

Year R Long Term Maths Plan

Term	A	B
	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	
Autumn	<p>Sharing stories about number Singing number based nursery rhymes 1 – 1p, the oneness of one, circles, 1 o'clock. 2 – 2p, the twoness of two, 2 o'clock, making and breaking 2, 2-step patterns. 3 – the Threeness of three, 3 o'clock, 3-step patterns, making and breaking 3. Subitising to 3 – known layouts, unfamiliar layouts, subsets, fives frames. Ordering numbers to 3.</p>	<p>4 – the fourness of 4. Square numbers. 4 o'clock. Quadrilaterals. 4 on a fives frame. Making and breaking 4. Subitising to 4. Ordering numbers to 4. 5 – the fiveness of 5. 5p. 5 o'clock. Making and breaking 5. Pentagons. Counting to and from 5. Subitising to 5. Ordering numbers to 5. One more and one less to 5. More, fewer and less.</p>
Spring	<p>0 – the concept of 0. Greater than and less than. Making and breaking 5. 6 – counting to and from 6, hexagons, subitising 6 on a dice, practically making and breaking of 6, 6 into equal groups, factors of 6, 6 o'clock. 7, 8, 9 – counting to and from, o'clock, one more and one less, practically making and breaking. 9 – square numbers, partitioning into equal groups. Mental recall of number bonds to 5. <i>Number sense: Subitising</i></p>	<p>10 – counting to and from 10, $10=10*1$, one more and one less, making and breaking 10. Odd and even numbers. Doubles and halves. Greater than and less than. Mental recall of number bonds to 5. <i>Number sense: Making and breaking to 5.</i></p>
Summer	<p>Making and breaking to 5 and 10. Mental recall of number bonds to 10.</p>	<p>11-20: ten and more, arrays, rectangular and square numbers, doubles and halves, sharing equally. Problem solving.</p>

Year 1 Long Term Maths Plan

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 12
Autumn	Number: Place Value NCETM Spine: 1.1 (comparison context) 1.3 (numbers 0-5) and 1.4 (numbers 6-10) RtP – NPV-1, NPV-2, NF-1, AS-1, AS-2			Addition & subtraction NCETM Spine 1.2 (part whole model) 1.5 RtP – NF-1, AS-1, AS-2		Measurement Money / length	Number: Place Value NCETM Spine 1.10 (TP 1 and 2) RtP – NPV-1, NPV-2		Addition & subtraction NCETM Spine 1.5 and 1.6 RtP – NF-1, AS-1, AS-2		Geometry RtP – G1	Number: Place Value NCETM Spine 1.8	
Spring	Number: Place Value (within 50) includes counting in 2s and 5s NCETM Spine 1.9, 2.1 RtP – NPV-1	Addition & subtraction (within 20) NCETM Spine 1.7 (TP2,3,7,8 & 9) RtP – NPV-1		Measurement Money / length RtP NF-2, NPV-2, AS-2	Multiplication & division NCETM Spine 2.1 (TP 1-3) could also ref back to 1.8 TP 2 RtP – NF-2		Number: Place Value (within 50) includes counting in 2s and 5s NCETM Spine 1.9, 2.1 RtP – NPV-1			Fractions & geometry RtP – G1 Halving shapes or objects Find a quarter of a shape or object	Addition & subtraction Money & mass NCETM Spine 1.10 RtP – NPV-1,		
Summer	Assessment	Multiplication & division NCETM Spine 2.1 (TP 1-3) could also ref back to 1.8 TP 2 RtP – NF-2		Fractions & geometry RtP – G2		Number: Place Value (within 100) NCETM Spine 1.9 RtP – NPV-1, NF-2 Addition & subtraction			Measurement: Time, capacity and volume		Fractions with multiplication & division NCETM Spine 3		Consolidation

Year 2 Long Term Maths Plan

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13		
Autumn	Number: Place Value NCETM Spine 2.1 (count in 2s, 5s and 10s) 1.9 (Revisit Year 1 PV to 100) RtP – NPV-1, NPV-2 1.9 is an essential skill. Those that cannot 1.9 will need continued work on it		Addition & subtraction NCETM Spine 1.2 (for part-whole), 1.7, 1.8 (support with tens and bonds to 100) 1.9 (TP 6 tens and ones to support additive calc) RtP AS-1		Measurement Money / length NCETM Spine 2.1 (TP 4-6) RtP as-1, AS-2, AS-3, AS-4, NPV-2		Multiplication & division NCETM Spine 2.2, 2.3 (TP 1), 2.4 RtP – MD1		Fractions & geometry NCETM Spine Key Stage 1 Halves & quarters of shapes and equivalence RtP – G-1		Number: Place Value Addition & subtraction NCETM Spine 1.11, 1.13 & 1.14 RtP As-1, As-2, AS-3, AS-4, NPV-2		Geometry		
	Spring	Addition & subtraction NCETM Spine 1.15 & 1.16 RtP As-1, As-2, AS-3, AS-4, NPV-2		Measurement: Mass and time		Multiplication & division NCETM Spine 2.3, 2.4 2.6 RtP – MD1, MD2 & NPV-2		Number: Place Value With Addition and Subtraction		Fractions & geometry NCETM Spine Key Stage 1	Measurement Money		Addition & subtraction with money NCETM Spine 1.12 RtP AS-2	Multiplication & division NCETM Spines 2.5 & 2.6 RtP – MD1, MD2 & NPV-2	Geometry
Summer	Multiplication & division NCETM Spines All		Four Operations		Consolidation		Number: Place Value (within 100) Addition & subtraction NCETM Spine 1.15 & 1.16		Measurement: Time, capacity and volume		Linking fractions with multiplication & division		Consolidation		