



HALLMOOR
SCHOOL

Primary Formal

Mathematics Long Term Plan

Planning Year 1

Term	Curriculum Focus	Week	Content Focus
Autumn 1	Number: Place Value	WK1	Sort objects Count objects
		WK2	Represents objects
		WK3	Count, read and write forwards and backwards from any number 0-10
		WK4	Count one more Count one less
	Number: Addition and Subtraction	WK5	Part-whole model
		WK6	Addition Symbol Fact families- addition facts
Autumn 2	Number: Addition and Subtraction	Wk7	Find number bonds for numbers within 10 part 1 and 2 Calculate number bonds
		WK8	Number bonds to 10 Compare number bonds
		WK9	Addition- adding together Addition- adding more
	Geometry: Shape	WK10	Recognise and name 2D shapes Sort 2D Shapes
	Number: Place Value	WK11	One to one correspondence to start to compare groups Compare groups using language such as equal, more/greater, less/fewer
		WK12	Introduce $<>$ and $=$ symbols Compare numbers
Spring 1	Number: Addition and Subtraction	WK1	Finding a part
		WK2	Subtraction- taking away how many left? Crossing out Subtraction- taking away, how many left? Introducing the subtraction symbol
		WK3	Subtraction- finding a part, breaking apart Fact families- the 8 facts
		WK4	Subtraction- counting back
Number: Place Value	WK5	Order groups of objects Order numbers	
	WK6	Ordinal numbers (1 st , 2 nd , 3 rd) The Number line	
Spring 2	Measurement: Length and Height	Wk7	Count forwards and backwards and write numbers to 20 in numerals and words. Numbers from 11-20
		WK8	Compare lengths and height (1)
	Measurement: Weight and Volume	WK9	Compare lengths and height (2)
		WK10	Introduce weight and mass
		WK11	Measure mass
		WK12	Compare mass

Summer 1	Number: Multiplication and Division	WK1	Count in 2's
		WK2	Count in 5's
		WK3	Count in 10's
		WK4	Make equal groups
	Number: Fractions	WK5	Find a half (1)
		WK6	Find a half (2)
Summer 2	Geometry: Position and Direction	Wk7	Describe Turns
	Number: Place Value	WK8	Tens and ones Count one more and one less
		WK9	Compare groups of objects Compare numbers
	Measurement: Money	WK10	Recognising coins
	Measurement: Time	WK11	Before and After Dates
		WK12	Time to the hour

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Planning Year 2

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

	Number: Place Value	WK8	Comparing numbers
		WK9	Ordering numbers One more, one less
	Measurement: Money	WK10	Recognising notes Counting coins
	Measurement: Time	WK11	Time to the half hour Writing time
		WK12	Comparing time



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Planning Year 3

Term	Curriculum Focus	Week	Content Focus	
Autumn 1	Number: Place Value	WK1	Counting forwards and backwards within 20 Tens and one within 20	
		WK2	Counting forwards and backwards within 50 Tens and one within 50 Compare numbers within 50	
		WK3	Count objects to 100 and read and write numbers in numerals and words Represent numbers to 100 Tens and ones with a part-whole model	
	Number: Addition and Subtraction	WK4	Fact families- addition and subtraction bonds to 20 Check calculations Compare number sentences	
		WK5	Related facts Bonds to 100 (tens)	
		WK6	Add and subtract 1's 10 more and 10 less	
		Wk7	Add and subtract 10's Add by making ten	
Autumn 2		WK8	Add a 2-digit and 1-digit number- crossing ten Subtraction- crossing 10 Subtract a 1-digit number from a 2-digit number- crossing ten	
		WK9	Recognising coins recognising notes Count money- pence	
	Measurement: Money	WK10	Count money- pounds (notes and coins) Count money- notes and coins Select money	
		Number: Multiplication and Division	WK11	Make equal groups
			WK12	Add equal groups Make arrays
Spring 1	Number: Multiplication and Division	WK1	Recognise equal groups Make equal groups Add equal groups	
		WK2	Multiplication sentences using the x symbol Multiplication sentences from picture	
		WK3	Use arrays	
		WK4	Make doubles	
	Statistics	WK5	Make tally charts	
		WK6	Draw pictograms (1-1) Interpret pictograms (1-1)	
Spring 2	Geometry: Properties of Shape	Wk7	Recognise 2-D and 3-Shapes Count sides on 2-D shapes	
		WK8	Count vertices on 2-D shapes Draw 2-D shapes	
		WK9	Lines of symmetry Sort 2-D shapes	

	Number: Fractions	WK10	Make equal parts Recognise a half
		WK11	Find a half Recognise a quarter
		WK12	Find a quarter Recognise a third Find a third
Summer 1	Measurement: Length and Height	WK1	Compare lengths and heights
		WK2	Measure lengths part 1 and 2
		WK3	Measure lengths (cm) Measure lengths (m)
	Geometry: Position and Direction	WK4	Describe position part 1 Describe position part 2
		WK5	Describe movement
		WK6	Describe turns
Summer 2	Measurement: Time	Wk7	Telling the time to the hour Telling the time to the half hour
		WK8	O'clock and half past Quarter past and quarter to
	Measurement: Mass, Capacity and Temperature	WK9	Introduce weight and mass Measure mass
		WK10	Compare mass
		WK11	Measure mass in grams Measure mass in kilograms
		WK12	Introduce capacity and volume Measure capacity

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Planning Year 4

Term	Curriculum Focus	Week	Content Focus
Autumn 1	Number: Place Value	WK1	Tens and ones using addition Use a place value chart Compare objects
		WK2	Compare numbers Order objects and numbers Count in 2's
		WK3	Count in 5's Count in 10's Count in 3's
	Number: Addition and Subtraction	WK4	Add two 2-digit numbers- not crossing ten- add ones and add tens Add two 2-digit numbers- crossing ten- add ones and add tens
		WK5	Subtract a 2-digit number from a 2-digit number- not crossing ten Subtract a 2-digit number from a 2-digit number- crossing ten- subtract ones and tens
		WK6	Find and make number bonds
		Wk7	Bond to 100 (tens and ones)
		WK8	Add three 1-digit numbers
Autumn 2	Measurement: Money	WK9	Make the same amount Compare money Find the total
		WK10	Find the difference Find change Two-step problems
	Number: Multiplication and Division	WK11	2 times table
		WK12	5 times table 10 times table
Spring 1	Number: Multiplication and Division	WK1	Make equal groups- sharing part 1 and 2
		WK2	Make equal groups- grouping part 1 and 2
		WK3	Divide by 2 Odd and Even
		WK4	Divide by 5 Divide by 10
	Statistics	WK5	Draw pictograms (2, 5 and 10) Interpret pictograms (2, 5 and 10)
		WK6	Block diagrams
Spring 2	Geometry: Properties of Shape	Wk7	Make patterns with 2-D shapes
		WK8	Count faces on 3-D shapes Count edges on 3-D shapes Count vertices on 3-D shapes
		WK9	Sort 3-D shapes Make patterns with 3-D shapes
	Number: Fractions	WK10	Unit fractions Non-Unit fractions
		WK11	Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$

		WK12	Find three quarter Count in fractions
Summer 1	Measurement: Length and Height	WK1	Compare lengths
		WK2	Order lengths
		WK3	Four operations with lengths
	Geometry: Position and Direction	WK4	Describe movement and turns
		WK5	
		WK6	Making patterns with shapes
Summer 2	Measurement: Time	Wk7	Telling the time to 5 minutes Writing time
		WK8	Hours and days Find durations of time Compare durations of time
	Measurement: Mass, Capacity and Temperature	WK9	Compare volume
		WK10	Millilitres
		WK11	Litres
		WK12	Temperature



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Planning Year 5

Term	Curriculum Focus	Week	Content Focus
Autumn 1	Number: Place Value	WK1	Represent numbers to 100 Tens and ones using addition
		WK2	Hundreds Represent numbers to 1000
		WK3	100s, 10s and 1s part 1 and 2
	Number: Addition and Subtraction	WK4	Add and subtract multiples of 100 Add and subtract 1s
		WK5	Add and subtract 3-digit and 1-digit numbers- not crossing 10
		WK6	Add 2-digit and 1-digit numbers- crossing 10 Add 3-digit and 1-digit numbers- crossing 10
		Wk7	Subtract a 1-digit number from 2-digits- crossing 10 Subtract a 1-digit number from a 3-digit number- crossing 10
		WK8	Add and subtract 3-digit and 2-digit numbers- not crossing 100 Add 3-digit and 2-digit numbers- crossing 100
Autumn 2	Number: Multiplication and Division	WK9	Multiplication- equal groups Multiplication using the symbol
		WK10	Using arrays
		WK11	2 times table 5 times table
		WK12	Make equal groups- sharing Make equal groups- grouping
Spring 1	Number: Multiplication and Division	WK1	Divide by 2 Divide by 5 Divide by 10
		WK2	Multiply by 3 Divide by 3 The 3 times table
		WK3	Multiply by 4 Divide by 4 The 4 times table
	Measurement: Money	WK4	Count money (pence) Count money (pounds) Pounds and pence Convert pounds and pence
	Statistics	WK5	Make tally charts
		WK6	Draw pictograms (2, 5 and 10) Interpret pictograms (2, 5 and 10)
Spring 2	Measurement: Length and Perimeter	Wk7	Measure length Measure length (m)
		WK8	Equivalent lengths- m and cm Equivalent lengths- mm and cm
		WK9	Compare lengths parts 1 and 2
	Number: Fractions	WK10	Make equal parts
		WK11	Recognise a half Find a half

		WK12	Recognise a quarter Find a quarter
Summer 1	Number: Fractions	WK1	Recognise a third Find a third
		WK2	Unit Fractions Non- unit fractions
		WK3	Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$ Count in Fractions
	Measurement: Time	WK4	O'clock and half past Quarter past and quarter to
		WK5	Months and years Hours in a day
		WK6	Telling the time to 5 minutes Telling the time to the minute
Summer 2	Geometry: Properties of Shape	Wk7	Turns and angles Right angles in shapes Compare angles
		WK8	Draw accurately Horizontal and vertical
	Measurement: Mass, Capacity and Temperature	WK9	Compare mass
		WK10	Measure mass part 1 and 2
		WK11	Compare mass
		WK12	Add and subtract mass

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Planning Year 6

Term	Curriculum Focus	Week	Content Focus
Autumn 1	Number: Place Value	WK1	Number line to 1000 Find 1, 10, 100 more or less than a given number
		WK2	Compare objects to 1000 Compare numbers to 1000
		WK3	Order numbers Count in 50's
	Number: Addition and Subtraction	WK4	Subtract a 2-digit number from a 3-digit number- crossing 100 Add and subtract 100s Spot the pattern- making it explicit
		WK5	Add two 2-digit numbers -crossing 10- add ones and add tens Subtract a 2-digit number from a 2-digit number- crossing 10
		WK6	Add and subtract a 2-digit and 3-digit numbers- not crossing 10 or 100 Add a 2-digit and 3-digit numbers- crossing 10 or 100 Subtract a 2-digit number from a 3-digit number- crossing 10 or 100
Autumn 2		Wk7	Add two 3-digit numbers- not crossing 10 or 100 Add 3-digit numbers- crossing 10 or 100 Subtract a 3-digit number from a 3-digit number- no exchange Subtract a 3-digit number from a 3-digit number- exchange
		WK8	Estimate answers to calculations Check answers
	Number: Multiplication and Division	WK9	Multiply by 8 Divide by 8 The 8 times table
		WK10	Consolidate 2, 4 and 8 times-table
WK11		Comparing statements Related calculations	
Spring 1	Number: Multiplication and Division	WK12	Multiply 2-digits by 1 digit part 1 and 2
		WK1	Divide 2-digits by 1 digit part 1, 2 and 3
		WK2	Scaling
	Measurement: Money	WK3	How many ways?
		WK4	Add money Subtract money Give change
Statistics	WK5	Pictograms	
	WK6	Bar Charts Tables	
Spring 2	Measurement: Length and Perimeter	Wk7	Add lengths
		WK8	Subtract lengths
		WK9	Measure perimeter Calculate perimeter
	Number: Fractions	WK10	Making the whole Tenths
		WK11	Count in tenths

			Tenths as decimals
		WK12	Fractions on a number line Fractions of a set of objects part 1, 2 and 3
Summer 1	Number: Fractions	WK1	Equivalent fractions part 1, 2 and 3
		WK2	Compare fractions Order fractions
		WK3	Add fractions Subtract fractions
	Measurement: Time	WK4	Using a.m. and p.m. 24- hour clock
		WK5	Finding the duration Comparing durations
		WK6	Start and end times Measuring time in seconds
Summer 2	Geometry: Properties of Shape	Wk7	Parallel and perpendicular Recognise and describe 2D shapes
		WK8	Recognise and describe 3D shapes Make 3D shapes
	Measurement: Mass, Capacity and Temperature	WK9	Compare volume
		WK10	Measure capacity part 1 and 2
		WK11	Compare capacity Add and subtract capacity
		WK12	Temperature

Unit	Planning Year 1	Planning Year 2	Planning Year 3	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. 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. Move from counting all to counting on.</p> <p>Spring 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. Link subtraction and addition facts including the use of zero. Count backwards to subtract.</p>	<p>Autumn Find the difference as a form of subtraction. 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>	<p>Autumn Identify related facts to 20 and know the purpose of the = symbol. Use a range of checking strategies when concluding addition and subtraction calculations. Use terminology such as greater than, less than and equal to symbols to compare number sentences. Explore related facts in addition and subtraction. Use 10 frames for number bonds to 100. Add and subtract by 1's to calculate one more and one less. Add and subtract 10's from a given number. Add numbers within 20 using number bonds. Understand the difference between 1-digit and two-digit numbers and use the number line more efficiently.</p>	<p>Autumn Partitioning to make 10 using 10 frames and number lines. Focus on language of 10s and ones and look at different methods to add the numbers including the column method. Use base 10 and partitioning to add together to delete numbers including an exchange. Use concrete materials to draw images of the base 10 to independently solve problems. Use knowledge that 110 is the same as 10 ones to exchange when crossing at 10 in subtraction. Use knowledge of number bonds to 10 to find number bonds to 20. Build on earlier work on number bonds to 100 with tens together with number bonds to 10 and 20. Use knowledge of commutativity to find the most efficient and quick way to add the three one-digit numbers.</p>	<p>Autumn Add and subtract multiples of 100. Add numbers greater than 100. Understand the value of the digits. See patterns when adding or subtracting 1 stating what happens. Continue the patterns by adding 2 and 3. Add and subtract 1s from a 3-digit number without an exchange. Column method can be used, and mental arithmetic encouraged. Add 2 digit and 1-digit numbers crossing 10. Have a strong understanding of place value, be able to partition a 2-digit number and line them up in columns. Add 3 digit and 1-digit numbers. Add ones to a 3-digit numbers with an exchange. Know when adding ones, it can affect the one column and the tens column. Single digit can only be held in each column. Zero is a place value holder. Subtract a 1-digit number from 2 digits crossing 10. Understand the difference between one digit and two digit and line them up in columns. Subtract a 1-digit number from a 3-digit number crossing 10 using an exchange. Add and subtract 3 digit and 2-digit numbers not crossing 100. Explore what happens to a 3-digit number when a multiple of 10 is added or subtracted. Add 3 digit and 2 digits crossing 100. Add multiples of 10 to a 3-digit number with an exchange.</p>	<p>Autumn Subtract multiples of 10 from a three-digit number, with an exchange. Build on their knowledge of adding one hundreds together e.g., 300+500, by adding ones and tens to solve calculations such as 234+500. Consolidate adding ones, 10s and hundreds to three-digit numbers. Look for patterns between calculations to enable them to predict answers and to develop their number sense. Use base 10 am partitioning to add together 2-digit numbers including an exchange. Use their knowledge that 110 is the same as 10 ones to exchange when crossing attend in subtraction. Focus on the position of numbers and place value to add and subtract 2 digit and three-digit numbers. Deepen their understanding of adding 2 digit and 3-digit numbers in this step. Focus on the position of numbers and place value to subtract 2 digits from 3 digits using the column method. Add two 3-digit numbers with no exchange. They should focus on the lining up. Add 3-digit numbers with an exchange. understand that there are different methods of subtraction. They need to explore efficient strategies for subtraction, including: Counting on number lines Near subtraction Number bonds Explore column subtraction using concrete manipulatives. Estimate answers to calculations. Explore ways of checking to see if an answer is reasonable.</p>

Unit Skill and Knowledge Development

Mathematics

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Unit	Planning Year 1	Planning Year 2	Planning Year 3	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. Find a quarter of a small quantity.</p>	<p>Spring Understand the concept of a whole as being one object or one quantity. Understand that halving is splitting a whole into two equal parts. Find a half of a set of objects or quantity. Links should be made to dividing by 2. Extend knowledge of the whole and halves to recognise quarters of shapes, objects, and quantities. Find quarters of shapes, objects, and quantities. Apply understanding of fractions to finding thirds. Build on their understanding of a third and three equal parts to find a third of a quantity.</p>	<p>Spring Understand the concept of a unit fraction by recognising it as one equal part of a whole. Introduce the non-unit fractions $\frac{2}{3}$ and $\frac{3}{4}$ for the first time. Explore the equivalence of two quarters and one half of the same whole and understand that they are the same. Use understanding of quarters to find three quarters of a quantity. Use knowledge of halves, thirds, and quarters, to count in fractions from any number up to 10.</p>	<p>Spring Understand the concept of a whole as being one object or one quantity. Explore making and recognising equal and unequal parts. Understand that halving is splitting a whole into two equal parts. Introduced to the language of numerator, denominator and what these represent. Find a half of a set of objects or quantity. Extend their knowledge of the whole and halves to recognise quarters of shapes, objects, and quantities. Find quarters of shapes, objects, and quantities.</p> <p>Summer Apply understanding of fractions to finding thirds. Find a third using practical resources. Understand the concept of a unit fraction by recognising it as one equal part of a whole. Introduced to the non-unit fractions $\frac{2}{3}$ and $\frac{3}{4}$ for the first time. Explore the equivalence of two quarters and one half of the same whole. Count in fractions from any number up to 10.</p>	<p>Spring Look at whole shapes and quantities and see that when a fraction is equivalent to a whole, the numerator and denominator are the same. Explore what a tenth is. They recognise that tenths arise from dividing one whole into 10 equal parts. Count up and down in tenths using different representations. Introduced to tenths as decimals for the first time. Use a number line to represent fractions beyond one whole. Find a unit fraction of an amount by dividing an amount into equal groups. Need to understand that the denominator of the fraction tells us how many equal parts the whole will be divided into. Apply knowledge and understanding of fractions to solve problems in various contexts.</p> <p>Summer Begin by using Cuisenaire or number rods to investigate and record equivalent fractions. Use Cuisenaire rods and paper strips alongside number lines to deepen their understanding of equivalent fractions. Use proportional reasoning to link pictorial images with abstract methods to find equivalent fractions. Compare unit fractions or fractions with the same denominator. Order unit fractions and fractions with the same denominator. Use practical equipment and pictorial representations to add two or more fractions with the same denominator where the total is less than 1. Use practical equipment and pictorial representations to subtract fractions with the same denominator within one whole.</p>

Unit	Planning Year 1	Planning Year 2	Planning Year 3	Planning Year 4	Planning Year 5	Planning Year 6
Number: Multiplication and Division	<p>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. Begin using stories to link pictures and concrete manipulative to explore making equal groups.</p>	<p>Summer Use equal groups to find a total, focussing on 2's, 5's, 10's. Begin to make arrays baby making equal groups. Explore doubling with numbers up to 20. Make groups of equal amounts starting with a given total. Sharing as a model of division.</p>	<p>Spring Make equal groups using concrete materials. Use equal groups to find total number within 50. Use arrays recognising the importance of the columns and rows. Recognise equal and unequal groups and refer to the 2x table facts. Expose to numerals and words for multiple representations. Begin to relate the connecting of equal groups to repeated addition. Introduce the x symbol. Use the multiplication symbol and work out the total from pictures. Explore arrays to see the commutativity of multiplication facts e.g., $5 \times 2 = 2 \times 5$. Explore doubling with numbers up to 20.</p>	<p>Spring Explore sharing as a model of division. Use 1: 1 correspondence to share concrete objects into equal groups. Divide by sharing objects into equal groups using one-to-one correspondence. Start with a given total and make groups of an equal amount. Divide by making equal groups. use this knowledge to help them divide by 2. Recognise odd and even numbers. Divide by 5. Divide by 10.</p>	<p>Autumn Recap their understanding of recognising, making, and adding equal groups. Introduced to the multiplication symbol. Interpret mathematical stories and create own involving multiplication. Explore arrays to see the commutativity of multiplication facts. 2 times table. Count in 2s using practical resources, exploring equal groups of 2. 5 times table. Count in 5s using practical resources, exploring groups of 5. Make equal groups by sharing objects into equal groups using one to one correspondence. Move onto pictorial representations. Be introduced to the division symbol. Divide objects into equal groups and count to find total numbers. Notice the link between division and multiplication and repeated addition.</p> <p>Spring Divide by 2, secure representation of the abstract number using the division and equals symbols. Use grouping and sharing to divide by 5. Knowledge of the 5 times table will help. Use the 10 timetable to support division by 10. Use grouping and sharing to do this. Use knowledge of counting in 3 to multiply by 3. Explore division by 3 becoming more fluent in the 3 times table. Use knowledge of counting in 4 to multiply by 4. Explore division by 4 becoming more fluent in the 4 times table.</p>	<p>Autumn Start to multiply by 8, understanding that each multiple of eight is double is equivalent multiple of four. Explore dividing by 8 through sharing into eight equal groups and grouping in eight. Multiplication facts for two, 3, four and five times tables along with the distributive law in Order to calculate unknown multiplication facts. Use concept of multiplication to apply this to multiplication tables. Multiplication tables (2, 3, 5 and 10 times tables) and understanding of key concepts of multiplication to develop knowledge of the 4 times table. Multiplication facts for 2, 3, 4 and 5 times tables along with the distributive law in order to calculate unknown multiplication facts. Multiplication and division facts to compare statements using inequality symbols. Multiplication facts to solve other multiplication problems. Repeated addition to represent a two-digit number multiplied by a one-digit number with concrete manipulatives. Repeated addition to represent a two-digit number multiplied by a one-digit number with concrete manipulatives.</p> <p>Spring Divide 2-digit numbers by a 1-digit number by partitioning into tens and ones and sharing into equal groups. Divide 2-digit numbers by a 1-digit number by partitioning into tens and ones and sharing into equal groups. Solve division problems with a remainder. Expose to problems involving scaling. List systematically the possible combinations resulting from two groups of objects.</p>

Unit	Planning Year 1	Planning Year 2	Planning Year 3	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. 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 =. Use previous knowledge to choose an efficient method to compare numbers.</p> <p>Spring Order up to three groups of objects. Order numbers from smallest to greatest or greatest to smallest. 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.</p> <p>Summer Numbers from 11 to 19 has a one and another number. Apply counting skills to find one more and one less up to 20. Compare numbers greater than 10 up to 20.</p>	<p>Autumn 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. Build understanding of tens and ones, grouping tens. Represent 50 with various materials. Identify one more and one less within numbers to 50. Compare two sets objects of numbers using <=> 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.</p> <p>Spring Count in 2's up to 20 and 50. Count in 5's up to 20 and 50. 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.</p> <p>Summer Compare numbers within 100. Order numbers up to 50 using language largest, smallest, more than, less than, least, most and equal to <=>. 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>	<p>Autumn Introduced to number 11-20 to count forwards and backwards within 20. Counting in 10's to 20. Count forwards and backwards within 50. Count in tens and ones to 50. Compare two amounts of objects within 50. Count objects to 100 represented in numerals and word. Represent number to 100 with concrete materials. Number representation of tens and ones in number to 100. Whole-part model to explore how tens and ones can be partitioned.</p>	<p>Autumn Continue to use a part-whole model to explore how tens and ones can be partitioned and recombined to make a total. Use a place value chart to aid understanding of place value. Compare objects by using <, >, = symbols. Compare number using the language greater than, less than, more than, fewer, most, least and equal to. Add 10 more or subtract 10 from numbers within 100. Order numbers from smallest to greatest or greatest to smallest. Build on previous knowledge of counting in multiples of two and go beyond 20 up to 50. Build on previous learning of counting in fives to go beyond 20 and up to 50. Count in groups of tens for the first time. Count forwards and backwards in 3's from any multiple of 3.</p>	<p>Autumn Represent numbers to 100 using a range of concrete materials. state how a number is made up. Use whole-part model to explore 10s and 1s. Use the addition symbol to express numbers to 100. Explore 100, ten tens make 100 and 100 ones make 100. Count objects to 100. Count in 100s to 1000. Represent numbers to 1000. Use base 10 to become familiar with any number up to 1000. Use columns for zeroes. Understand 3-digit number is made up of 100s, 10s and 1s. Read numbers shown in different representations. Represent different numbers using place value counters showing how numbers are made. Understand the hundreds counter is worth more than tens and tens are worth more than ones.</p>	<p>Autumn Estimate, work out and write numbers on a number line. Move on to finding 10 and 100 more or less than a given a number. Use objects to represent numbers to 1000. Compare numbers presented as numerals rather than objects. Explore ordering a set of numbers from smallest to greatest and greatest to smallest. Use their knowledge of the patterns in the 5 times table to count in steps of 50.</p>

Unit	Planning Year 1	Planning Year 2	Planning Year 3	Planning Year 4	Planning Year 5	Planning Year 6
Geometry: Properties of Shape; Position and Direction	<p>Autumn Identify basic 2D shapes such as triangle, square and circle. Group or sort shapes according to simple properties.</p> <p>Summer Describe turns using language full, half, quarter and three quarter.</p>	<p>Autumn Name simple 3D shapes: cuboids, cubes, cylinders, pyramids, cones, and spheres. Group or sort 3D shapes according to simple properties. Use 2D and 3D shapes to complete and make simple patterns focussing on shape, size, and colour.</p> <p>Summer Use left, right, forwards and backwards to describe position and direction. Describe position using top, in between, bottom, above and below.</p>	<p>Spring Recognise 2-D shapes by name, recognise 2-D shapes are flat. Count sides of 2-D shapes developing strategies to be able to do this. Introduce vertex and vertices. Create own 2-D shapes and name them. Introduced to the concept of vertical lines of symmetry. Recognise and sort 2-D shapes including circle, square, triangle, rectangle, pentagon, hexagon, and octagon using a range of different orientations.</p> <p>Summer Use 'left', 'right', 'forwards' and 'backwards' to describe position and direction. Build upon directional language 'left' and 'right' to assist with describing position. Use language 'forwards', 'backwards', 'up', 'down', 'left' and 'right' to describe movement in a straight line. Describe turns using the language 'full turn', 'half turn', 'quarter turn', 'three-quarter turn', 'clockwise' and 'anticlockwise'.</p>	<p>Spring Use knowledge of the properties of 2-D shapes to create patterns. Use knowledge of 2-D shapes to identify the shapes of faces on 3-D shapes. Use knowledge of faces and curved surfaces to help them to identify edges on 3-D shapes. Use knowledge of edges to help them to identify vertices on 3-D shapes. Use knowledge of shape properties to sort 3-D shapes in different ways e.g., faces, shapes of faces, edges, vertices, if they roll, if they stack. Use knowledge of the properties of 3-D shapes to create patterns.</p> <p>Summer Use knowledge of movement and turns to describe and record directions. Build on previous knowledge of patterns and repeating patterns.</p>	<p>Summer Recognise angles as a measure of a turn. They practice making 1 2, 1 4, 3 4 and whole turns from different starting points in both clockwise and anti-clockwise directions in practical contexts. Recognise that a right angle is a quarter turn, 2 right angles make a half-turn, 3 right angles make three-quarters of a turn, and 4 right angles make a complete turn. Identify whether an angle is greater than or less than a right angle in shapes and turns, by measuring, comparing, and reasoning in practical contexts. Measure and draw straight lines accurately in centimetres and millimetres. Identify and find horizontal and vertical lines in a range of contexts.</p>	<p>Summer Children identify and find parallel and perpendicular lines in a range of practical contexts. They use the arrow notation to represent parallel lines and the right-angle notation for perpendicular lines. Recognise, describe, and draw 2-D shapes accurately. They use properties including types of angles, lines, symmetry, and lengths of sides to describe the shape. Recognise and describe 3-D shapes in different orientations. They use properties including the number of faces, edges, and vertices to describe the shape. Make 3-D shapes (cubes, cuboids, prisms, cylinders, pyramids, cones, spheres) using construction materials.</p>

Unit	Planning Year 1	Planning Year 2	Planning Year 3	Planning Year 4	Planning Year 5	Planning Year 6
Measurement: Length, Perimeter, and Height	<p>Spring Understand the language of length such as long, longer, short, shorter, tall, taller.</p>	<p>Spring Use non-standard units such as cubes, hands, and straws to measure length and height. Explore measurement using a ruler.</p>	<p>Summer Understand the language of long, longer, short, and shorter by comparing lengths and height. Use nonstandard units to measure length and height. Build on prior knowledge of measuring length and height using non-standard units and apply this to measuring using a ruler. Measure to the nearest centimetre using a ruler or tape measure. Begin to measure larger objects using metres.</p>	<p>Summer Compare lengths of objects using comparison language and symbols. Order more than two lengths from shortest to longest and vice versa. Draw on their skills of the four operations and apply their understanding to length.</p>	<p>Spring Introduced to millimetres building on understanding of centimetres and metres. use different measuring equipment including rulers, tape measures, metre sticks and trundle wheels. Begin to measure larger objects using metres. Use the most appropriate equipment to measure with depending on length. Recognise that 100 cm is equivalent to 1 metre. Explore equivalent lengths in metres and cm. Recognise that 10 mm is equivalent to 1 cm. Explore equivalent lengths in cm and mm. Compare lengths of objects using comparison language and symbols. Compare and order lengths based on measurements in mm, cm and m.</p>	<p>Spring Add lengths given in different units of measurement. They convert measurements to the same unit of length to add more efficiently. Use take-away and finding the difference to subtract lengths. Introduced to perimeter for the first time. Use understanding of the properties of shape to calculate the perimeter of simple 2-D shapes.</p>

Unit	Planning Year 1	Planning Year 2	Planning Year 3	Planning Year 4	Planning Year 5	Planning Year 6
Measurement: Money	<p>Summer Recognise and know the value of different coins.</p>	<p>Summer Identify different notes and know the value of them. Count money in 2's, 5's and 10's.</p>	<p>Autumn Recognise and know the value of different coins. Recognise and know the value of different notes. Count coins in pence. Count coins and notes in pounds. Count money coins and notes by bringing pounds and pence together. Select coins to make a stated amount.</p>	<p>Autumn Explore different ways of making the same amount. Compare two different values in either pounds or pence using greater than and less than. Build on their knowledge of addition to add money including: 2-digit and 2-digit, 2-digit, and ones. 2-digit and tens, 3-single digits. Expand their knowledge of addition and subtraction strategies by specifically finding the difference between two amounts. Find change from a given amount. Draw together all the skills they have used in this block and consolidate their previous addition and subtraction learning.</p>	<p>Spring Be introduced to the £ and p symbols, count in 1p,2p,5p, and 10p coins. Use related facts to count in 20p coins. Count in £1, £2, £5, £10 and £20s. Understand the value of coins and notes, showing how money can represent in different ways. Convert between pounds and pence using the knowledge that £1 is 100 pence.</p>	<p>Spring Add two amounts of money using pictorial representations to support them. Use different methods to subtract money. Use a number line and a part-whole model to subtract to find change.</p>

Unit	Planning Year 1	Planning Year 2	Planning Year 3	Planning Year 4	Planning Year 5	Planning Year 6
Measurement: Time	<p>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. Introduce time to the hour.</p>	<p>Summer Time to half an hour. Explore the difference between seconds, minutes, and hours. Comparing time, faster, slower, earlier, and later.</p>	<p>Summer Introduced to telling the time to the hour using an analogue clock. Telling the time to half an hour. Read and write times from clocks. Read and draw the times 'quarter to' and 'quarter past'.</p>	<p>Summer Read and show analogue time to 5-minute intervals. Explore the difference between seconds, minutes, and hours. Learn that there are 24 hours in a day and 60 minutes in an hour. Identify the start and end time of an event. Compare times using 'longer' and 'shorter'.</p>	<p>Summer Recap previous objective of telling the time to the hour and half past the hour. Read and draw the times 'quarter to' and 'quarter past'. Look at the concept of years and months. Introduced to leap years and how they are different from a non-leap year. Recap the number of hours in a day and are introduced to language such as 'noon', 'midday', 'midnight'. Tell the time to the nearest 5 minutes on an analogue clock. Tell time to the nearest minute using an analogue clock.</p>	<p>Summer Use 'morning', 'afternoon', 'a.m.' and 'p.m.' to describe the time of day. Introduce to telling the time on a 24-hour digital clock for the first time. Find the durations of events using both analogue and digital clocks. Compare durations of time using analogue and digital clocks. Find start and end times to the nearest minute using both analogue and digital times. Measure and compare durations of time in seconds.</p>

Unit	Planning Year 1	Planning Year 2	Planning Year 3	Planning Year 4	Planning Year 5	Planning Year 6
Measurement: Weight, Volume, Mass, Capacity and Temperature	<p>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. Use balance scales to compare two objects, using language such as heavier, lighter, and equal to.</p>	<p>Spring Introduce volume and capacity. Measure capacity using different types of containers. Compare capacity of different containers using non-standard units, use more, less, equal words to describe.</p>	<p>Summer Introduced to weight and mass for the first time. Begin by using a variety of non-standard units (e.g., cubes, bricks) to measure the mass of an object. Recap by comparing the mass of different objects. Continue to use balance scales before moving on to use standard weighing scales. Use knowledge of measuring mass in grams to start to measure mass in kilograms. Introduced to volume and capacity for the first time. Measure the capacity of different containers using non-standard units of measure.</p>	<p>Summer Compare the volume of containers using $<$, $>$ and $=$. Introduced to standard units of millilitres (ml) for the first time. Introduced to litres (l) as a standard unit for the first time. Introduced to temperature, thermometers, and the units 'degrees Centigrade', written $^{\circ}\text{C}$ for the first time.</p>	<p>Summer Recap on previous learning by comparing the mass of different objects. Learn how to read a range of scales to measure mass, including scales with missing intervals. Measure the mass of objects and record them as a mixed measurement in kilograms and grams. Build on previous knowledge and use 'lighter' and 'heavier' to compare mass. Add and subtract mass. They use a range of mental and written methods, choosing the most efficient one for each question.</p>	<p>Summer Compare the volume of containers using $<$, $>$ and $=$. Use litres, millilitres and standard scales to explore capacity. Continue to build on previous learning and use 'full' and 'empty' to compare capacity. Add and subtract volumes and capacities. They can apply their understanding of different methods such as column addition/subtraction, finding the difference etc. Introduce temperature, thermometers, and the units 'degrees Centigrade', written $^{\circ}\text{C}$ for the first time.</p>

Unit	Planning Year 1	Planning Year 2	Planning Year 3	Planning Year 4	Planning Year 5	Planning Year 6
Statistics			<p>Spring Introduced to tally charts as a systematic method of recording data. Draw pictograms using tally charts. Use knowledge of one-to-one correspondence to help them interpret and answer questions about the data presented in pictograms.</p>	<p>Spring Draw pictograms where the symbols represent 2, 5 or 10 items. Collect own data previously in tally charts and constructed larger scale pictograms practically. Build block diagrams using cubes and then move to drawing and interpreting block diagrams.</p>	<p>Spring Introduced to tally charts as a systematic way for recording data. Draw pictograms where the symbols represent 2, 5 or 10 items. Collect own data. Interpret pictograms (2, 5 and 10). Children also need to be able to halve 2 and 10.</p>	<p>Spring Build on their understanding of pictograms from previous learning. They continue to read and interpret information to answer questions about the data. Interpret information in pictograms and tally charts to construct bar charts. Interpret information from tables to answer one and two-step problems.</p>