

Primary Bridge

Mathematics Long Term Plan

Planning Year 1

Term	Curriculum Focus	Week	Content Focus
Autumn 1	Number, Shape, Space, Measure	WK1	Matching with buttons
		WK2	Matching with socks/memory game
		WK3	Matching lids
		WK4	Sorting with buttons
		WK5	Sorting with natural objects
		WK6	Compare size
Autumn 2		Wk7	Compare amounts
		WK8	Compare height
		WK9	Compare length
		WK10	Who what will fit inside?
		WK11	Repeating patterns
		WK12	Printing patterns
Spring 1	Number, Shape, Space, Measure	WK1	Representing 1
		WK2	Representing 2
		WK3	Representing 3
		WK4	Sorting 1, 2 and 3
		WK5	Matching 1, 2 and 3
		WK6	Comparing 1, 2 and 3
Spring 2		Wk7	Snap- matching numeral and picture cards
		WK8	Memory game- Matching numeral and picture cards
		WK9	Comparing- one more, one less
		WK10	Bean bag game- composition
		WK11	Sorting circles and triangle
		WK12	Shape pictures/ hunt
Summer 1	Number, Shape, Space, Measure	WK1	Representing 4
		WK2	Representing 5
		WK3	Sorting 4 and 5
		WK4	Composition of 4
		WK5	Composition of 5
		WK6	Composition 4 and 5
Summer 2		Wk7	Arrangements of 4 and 5 cubes
		WK8	One elephant went out to play
		WK9	Five green bottles
		WK10	One more and one more less
		WK11	Square and rectangles
		WK12	Shape pictures/ hunt

Primary Bridge

Mathematics Long Term Plan

Planning Year 2

Term	Curriculum Focus	Week	Content Focus
Autumn 1	Number, Shape, Space, Measure	WK1	One less five current buns
		WK2	How many? Representing zero
		WK3	Composition of numbers to 5
		WK4	Comparing numbers to 5
		WK5	Equal and unequal groups
		WK6	Composition of numbers 5 (2 groups)
Autumn 2		Wk7	How many altogether?
		WK8	Composition of numbers to 5 (3 groups)
		WK9	How many are hiding?
		WK10	Comparing mass- heavier and lighter than
		WK11	Full and empty Measuring capacity
		WK12	Measuring capacity- how many fit inside? Measuring ingredients
Spring 1	Number, Shape, Space, Measure	WK1	Which show 6? - Composition of 6
		WK2	Sorting 6, 7 & 8 - Composition of 7
		WK3	Composition of 8
		WK4	Matching 6, 7 and 8
		WK5	1 more and less
		WK6	Matching 6, 7 and 8
Spring 2		Wk7	Making pairs
		WK8	Combining 2 groups
		WK9	Adding more
		WK10	Comparing height – taller and shorter than Comparing length – longer and shorter than
		WK11	Days of the week
		WK12	Measuring height Measuring time
Summer 1	Number, Shape, Space, Measure	WK1	Representing and sorting 9 and 10
		WK2	Representing and sorting 9 and 10
		WK3	Order numerals to 10
		WK4	Composition of 9 and 10
		WK5	Numbers to 10 - Bingo
		WK6	Counting back from 10 - 10 in the bed
Summer 2		Wk7	Comparing numbers within 10
		WK8	Making 10
		WK9	3-D shape – matching objects
		WK10	Building with 3-D shapes

	WK11	Printing with 3-D shapes
	WK12	Pattern

Primary Bridge

Mathematics Long Term Plan

Planning Year 3

Term	Curriculum Focus	Week	Content Focus
Autumn 1	Number, Shape, Space, Measure	WK1	Number patterns to 20
		WK2	Matching picture to numeral
		WK3	Ten frame fill beyond 20
		WK4	Estimating game
		WK5	Ten frame subtraction game
		WK6	Missing numbers
Autumn 2		Wk7	Ordering numerals to 20
		WK8	Race to 20 Game Bingo with numbers to 20
		WK9	Which holds the most?
		WK10	Find my match – shapes/ models
		WK11	Match and fill
		WK12	Replicate my shape Tangrams
Spring 1	Number, Shape, Space, Measure	WK1	Counting on
		WK2	Adding more
		WK3	Adding more- unknown then
		WK4	Adding more- unknown first
		WK5	Taking away with pebbles
		WK6	Taking away
Spring 2		Wk7	Taking away- unknown then
		WK8	Pass it on games
		WK9	Making new shapes with 2 right angled triangles
		WK10	Making new shapes with squares
		WK11	Making new shapes with tangrams
		WK12	Pattern blocks
Summer 1	Number, Shape, Space, Measure	WK1	Doubling
		WK2	Doubling
		WK3	Doubling games
		WK4	Dominoes games
		WK5	Sharing
		WK6	Picnics
Summer 2		Wk7	The doorbell
		WK8	Grouping
		WK9	Even and odd
		WK10	Even and odd
		WK11	Barrier games

		WK12	How many cubes?
--	--	------	-----------------



HALLMOOR
SCHOOL

Primary Bridge

Mathematics Long Term Plan

Planning Year 4

Term	Curriculum Focus	Week	Content Focus
Autumn 1	Number: Place Value	WK1	Sort objects
		WK2	Count objects
		WK3	Represents objects
		WK4	Count, read and write forwards and backwards from any number 0-10
Autumn 2	Number: Addition and Subtraction	WK5	Part-whole model
		WK6	Addition Symbol
		Wk7	Fact families- addition facts
		WK8	Find number bonds for numbers within 10 part 1 and 2
Autumn 2	Geometry: Shape	WK9	Calculate number bonds
		WK10	Recognise and name 2D shapes Sort 2D Shapes
	Number: Place Value	WK11	Count one more
		WK12	Count one less
Spring 1	Number: Addition and Subtraction	WK1	Number bonds to 10
		WK2	Compare number bonds
		WK3	Addition- adding together
	Number: Place Value	WK4	One to one correspondence to start to compare groups
		WK5	Compare groups using language such as equal, more/greater, less/fewer
		WK6	Introduce <> and = symbols
		Wk7	Compare numbers
Spring 2	Measurement: Length and Height	WK8	Compare lengths and height (1)
		WK9	Compare lengths and height (2)
	Measurement: Weight and Volume	WK10	Introduce weight and mass
		WK11	
WK12	Measure mass		
Summer 1	Number: Multiplication and Division	WK1	Count in 2's
		WK2	
		WK3	Count in 5's
		WK4	Count in 10's
	Number: Fractions	WK5	Find a half (1)
		WK6	Find a half (2)
Summer 2	Geometry: Position and Direction	Wk7	Describe Turns
		WK8	Order groups of objects

	Number: Place Value	WK9	Order numbers
	Measurement: Money	WK10	Recognising coins
	Measurement: Time	WK11	Before and After
		WK12	Dates



HALLMOOR
SCHOOL

Primary Bridge

Mathematics Long Term Plan

Planning Year 5

Term	Curriculum Focus	Week	Content Focus
Autumn 1	Number: Place Value	WK1	Ordinal numbers (1 st , 2 nd , 3 rd)
		WK2	The Number line
		WK3	Count forwards and backwards and write numbers to 20 in numerals and words.
		WK4	Numbers from 11-20
	Number: Addition and Subtraction	WK5	Addition- adding more
		WK6	Finding a part
Autumn 2	Number: Addition and Subtraction	Wk7	Subtraction- taking away how many left? Crossing out
		WK8	Subtraction- taking away, how many left?
		WK9	Introducing the subtraction symbol /Subtraction- finding a part, breaking apart
	Geometry: Shape	WK10	Recognise and name 3D shapes Sort 3D Shapes
		Number: Place Value	WK11
	WK12	Count one more and one less	
Spring 1	Number: Addition and Subtraction	WK1	Fact families- the 8 facts
		WK2	Subtraction- counting back
		WK3	Find the difference
	Number: Place Value	WK4	Compare groups of objects
		WK5	Compare numbers Order groups of objects
		WK6	Order numbers
		Wk7	Numbers to 50
Spring 2	Measurement: Length and Height	WK8	Measure length
		WK9	
	Measurement: Weight and Volume	WK10	Compare mass
		WK11	Introduce capacity and volume
		WK12	
Summer 1	Number: Multiplication and Division	WK1	Make equal groups
		WK2	Add equal groups
		WK3	Make arrays
		WK4	
	Number: Fractions	WK5	Find a quarter (1)
		WK6	
Summer 2	Geometry: Position and Direction	Wk7	Describe Turns
		WK8	Tens and ones

	Number: Place Value	WK9	Represent numbers to 50
	Measurement: Money	WK10	Recognising notes
	Measurement: Time	WK11	Time to the hour
		WK12	Time to the half hour



HALLMOOR
SCHOOL

Primary Bridge

Mathematics Long Term Plan

Planning Year 6

Term	Curriculum Focus	Week	Content Focus
Autumn 1	Number: Place Value	WK1	One more, one less
		WK2	Compare objects within 50
		WK3	Compare numbers within 50
		WK4	Order numbers within 50
	Number: Addition and Subtraction	WK5	Compare Statements
		WK6	Compare addition and subtraction sentences
Autumn 2	Number: Addition and Subtraction	Wk7	Add by counting on
		WK8	Find and make number bonds
		WK9	Add by making 10
	Geometry: Shape	WK10	Patterns with 3D and 2D shapes
	Number: Place Value	WK11	Count in 2's
		WK12	Count in 5's
Spring 1	Number: Addition and Subtraction	WK1	Subtraction- not crossing 10
		WK2	Subtraction crossing 10
		WK3	Related facts Compare number sentences
	Number: Place Value	WK4	Counting forwards and backwards within 100
		WK5	
		WK6	Partitioning Numbers
		Wk7	Comparing numbers
Spring 2	Measurement: Length and Height	WK8	Measure length using a ruler
		WK9	
	Measurement: Weight and Volume	WK10	Measure capacity
		WK11	Compare capacity
		WK12	
Summer 1	Number: Multiplication and Division	WK1	Make Doubles
		WK2	
		WK3	Make equal groups- grouping
		WK4	Make equal groups- sharing
	Number: Fractions	WK5	Find a quarter (2)
		WK6	
Summer 2	Geometry: Position and Direction	Wk7	Describe position of objects and shapes part 1 and 2
	Number: Place Value	WK8	Ordering numbers
		WK9	One more, one less
	Measurement: Money	WK10	Counting coins

	Measurement: Time	WK11	Writing time
		WK12	Comparing time

Unit	Planning Year 1	Planning Year 2	Planning Year 3
Number	<p>Autumn Find and match objects which are the same. Objects can be sorted into sets based on attributes such as colour, size or shape. Pupils to consider what is the same about all the objects in one set and how they are different to the other sets. Objects can be sorted in different ways and should be encouraged to come up with their own criteria for sorting objects into sets. Lining up time is a great way to begin. Understand that when making comparisons when the difference is greater.</p> <p>Spring Identify representations of 1,2 and 3. Subitise or count to find how many and make their own collections of 1, 2 and 3 objects. Match number names to numerals and quantities. Count up to three objects in different arrangements by touching each object as it is counted and recognise that the final number they say names the quantity of the set. Use mark-making to represent 1,2 and 3. Understand as we count each number is one more than the number before. Similarly as we count back, each number is one less than the previous number. Use a range of representations to support the understanding and encourage the representation of one more and one less patterns as counted. Support making comparisons in different contexts. Numbers are made up of smaller numbers. Allow exploration of different compositions of 2 and 3. Children may explore larger numbers during play, encourage them to share what they notice.</p> <p>Summer Count on and back to 4. Count or subitise sets of up to 4 objects to find how many and make their own collection of objects. Match the number names to numerals and quantities and are able to say which sets have more and which have fewer items. When counting, they continue to learn that the final number they say names the quantity of the set. Use own mark-making to represent numbers. Continue to subitise up to 5 and to count forwards, and backwards, accurately using the counting principles. Represent up to five objects on a five frame and understand that if the frame is full then there are five. Continue to count, subitise and compare as they explore one more and one less. Encourage children to use a five frame to represent numbers and to predict how many there will be if they add one more or take one away. Prompt children to see the link between counting forwards and the one more pattern and counting back and the one less pattern.</p>	<p>Autumn Using previous knowledge of 'nothing there' or 'all gone' the number name zero and the numeral 0 can be introduced. Continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity. Use a range of representations to support this understanding and encourage the children to compare quantities using a variety of objects and representations. Support children to make comparisons in different context as they play. Continue understanding that all numbers are made up of smaller numbers. Allow them to explore and notice the different compositions of 4 and 5. Encourage them to subitise and notice how many numbers can be composed of 2 parts or more than 2 parts.</p> <p>Spring Continue to apply counting skills when counting 6, 7, and 8. They represent 6, 7, and 8 in different ways and can count out the required number of objects from a larger group. Arranging 6, 7, or 8 items into small groups will support then children to conceptually subitise and see how the numbers are made up of smaller numbers. Build on earlier knowledge on matching to find and make pairs. The begin to understand that a pair is two. Encourage the children to arrange small quantities into pairs and notice that some quantities will have an odd one left over with no partner. Teach the children to play games which involve matching pairs. Children begin to combine 2 groups to find how many altogether. They should be given opportunities to do this in many contexts using real objects. Encourage the children to subitise where possible although they may need to count in ones to find how many altogether.</p> <p>Summer Children continue to apply the counting principles when counting to 9 and 10 (forwards and backwards). They represent nine and 10 in different ways. Arranging nine or ten items into small groups will support the children to conceptually subitise these larger numbers an explore their composition. Children notice that A10 frame is full when there is 10. They can use 10 frames, fingers an beads strings to subitise group Of nine and 10. Children continue to make comparisons by lining items up with one to one correspondence to compare them directly or by counting each set carefully and comparing their position in the counting order. As the children sense of number develops so does their knowledge of where each number six in relation to other numbers. They understand that when making comparisons are set can have more items, fewer items Or the same number of items as another set. They begin by comparing 2 quantities and progress to ordering three or more quantities. The children explore number bonds to 10 using real objects in different contexts. For example There are 10 apples. How many in the tree in how</p>	<p>Autumn Encourage the children to build and identify numbers to 20 and beyond using a range of resources. 10 frames, number shapes, towers of cubes, rekenreks and bead strings all support the children to see that larger numbers are composed of full 10s and part of the next 10. Provide opportunities for children to recognise that the numbers 1-9 repeat after every full 10. So they have 1 full ten and 1, 1 full ten and 3 etc. Then 2 full tens and 2. Provide regular opportunities for children to count on and back beyond 10. Representations which clearly show the full 10s and the part of 10, for example 14 is one full ten and four. Encourage counting on or back from different starting points, to say what comes before or after a given number and to place sequences of numbers in order. You can also challenge them to find larger numbers on number tracks and 100 squares.</p> <p>Spring The children will use real objects to see that the quantity of a group can be changed by adding more. The first, then, now structure can be used to create mathematical stories in meaningful contacts. At first, the children may need to recount all of the items to see how many they have altogether. Encourage the children to represent the number stories using 10 frames, number tracks and their fingers. The children use real objects to see that the quantity of group can be changed by taking items away. The first, then, now structure can again be used to create mathematical stories in meaningful contexts. Encourage the children to count out all of the items at the start, take away the required amount practically, and then subitise or recount to see how many are left. Continue to encourage the children to represent the number stories using 10 frames, number tracks and their fingers.</p> <p>Summer The children will learn that double means 'twice as many'. They should be given opportunities to build doubles using real objects and mathematical equipment. Building numbers using the pair- wise patterns on 10 frames helps the children to see the doubles. Mirrors an barrier games are a fun way for children to see doubles as they build and to explore early symmetry. Encouraged children to say the doubles as they build them for example 22 is 4. Provide examples of doubles and non- doubles for the children to sort an explain why. The children will probably already have some experience of sharing and will be quick to point out when items are not shared fairly. During snack time or group activities, encouraged them to cheque that the items are shared equally and that everyone has the same. The children should also be given opportunities to recognise and make equal groups. For example can you put</p>



Unit Skill and Knowledge Development

Mathematics

Primary Bridge

		<p>many on the ground? 10 frames or egg boxes With ten holes can be partially filled with objects and the children asked how many more do we need to make a full 10? Other manipulatives such as fingers, bead strings and number shaves are also useful for exploring bonds to 10.</p>	<p>three crackers on each plate or plant two flowers in each pot. What groups do they notice on a beat string? the children will notice that sometimes there are items left over when they share or group full stop encouraged them to come up with their own suggestions for how to resolve this. The children begin to understand that some quantity's will share equally into two groups and some won't. They may also notice that some quantities can be grouped into pairs and some will have one left over. Provide opportunities for them to explore these ideas in different contexts as they play and talk about what they notice. Encourage the children to notice the odd uneven structure on the number shapes an by building pair-wise patterns on the 10s frames.</p>
--	--	---	---

Unit	Planning Year 1	Planning Year 2	Planning Year 3
Shape, Space and Measure	<p>Autumn Objects can be compared and ordered according to their size. Use language such as big, little, large and small, tall, long, and short to describe objects around the classroom. Compare and order objects by size using different objects using the key vocabulary to describe what they notice. Continue and create own simple repeating patterns. With provided patterns with at least three full units of repeat. Children to say the pattern aloud as this helps them identify the part which repeats and supports them to continue the pattern. Children to be given opportunities to explore AB patterns in a range of contexts including shapes, colours, sizes, actions and sounds. Build patterns both vertically and horizontally.</p> <p>Spring Learn that circles have one curved side and triangles have 3 straight sides. Children begin to recognise these shapes on everyday items in their environment. Encourage children to build their own circles and triangles. It is important to show a variety of different sized circles and triangles in different orientations and with sides of different lengths. Children begin to use positional language to describe how items are positioned in relation to other items. Build life-sized journeys outdoors and travel through them, exploring them from different perspectives. Begin to represent real places they have visited or places in stories with their models, drawings or maps.</p>	<p>Autumn Children may already have some experience of weight through carrying heavy and light items. Encourage them to make direct comparisons holding items to estimate which feels the heaviest then use the balance scales to check. Use language of heavy, heavier than, heaviest, light, lighter than, lightest to compare items starting with items which have an obvious difference in weight. Avoid the common misconception that bigger items are always heavier by providing some small, heavier items and some large, lighter ones. Build on understanding of full and empty to show half full, nearly full, and nearly empty. Provide opportunities to explore capacity using different materials such as water, sand, rice, and beads. Provide different sized and shaped containers to investigate. Use language of tall, thin, narrow, wide, and shallow. Encourage children to make different comparisons by pouring from one container into another. Use small pots, ladles to make indirect comparisons by counting how many pots it takes to fill each container.</p> <p>Spring Children begin by using language to describe length and height E dot G dot the tree is tall, the pencil is short. When making direct comparisons, they may initially say something is bigger Dan something else. Encourage them to use more specific mathematical vocabulary relating to length (longer, shorter), height (taller, shorter), and breadth (wider, narrower). Encourage the children to make indirect comparisons using objects such as blocks or cubes to measure items. Children continue to order and sequence important times in their day and use language such as now, before, later, soon, after, then and next to describe when events happen. They begin to recognise that regular events happen on the same day each week and use their vocabulary 'yesterday', 'today' and 'tomorrow' To describe when events happen. Children are able to describe significant events in their lives and talk about events they are looking forward to. They learn through their own experience and the stories they read and some processes such as growing vegetables, take a long time.</p>	<p>Autumn Provide regular opportunities for the children to complete jigsaws and shape puzzles. They need opportunities to select and rotate shapes to fill a given space. Encourage them to explain why they chose a particular shape and why a different shape wouldn't fit. Provide opportunities for the children to match arrangements of shape, prompting them to use positional language to describe where the shapes are in relation to one another. Ask the children to select shapes to complete picture boards or tangram outlines.</p> <p>Spring Children understand that shapes can be combined and separated to make new shapes. Provide opportunities for the children to feed shapes together and break shapes apart and notice the knew shapes they have created. Investigate how many different ways are given shape can be built using smaller shapes. Encourage the children to explore the different shapes they can make by combining a set of given shapes in different ways.</p> <p>Summer Children understand that places an models can be replicated and need to experience looking at these from different positions. Provide opportunities for children to replicate simple constructions, models, real places and places in stories. Prompts them to use positional language to describe where objects are in relation to other items. The use of gesture to accompany the positional language can also support understanding. Encourage children to visualise simple models by playing barrier games and providing the verbal instructions for them to follow as they build.</p>



Unit Skill and Knowledge Development

Mathematics

Primary Bridge

<p>Summer Learn that squares and rectangles have 4 straight sides and 4 corners. They begin to recognise these shapes on everyday items in the environment. Encourage the children to build their own squares and rectangles in a variety of different sizes and orientations. Children talk about night and day and order key events in their daily routines. Use language to describe when events happen e.g. day, night, morning, afternoon, before, after, today, tomorrow. Measure time in simple ways e.g. counting the number of sleeps to an important event or using timers to measure durations of events.</p>	<p>Summer Children will naturally explore the manipulate 3D shapes through their block play an modelling. Prompt them to consider which shapes stack and which shapes role and why that is. They should be given opportunities to build using a variety of shapes and to construct their own 3D shapes in different ways. Children can be introduced to the names of the shapes and be given opportunities to explore similarities and differences between them as they play and to sort them according to what they notice. Build on the children's earlier AB pattern work by introducing more complex patterns. The children explore patterns which use items more than once in each repeat. For example ABB, AAB, AABB, AABBB. Again it is important that each pattern you model has at least three full units of repeat. The more units of repeat, the easier it is to identify and continue the pattern. Encourage the children to say each pattern aloud and to create patterns around the edge of shapes as well as in straight lines.</p>	
---	---	--

Unit	Planning Year 4	Planning Year 5	Planning Year 6
Number: Addition and Subtraction	<p>Autumn Part whole model- part, part, whole- leading to number bonds. Introduced to the addition (+), subtraction (-) and equals (=) signs to create number sentences. Addition fact families are commutative. Whole part model to explore number bonds to 10.</p> <p>Spring Systematic number bonds using equipment to 10. Use knowledge of place value to compare number bonds and number sentences. Use the whole part model to understand the concept of addition using the + and = symbols.</p>	<p>Autumn Move from counting all to counting on. Solve missing number problems. Introduced to the language of subtraction as how many left. Include the use of zero meaning the number remains the same. Story representations can be used. Introduction of the - symbol. Subtraction by partitioning.</p> <p>Spring Link subtraction and addition facts including the use of zero. Count backwards to subtract. Find the difference as a form of subtraction.</p>	<p>Autumn Introduce the inequality symbols to compare statements recapping on the = symbol. Compare simple statements using addition and subtraction calculations, use. <, > and =. Explore addition by counting on from any number up to 20. Find number bonds to 20. Add numbers within 20 using their knowledge of number bonds.</p> <p>Spring Build on the language of subtraction, recognising and using the subtraction symbol within 20. Introduce to subtraction where they have to cross ten. Explore addition and subtraction fact families for numbers within 20. Compare number sentences within 20 using inequality symbols.</p>

Unit	Planning Year 4	Planning Year 5	Planning Year 6
Number: Fractions	<p>Summer Explore finding half using shapes and sets of objects. Find half of a small quantity.</p>	<p>Summer Explore quarters, develop an understanding of equal parts.</p>	<p>Summer Find a quarter of a small quantity.</p>

Unit	Planning Year 4	Planning Year 5	Planning Year 6
------	-----------------	-----------------	-----------------

Number: Multiplication and Division	Summer Build upon previous knowledge of counting in 2's beyond 20 and up to 50. Build upon previous knowledge of counting in 5's beyond 20 and up to 50. Count in groups of tens.	Summer Begin using stories to link pictures and concrete manipulative to explore making equal groups. Use equal groups to find a total, focussing on 2's, 5's, 10's. Begin to make arrays by making equal groups.	Summer Explore doubling with numbers up to 20. Make groups of equal amounts starting with a given total. Sharing as a model of division.
--	---	---	--

Unit	Planning Year 4	Planning Year 5	Planning Year 6
Number: Place Value	<p>Autumn Sort objects by characteristic. Counting objects one at a time up to 10, understand the last number is the total amount. Using objects as representation, the use of zero is important. Continue a number sequence forwards. Continue a number sequence backwards. Explore the language of one more and one less. Relate these two terms and understand they are opposite.</p> <p>Spring Match one object to another, explore situations where there are too many or not enough. Use language equal to, more, less, greater than, fewer, and less than to compare groups of objects. Introduce <, > and =.</p> <p>Use previous knowledge to choose an efficient method to compare numbers.</p> <p>Summer Order up to three groups of objects. Order numbers from smallest to greatest or greatest to smallest.</p>	<p>Autumn Explore ordinal numbers as positional. Use a number line to count to 10. Introduce numbers 11-20. Use pictorial representations to explore numbers 11-20. Numbers from 11 to 19 has a one and another number. Apply counting skills to find one more and one less up to 20.</p> <p>Spring Compare numbers greater than 10 up to 20. Order up to three groups using objects within 20. Order abstract digits from 0-20. Count forwards and backwards within 50. Use practical equipment to represent numbers to 50.</p> <p>Summer Build understanding of tens and ones, grouping tens. Represent 50 with various materials.</p>	<p>Autumn Identify one more and one less within numbers to 50. Compare two sets objects of numbers using \Leftrightarrow within 50. Compare practical objects up to 50. Order numbers up to 50 using language largest, smallest, more than, less than, least, most and equal to. Count in 2's up to 20 and 50. Count in 5s up to 20 and 50.</p> <p>Spring Introduce the hundred square and use it to count forwards and backwards to 100. Grouping in 10's to identify how many tens and ones are within a number. Compare numbers within 100.</p> <p>Summer Order numbers up to 50 using language largest, smallest, more than, less than, least, most and equal to \Leftrightarrow. Order sets of objects and numbers from smallest to largest and largest to smallest within 100. Find one more and one less within 100.</p>

Unit	Planning Year 4	Planning Year 5	Planning Year 6
Geometry: Shape	<p>Autumn Identify basic 2D shapes such as triangle, square and circle. Group or sort shapes according to simple properties.</p>	<p>Autumn Name simple 3D shapes: cuboids, cubes, cylinders, pyramids, cones and spheres. Group or sort 3D shapes according to simple properties.</p>	<p>Autumn Use 2D and 3D shapes to complete and make simple patterns focussing on shape, size and colour.</p>

Unit	Planning Year 4	Planning Year 5	Planning Year 6
Geometry: Position and Direction	<p>Summer Describe turns using language full, half, quarter and three quarter.</p>	<p>Summer Use left, right, forwards and backwards to describe position and direction.</p>	<p>Summer Describe position using top, in between, bottom, above and below.</p>

Unit	Planning Year 4	Planning Year 5	Planning Year 6
Measurement: Length, Perimeter, and Height	<p>Summer Understand the language of length such as long, longer, short, shorter, tall, taller.</p>	<p>Summer Use non-standard units such as cubes, hands and straws to measure length and height.</p>	<p>Summer Explore measurement using a ruler.</p>

Unit	Planning Year 4	Planning Year 5	Planning Year 6
Measurement: Money	Summer Recognise and know the value of different coins.	Summer Identify different notes and know the value of them.	Summer Count money in 2's, 5's and 10's.

Unit	Planning Year 4	Planning Year 5	Planning Year 6
Measurement: Time	Summer Introduce the word time and use before and after to describe, sort and order events. Days of the week, introduce vocabulary today, yesterday and tomorrow. Explore months of the year as specific key dates such as birthdays.	Summer Introduce time to the hour. Time to half an hour.	Summer Explore the difference between seconds, minutes and hours. Comparing time, faster, slower, earlier and later.

Unit	Planning Year 4	Planning Year 5	Planning Year 6
Measurement: Weight, Volume, Mass, Capacity and Temperature	Spring Introduce weight and mass, heavy and light. Describe objects as heavy, light, heavier than, lighter than before using scales to check. Use non standard units to measure mass of an object. Understand when the scale is balanced the number of non standard units can be used to determine the mass.	Spring Use balance scales to compare two objects, using language such as heavier, lighter and equal to. Introduce volume and capacity.	Spring Measure capacity using different types of containers. Compare capacity of different containers using non standard units, use more, less, equal words to describe.