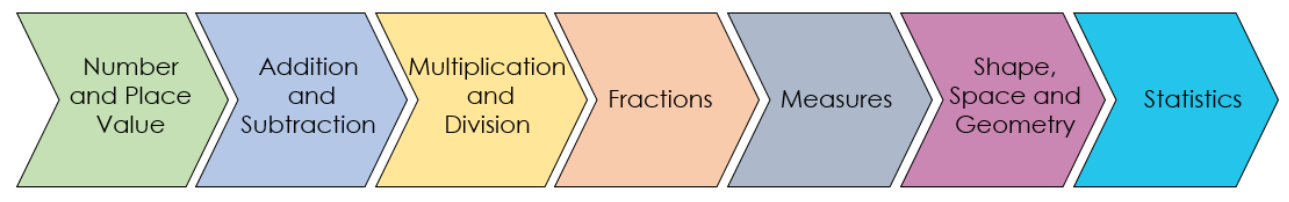
Maths Long-Term Plan 2022-2023

Our Long-Term Maths plan for Key Stage 1 is outlined below following our overview.:

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| Year 1 Long- Term Plan | | | | | |
| Autumn 1 (7) | Autumn 2 (7) | Spring 1 (6) | Spring 2 (6) | Summer 1 (6) | Summer 2 (7) |
| **Number and Place Value (7 weeks)**   * count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number * count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens * given a number, identify one more and one less * identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least * Read and write numbers from 1 to 20 20 in numerals and words. | **Addition & Subtraction (7 Weeks)**   * read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs * represent and use number bonds and related subtraction facts within 20 * add and subtract one-digit and two-digit numbers to 20, including zero * solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9. | **Multiplication & Division (3 Each)**   * solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. | **Fractions (6 Weeks)**   * recognise, find and name a half as one of two equal parts of an object, shape or quantity * recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. | **Measurement (6 Weeks)**   * compare describe and solve practical problems for: * lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] * mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] * time [for example, quicker, slower, earlier, later] * measure and begin to record the following: lengths and heights mass/weight * capacity and volume * time (hours, minutes, seconds) * recognise and know the value of different denominations of coins and notes * sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] * recognise and use language relating to dates, including days of the week, weeks, months and years * tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. | **Shape, Space &**  **Geometry (7 Weeks)**   * Recognise and name common 2-D and 3-D shapes, including: * 2-D shapes [for example, rectangles (including squares), circles and triangles] * 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].   **Assessment Transition and End of Year Review.** |
| **2020 Guidance** | | | | | |
| *1NPV–1 Count within 100, forwards and backwards, starting with any number.*  *1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =* | *1AS–2 Read, write and interpret equations containing addition ( ), subtraction ( ) and equals ( ) symbols, and relate additive expressions and equations to real-life contexts.* | *1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers* |  |  | *1G–2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.*  *1G–1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.* |
| **Number sense** | | | | | |
| ***Stage 1 – Subitising***  ***Stage 2 – Make and Break numbers to 10***   * ***Make and Break 5, 2,3,4 & 10*** | ***Stage 2 – Make and Break numbers to 10***   * ***Make and break 6 – 9***   *Assessment Point* | ***Stage 3 -***   * ***One More – One less*** * ***Two more – Two less*** * ***Number 10 Fact families*** * ***Five and a bit.***   *.* | ***Stage 3 –***   * **Five and a Bit** * **Know about Zero** * **Doubles and Near Doubles** | **Stage 3 –**   * **Number Neighbours** * **7 Tree & 9 Square** * **Strategy Selection (3 Weeks Revision)**   *Assessment Point* | **Stage 4 –**   * **Ten and bit** * **Stage 3 & 4 Consolidation.** |
| *1NF–1 Develop fluency in addition and subtraction facts within 10.*  *1AS–1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.* | | | | | |
|  |  | ***See detailed lesson planning via the Number sense Portal*** | | | |

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| Year 2 Long- Term Plan | | | | | |
| Autumn 1 (7) | Autumn 2 (7) | Spring 1 (6) | Spring 2 (6) | Summer 1 (6) | Summer 2 (7) |
| **Number and Place Value (6 weeks)**   * count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward * recognise the place value of each digit in a two-digit number (tens, ones) identify, represent and estimate numbers using different representations, including the number line * compare and order numbers from 0 up to 100; use and = signs * read and write numbers to at least 100 in numerals and in words * use place value and number facts to solve problems. | **Addition & Subtraction**  **(3 Weeks each))**   * solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods * recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 * add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two-digit number and ones   a two-digit number and tens  two two-digit numbers adding three one-digit numbers   * show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot * recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems | **Multiplication (3 Weeks)**  **& Division (3 Weeks)**   * recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers * calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs * show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot * solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. | **Fractions (6 Weeks)**   * recognise, find, name and write fractions 3 1 , 4 1 , 4 2 and 4 3 of a length, shape, set of objects or quantity * write simple fractions for example, 2 1 of 6 = 3 and recognise the equivalence of 4 2 and 2 1.   **Consolidation and Review – Evidence for moderation and End of Key Stage Assessment and preparation.** | **Measures (5 Week)**   * choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels * compare and order lengths, mass, volume/capacity and record the results using >, < and = * recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value * find different combinations of coins that equal the same amounts of money * solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change * compare and sequence intervals of time * tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times * know the number of minutes in an hour and the number of hours in a day | **Geometry – properties of shape**  **(2 Weeks)**   * Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line * identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces * identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]   compare and sort common 2-D and 3-D shapes and everyday objects  **Geometry – position and direction**  **(3 Weeks)**   * order and arrange combinations of mathematical objects in patterns and sequences * use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).   **Statistics (2 Weeks)**   * interpret and construct simple pictograms, tally charts, block diagrams and simple tables * ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity * ask and answer questions about totalling and comparing categorical data. |
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| **Guidance** | | | | |
| *2NPV–1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and nonstandard partitioning*  *2NPV–2 Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.ef*  2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice. | *2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two digit numbers*  *2AS–4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two digit numbers*  2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice. | *2MD–1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.*  *2MD–2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division)*  2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice. | 2AS–1 Add and subtract across 10. | 2G–1 Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties. |
| **Number sense** | | | | | |
| **Stage 1 (Review)**  **Subitising (2 weeks)**  **Stage 3 –**   * **One more – one less** * **Two more – two less** * **Number 10 fact families** * **Five and a bit** * **Know about zero** | **Stage 3 –**   * **Doubles and Near Doubles** * **Number neighbours** * **7 Tree & 9 square**   **Strategy Selection – Consolidation and Review.**  *Assessment Point* | **Stage 4 – Ten and a bit**  **Times Tables Practice**  **2, 5 and 10 Times Tables**  **Monday – Arithmetic**  **Tuesday – 2x Facts**  **Wednesday – 5x Facts**  **Thursday – 10x Facts**  **Friday – Tables Test** | **Stage 5 – Make Ten and then**   * **Addition** * **Subtraction** * **Near Doubles**   **Times Tables Practice**  **2, 5 and 10 Times Tables**  **Monday – Arithmetic**  **Tuesday – 2x Facts**  **Wednesday – 5x Facts**  **Thursday – 10x Facts**  **Friday – Tables Test** | **Stage 5 – Make Ten and then**   * **Near Doubles** * **Adjusting** * **Strategy Selection**   **Times Tables Practice**  **2, 5 and 10 Times Tables**  **Monday – Arithmetic**  **Tuesday – 2x Facts**  **Wednesday – 5x Facts**  **Thursday – 10x Facts**  **Friday – Tables Test** | **Stage 6 –**   * **Calculating with multiples of ten** * **Calculating with ones** * **Calculating with tens** * **Make the next ‘ten and then.** * **Make the previous ‘ten and then’.**   **End of Year Assessment and Review.** |
|  |  | ***See detailed lesson planning via the Numbersense Portal*** | | | |