



## Maths Long Term Plan

| Year Group | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Nursery    | <p>Introduce subitising within 3</p> <p>Begin to recite and show 'finger numbers' up to 5</p> <p>Begin to say one number for each item in order: 1,2,3,4,5</p> <p>Begin to understand that the final number when counting a set of objects tells you the total amount (cardinality)</p> <p>Link numerals and amounts up to 5</p> <p>Begin to make comparisons between objects relating to size, length, weight and capacity</p> <p>Talk about and explore 2D and 3D shapes</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Talk about and identify the patterns</p> <p>Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> | <p>Develop subitising within 3</p> <p>Recite and show 'finger numbers' up to 5</p> <p>Say one number for each item in order: 1,2,3,4,5</p> <p>Understand that the last number reached when counting a set of objects tells you total amount (cardinality)</p> <p>Link numerals and amounts up to 5</p> <p>Solve real-world mathematical problems with numbers up to 5</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p> <p>Compare quantities using language: 'more than', 'fewer than'</p> <p>Create ABAB patterns (stick, leaf, stick, leaf)</p> <p>Understand position through words alone: "The bag is under the table," - without pointing</p> | <p>Consolidate subitising within 3</p> <p>Recite and show 'finger numbers' up to 5</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a set of objects tells you total amount (cardinality)</p> <p>Link numerals and amounts up to 5.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p> <p>Describe a familiar route</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>Select shapes appropriately (flat surfaces for buildings)</p> <p>Combine shapes to make new ones: an arch, a bigger triangle, etc</p> <p>Extend and create ABAB patterns (stick, leaf, stick, leaf)</p> <p>Notice and correct an error in a repeating pattern.</p> |
| Reception  | <b>Mastering Number</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|            | <p>Identify when subitising or counting are needed</p> <p>Explore the composition of numbers within 5</p> <p>Compare sets of objects</p> <p>Use language to compare</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Subitise within and beyond 5</p> <p>Identify when two sets are equal or unequal</p> <p>Identify doubles as two equal groups</p> <p>Connect quantities to numerals</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Consolidate counting skills</p> <p>Count larger numbers</p> <p>Compare quantities and numbers</p> <p>Secure number facts within 10</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|            | <p><b>Getting to Know You and Baseline Assessments</b></p> <p><b>Number:</b></p> <p>Subitising to five</p> <p>Counting sets of objects (5)</p> <p>Counting out a given amount (5)</p> <p>Composition of numbers to 5</p> <p>Stories linked to numbers</p> <p>One more one less</p> <p>Greater than/ fewer than</p> <p><b>Measure, Shape and Spatial Thinking:</b></p> <p>Triangles/circles</p> <p>Squares/rectangles</p> <p>Positional Language</p> <p>Time: sequencing days of the week, sequencing events (daily events)</p> <p>Compare Size, Mass and Capacity</p> <p>Exploring Pattern</p>                                                                                                          | <p><b>Number:</b></p> <p>Introducing zero</p> <p>Comparing numbers to 5.</p> <p>Composition of 4 and 5</p> <p>Introducing 6 7 8</p> <p>Composition of 6 7 8</p> <p>Introduce 10 frames</p> <p>Combining 2 amount/addition: part-part-whole model</p> <p>Comparing numbers to 10</p> <p>Number bonds to 10</p> <p>Odd and even</p> <p>Doubling</p> <p><b>Measure, Shape and Spatial Thinking:</b></p> <p>Mass: heavier and lighter</p>                                                                                                                                                                                                                                                       | <p><b>Number:</b></p> <p>Addition and subtraction (beyond 10)</p> <p>Sharing and grouping</p> <p><b>Measure, Shape and Spatial Thinking:</b></p> <p>3D shape</p> <p>Pattern</p> <p>Length and height</p> <p>Time</p> <p>Capacity</p> <p>Spatial reasoning</p> <p><b>Time to consolidate learning</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|            | <b>Continuous provision will provide additional mathematic opportunities across EYFS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |



|   |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                    |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Mastering Number</b>                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                    |
|   | Recap subitising within 5<br>Recap composition of 5<br>Explore the composition of numbers within 10<br>Explore the place value of numbers up to 10                                                                                                                                                                | Explore the composition of numbers within 10<br>Explore addition and subtraction structures<br>Introduce number stories (first, then and now)                                                                                                                                                       | Explore the composition of numbers within 20<br>Explore the position of numbers in the linear system<br>Connect addition and subtraction expressions to number stories                             |
|   | Number: Place Value (within 10)<br>Number: Addition and Subtraction (within 10)<br>Geometry: Shape                                                                                                                                                                                                                | Number: Place Value (within 20)<br>Number: Addition and Subtraction (within 20)<br>Number: Place Value (within 50)<br>Measurement: Length and Height<br>Measurement: Weight and Volume                                                                                                              | Number: Multiplication and Division<br>Number: Fractions<br>Geometry: Position and Direction<br>Number: Place Value (within 100)<br>Measurement: Money<br>Measurement: Time                        |
| 2 | <b>Mastering Number</b>                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                    |
|   | Consolidate number bonds within 10<br>Recap composition of numbers 11 to 20<br>Reason about the position of numbers to 20 in the linear system                                                                                                                                                                    | Calculate within 20<br>Explore the links between numbers (0-100)<br>Explore the linear number system up to 100 – focus on multiples of 10 and the midpoint of 50                                                                                                                                    | Apply knowledge of the composition of numbers within 10<br>Calculate within 20<br>Reason about equations and inequalities                                                                          |
|   | Number: Place Value<br>Number: Addition and Subtraction<br>Geometry: Shape                                                                                                                                                                                                                                        | Measurement: Money<br>Number: Multiplication and Division<br>Measurement: Length and Height<br>Measurement: Mass, Capacity and Temperature                                                                                                                                                          | Statistics<br>Number: Fractions<br>Geometry: Position and Direction<br>Measurement: Time                                                                                                           |
| 3 | <b>Fluency Bee</b>                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                    |
|   | <b>Stage 1 – revisits place value within 100</b><br>How many?<br>100<br>Comparison to 100<br><br><b>Stage 2 – focus on any key number facts within 100 with a focus on related facts and mental strategies</b><br>Add and subtract 1s<br>Add and subtract 10s<br>Add through 10s<br>Subtract through 10s          | <b>Stage 3 - focus on any key number facts within 100 with a focus on related facts and mental strategies</b><br>Bonds to 100<br>Complements to 100<br>Doubles to 100<br><br><b>Stage 4 – revisits the 2, 5 and 10 times-tables</b><br>The 2 times-table<br>The 10 times-table<br>The 5 times-table | <b>Stage 4 (continued)</b><br>2s, 5s and 10s<br><br><b>Stage 5 – looks at the 3, 4 and 8 times-tables in depth</b><br>The 3 times-table<br>The 4 times-table<br>The 8 times-table<br>3s, 4s and 8s |
|   | Number: Place Value<br>Number: Addition and Subtraction<br>Number: Multiplication and Division (A)                                                                                                                                                                                                                | Number: Multiplication and Division (B)<br>Measurement: Length and Perimeter<br>Number: Fractions (A)<br>Measurement: Mass and Capacity                                                                                                                                                             | Number: Fractions (B)<br>Measurement: Money<br>Measurement: Time<br>Geometry: Shape<br>Statistics                                                                                                  |
|   | <b>Mastering Number</b>                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                    |
| 4 | Represent ‘many as 1’ using a unitised counter<br>Use the ‘five and a bit’ structure to double<br>Practice recalling products when one of the factors is 5 or 10<br>Explore ‘square’ facts<br>Use the distributive law to explore the 9s, 11s and 12s<br>Become familiar with the core multiplication facts table | GOING FOR GOLD introduced<br>Practise retrieving new facts and previously learnt facts<br>Two new facts introduced each week                                                                                                                                                                        | Continue to practise retrieving facts in readiness for the MTC<br>Apply know multiplication facts to solve problems                                                                                |
|   | Number: Place Value<br>Number: Addition and Subtraction                                                                                                                                                                                                                                                           | Number: Multiplication and Division<br>Measurement: Length and Perimeter                                                                                                                                                                                                                            | Number: Decimals<br>Measurement: Money                                                                                                                                                             |



|   |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                   |                                                                                                                                                                                      |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | Measurement: Area<br>Number: Multiplication and Division                                                                                                                                                                                                                                                                                                                             | Number: Fractions<br>Number: Decimals                                                                                                                             | Measurement: Time<br>Geometry: Shape<br>Statistics<br>Geometry: Position and Direction                                                                                               |
| 5 |                                                                                                                                                                                                                                                                                                                                                                                      | <b>Mastering Number</b>                                                                                                                                           |                                                                                                                                                                                      |
|   | Practise facts: squared numbers; where 1 is a factor; where 10 is a factor<br>Recap what happens when 2 is a factor<br>Make connections between multiplication and division<br>Explore scalar relationships<br>Connect multiplying by 1/10 to dividing by 10<br>Connect multiplying by 1/100<br>Find a unit fraction of a number<br>Explore number relationships using a ratio table | Explore contexts where you can use either a multiplication and addition equation or a division equation with a remainder<br>Understand and use divisibility rules | Appl scaling by 10, 100, /10 or 1/100 to known facts<br>Understand how the product changes when one of the factors increases or decreases by 1<br>Explore multiplicative composition |
|   | Number: Place Value<br>Number: Addition and Subtraction<br>Number: Multiplication and Division<br>Number: Fractions (A)                                                                                                                                                                                                                                                              | Number: Multiplication and Division<br>Number: Fractions (B)<br>Number: Decimals and Percentages<br>Measurement: Perimeter and Area<br>Statistics                 | Geometry: Shape<br>Geometry: Position and Direction<br>Number: Decimals<br>Number: Negative Numbers<br>Measurement: Converting Units<br>Measurement: Volume                          |
| 6 | Number: Place Value<br>Number: Four Operations<br>Number: Fractions (A)<br>Number: Fractions (B)<br>Measurement: Converting Units                                                                                                                                                                                                                                                    | Number: Decimals<br>Number: Fractions, Decimals and Percentages<br>Geometry: Shape<br>Measurement: Area, Perimeter and Volume Statistics                          | Number: Ratio<br>Number: Algebra<br>Geometry: Position and Direction                                                                                                                 |