

Key Stage 3 Semi-Formal

Mathematics Long Term Plan

Planning Year 1-3

| 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? |



Unit Skill and Knowledge Development

Mathematics

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| Unit | Planning Years 1, 2, 3 |
|-----------|---|
| Measure | 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. |
| Space and | 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 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. |
| Shape, | 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. |