-align: center;"><b>Shape, Space and Measure</b></p> <p style="text-align: center;">Shapes with 4 sides</p>	<p style="text-align: center;"><b>Shape, Space and Measure</b></p> <p style="text-align: center;">Mass and Capacity</p> <p style="text-align: center;">Sequencing</p>	<p style="text-align: center;"><b>Shape, Space and Measure</b></p> <p style="text-align: center;">Length, Height and Time</p>	<p style="text-align: center;"><b>Shape, Space and Measure</b></p> <p style="text-align: center;">3D Shape</p>
<b>Reception</b>	<p><b>Number and Numerical Patterns</b></p> <p>Subitise to 3 Represent quantities to 3 on fingers Identify sub groups of numbers to 3 Count to 5 Count objects accurately Know number bonds to 2 Know that 4 is made of four 1s Use positional language to describe pattern of 4 Compare 2 sets of objects and say which is more than or fewer than</p>	<p><b>Number and Numerical Patterns</b></p> <p>Count objects and sounds accurately Count to 10 Know that I have 5 fingers on one hand Make 5 in different ways Know that 5 and 5 make 10 Subitise to 10 Say when groups are equal Identify the whole when shown 1 part of a familiar object Identify that the parts are still visible when they are assembled to make the whole Hear the language of whole and parts Investigate ways to compose and de-compose 2, 3, 4 and 5 Use fingers to represent quantities to 10 Begin to recognize numerals to 5 Begin to understand that when a set of objects is rearranged, its quantity remains the same</p>	<p><b>Number and Numerical Patterns</b></p> <p>Use my fingers to quickly show quantities Recognise numerals to 5 Subitise linear and paired arrangements of up to 5 dots Visualise and recreate arrangements up to 5 Match numerals to quantities Recognise die arrangements, recognize, visualize and describe arrangements on a die Order numbers from 1-5 Recognise 1 more from a staircase pattern Partition 5 Know that 5 and 2 more make 7 Count out quantities from a collection Use more than and fewer than to describe quantities Know when there are equal amounts</p>	<p><b>Number and Numerical Patterns</b></p> <p>Use 5 and a bit composition to describe number to 8 Investigate 1 more and 1 less Order numbers to 10 Represent 8 as 5 and 3 more Describe how to place numbers to 8 in order Explain which numbers are more than others Describe parts of a whole set Investigate ways of making 7 with two parts Work out missing numbers Identify when 2 sets are equal Identify when a double is shown Say the whole when it is part of 2 equal parts Make and describe double patterns Visualise double patterns to 5 and 5 Sorts objects Investigate patterns of doubles</p>	<p><b>Number and Numerical Patterns</b></p> <p>Count sounds Revisit rules of counting Discuss and practice strategies for counting larger sets Count on from a given number Visualise, make and describe spatial arrangements of 6 Subitise, make and describe arrangements of 6 Subitise doubles shown on 10 frame Consolidate use of finger patterns to represent composition of 5 Identify a missing part of 5 Identify 6 as 5 and 1 and 7 as 5 and 2 Identify arrangements of 6 or 7 Represent up to 9 on fingers as 5 and a bit Identify when 10 is shown Explore of composition of 10 Count backward Identify numbers on a number track</p>	<p><b>Number and Numerical Patterns</b></p> <p>Subitise numbers to 5 Use a rekenrek Count objects with accuracy Verbally count to 100 Say which set of up to 10 contains more than Order towers to 10, recognizing the 1 more pattern Understand equivalence Make and describe double arrangements Sorts numbers Make matching double using fingers Recognise odd and even number Partition a set of 5 in different ways Use spatial language to describe arrangements Visualise and describe doubles up to 5 and 5 Explore the commutativity of addition facts Use fingers to represent 1 more and 1 less</p>
	<p style="text-align: center;"><b>Shape, Space and Measure Patterns</b></p>	<p style="text-align: center;"><b>Shape, Space and Measure</b></p> <p style="text-align: center;">Circles and Triangle</p>	<p style="text-align: center;"><b>Shape, Space and Measure</b></p> <p style="text-align: center;">Shapes with 4 sides</p>	<p style="text-align: center;"><b>Shape, Space and Measure</b></p> <p style="text-align: center;">Mass and Capacity</p>	<p style="text-align: center;"><b>Shape, Space and Measure</b></p> <p style="text-align: center;">Length, Height and Time</p>	<p style="text-align: center;"><b>Shape, Space and Measure</b></p> <p style="text-align: center;">3D Shape</p>
<b>Year 1</b>	<p><b>Number and Place Value:</b></p> <p style="text-align: center;">Numbers to 10</p> <p><b>Calculation:</b></p> <p style="text-align: center;">Addition and Subtraction to 10</p>	<p><b>Geometry- Position and Direction:</b> Positions</p> <p><b>Number and Place Value:</b></p> <p style="text-align: center;">Numbers to 20</p> <p><b>Calculation:</b></p>	<p><b>Calculation:</b></p> <p style="text-align: center;">Addition and Subtraction to 20</p> <p><b>Measurement:</b></p> <p style="text-align: center;">Shapes and Patterns</p> <p><b>Measurement:</b></p> <p style="text-align: center;">Length and Height</p>	<p><b>Number and Place Value:</b></p> <p style="text-align: center;">Numbers to 40</p> <p><b>Calculation:</b></p> <p style="text-align: center;">Addition and Subtraction</p> <p><b>Calculation:</b></p> <p style="text-align: center;">Multiplication</p>	<p><b>Calculation:</b></p> <p style="text-align: center;">Division</p> <p><b>Fractions:</b></p> <p style="text-align: center;">Fractions</p> <p><b>Number and Place Value:</b></p> <p style="text-align: center;">Numbers to 100</p>	<p><b>Measurement:</b></p> <p style="text-align: center;">Money</p> <p><b>Measurement:</b></p> <p style="text-align: center;">Volume and Capacity</p> <p><b>Measurement:</b></p> <p style="text-align: center;">Mass</p>

		Addition and Subtraction to 20	<b>Revision and Mid-Year assessment papers</b>		<b>Measurement:</b> Time	<b>Geometry- Position and Direction:</b> Space  <b>Revision and End of Year assessment papers</b>
	<b>Mastering Number</b>		<b>Mastering Number</b>		<b>Mastering Number</b>	
	<ul style="list-style-type: none"> <li>subitise within 5, including when using a rekenrek, and re-cap the composition of 5</li> <li>develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure</li> <li>compare numbers within 10 and use precise mathematical language when doing so</li> <li>re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number</li> <li>explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s)</li> <li>explore the structure of the odd numbers as being composed of 2s and 1 more</li> <li>explore the composition of each of the numbers 6, 8, and 10</li> <li>explore number tracks and number lines and identify the differences between them</li> </ul>		<ul style="list-style-type: none"> <li>explore the composition of each of the numbers 7 and 9</li> <li>explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part</li> <li>identify the number that is two more or two less than a given odd or even number, identifying that two more/ less than an odd number is the next/ previous odd number, and two more/ less than an even number is the next/ previous even number</li> <li>explore the aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes</li> <li>explore the augmentation and reduction structures of addition and reduction using number stories, including introducing the 'first, then, now' language structure</li> </ul>		<ul style="list-style-type: none"> <li>explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20</li> <li>connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15</li> <li>compare numbers within 20</li> <li>understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/ augmentation/ reduction)</li> <li>practise retrieving previously taught facts and reason about these</li> </ul>	
<b>Year 2</b>	<b>Number and Place Value:</b> Numbers to 100	<b>Calculation:</b> Multiplication and Division of 2, 5 and 10	<b>Measurement:</b> Temperature	<b>Geometry: Properties of Shape:</b> 2D Shape	<b>Measurement:</b> Time	<b>Review and Revisit topics</b>
	<b>Calculation:</b> Addition and Subtraction to 100	<b>Measurement:</b> Length and Height	<b>Statistics:</b> Picture graphs	<b>Geometry: Properties of Shape:</b> 3D Shape	<b>Measurement:</b> Volume	<b>Revision and End of Year assessment papers</b>
	<b>Calculation:</b> Multiplication of 2, 5 and 10	<b>Measurement:</b> Mass	<b>Calculation:</b> Word Problems	<b>Fractions:</b> Fractions	<b>Review and Revisit topics</b>	
	<b>Mastering Number</b>		<b>Mastering Number</b>		<b>Mastering Number</b>	
	<ul style="list-style-type: none"> <li>review the composition of the numbers 6 to 9 as '5 and a bit'</li> <li>compare numbers using the language of comparison and use the symbols <math>&lt;</math> <math>&gt;</math> <math>=</math></li> <li>review the structure of even numbers (including exploring how even numbers can be composed of two odd parts or two even parts) and the composition of each of 6, 8 and 10</li> <li>review the structure of odd numbers (including exploring how odd numbers can be composed of one odd part and one even part) and the composition of each of 7 and 9</li> <li>consolidate their understanding of the numbers 10 and 20 as '10 and a bit' consolidate their understanding of the linear number system to 20 and reason about midpoints</li> </ul>		<ul style="list-style-type: none"> <li>explore how the numbers 6 to 9 can be doubled using the '5 and a bit' and '10 and a bit' structure</li> <li>use doubles to calculate near doubles</li> <li>use bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10</li> <li>use known number bonds within 10 to calculate within 20, working within the 10-boundary</li> <li>use their knowledge of bonds of 10 to find three addends that sum to 10</li> <li>use their knowledge of the composition of numbers within 20 to add and subtract across the 10-boundary</li> <li>use their understanding of the linear number system to 10 to position multiples of 10 on a 0 - 100 number line and reason about midpoints</li> </ul>		<ul style="list-style-type: none"> <li>continue to explore a range of strategies to subtract across the 10-boundary</li> <li>review bonds of 20 in which the given addend is greater than 10, and reason about bonds of 20, in which the given addend is less than 10</li> <li>practise previously explored strategies to support their reasoning about inequalities and equations</li> <li>review doubles and near doubles and transform additions in which two addends are adjacent odd/ even numbers into doubles</li> <li>consolidate previously taught facts and strategies through continued, varied practice</li> </ul>	