

## Bullion Lane Primary School - Maths Long Term Planning

		1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term
<b>Nursery 2s</b>	<b>Autumn</b>	<ul style="list-style-type: none"> <li>• <u>Baseline</u></li> <li>• <u>Opportunities for settling in</u></li> <li>• <u>Introducing the areas of provision</u></li> <li>• <u>Getting to know the children</u></li> <li>• <u>Key times of day</u></li> <li>• <u>Routines</u></li> <li>• <u>Exploring the continuous provision inside and out</u></li> <li>• <u>Where do things belong?</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Children take part in rhymes with numbers, including in different contexts such as feeding / changing time, outdoor play, etc.</u></li> <li>• <u>Children experience and recognise changes of an amount in a group of up to 3 items, such as singing finger rhymes like ‘two little dicky birds’.</u></li> <li>• <u>Children learn how to combine and build objects such as blocks and cups. Children experience putting objects inside others and taking them out using a range of objects in different areas.</u></li> </ul>
	<b>Spring</b>	<ul style="list-style-type: none"> <li>• <u>Children begin to compare amounts using language such as ‘lots’, ‘more’ and ‘same’. They do this in different contexts such as building, eating, sorting.</u></li> <li>• <u>Children develop counting like behaviour, such as making sounds, pointing or saying some numbers in sequence. Children experience repeated opportunities to count in sequence in meaningful and varied contexts.</u></li> <li>• <u>Children start to notice and describe patterns. They arrange items in their own patterns and begin to talk about them. Children over time learn vocabulary such as ‘repeated’ and ‘the same’.</u></li> </ul>	
	<b>Summer</b>	<ul style="list-style-type: none"> <li>• <u>Children begin to count in everyday contexts, sometimes skipping numbers in sequence. Children build confidence in counting by saying one number for one object.</u></li> <li>• <u>Children begin to compare size, for example weight and length, using gesture and some language for ‘high/low’, ‘bigger/smaller’, ‘light/heavy’. Children experience this language in different contexts and play with items of distinct differences.</u></li> <li>• <u>Children climb and squeeze themselves into different types of spaces. They begin to experience spatial words such as ‘on top’, ‘up’, ‘down’, ‘through’.</u></li> <li>• <u>Children build with a varied range of resources. They complete puzzles and jigsaws of differing levels of difficulty.</u></li> </ul>	

		1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term	<b>End Point Assessments</b>
<b>Nursery 3/4s</b>	<b>Autumn</b>	<p style="text-align: center;"><b><u>Numbers to 5</u></b></p> <p style="text-align: center;"><u>Say one number for each item in order: 1,2,3,4,5.</u></p> <p style="text-align: center;"><u>Show ‘finger numbers’ up to 5.</u></p> <p style="text-align: center;"><u>Experiment with their own symbols and marks as well as numerals.</u></p>	<p style="text-align: center;"><b><u>Subitising, Counting and Matching Numbers</u></b></p> <p style="text-align: center;"><u>Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</u></p> <p style="text-align: center;"><u>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</u></p>	
	<b>Spring</b>	<p style="text-align: center;"><b><u>Numbers beyond 5 and Patterns</u></b></p> <p style="text-align: center;"><u>Recite numbers past 5.</u></p> <p style="text-align: center;"><u>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</u></p> <p style="text-align: center;"><u>Extend and create ABAB patterns – stick, leaf, stick, leaf.</u></p> <p style="text-align: center;"><u>Notice and correct an error in a repeating pattern.</u></p>	<p style="text-align: center;"><b><u>Positional Language and Measures</u></b></p> <p style="text-align: center;"><u>Make comparisons between objects relating to size, length, weight and capacity.</u></p> <p style="text-align: center;"><u>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</u></p> <p style="text-align: center;"><u>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</u></p>	
	<b>Summer</b>	<p style="text-align: center;"><b><u>Shape</u></b></p> <p style="text-align: center;"><u>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</u></p> <p style="text-align: center;"><u>Combine shapes to make new ones – an arch, a bigger triangle etc. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</u></p>	<p style="text-align: center;"><b><u>More/Fewer, Problem Solving and Sequencing Events</u></b></p> <p style="text-align: center;"><u>Solve real world mathematical problems with numbers up to 5.</u></p> <p style="text-align: center;"><u>Compare quantities using language: ‘more than’, ‘fewer than’.</u></p> <p style="text-align: center;"><u>Describe a familiar route.</u></p> <p style="text-align: center;"><u>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</u></p>	

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	End Point Assessments
Reception	Autumn	<b>Getting to Know You</b> Intro to provision; exploring continuous provision inside and out; positional language			<b>Just Like Me</b> Match and sort; Compare amounts; Compare size, mass and capacity; Exploring pattern			<b>It's me 1, 2, 3?</b> Representing 1,2,3; Comparing 1,2,3; Composition 1,2,3; Circles and triangles; Positional language			<b>Light &amp; Dark</b> Representing numbers to 5; One more and less; Shapes with 4 sides; Time			
	Spring	<b>Alive in 5!</b> Introducing zero; Comparing numbers to 5; Composition of 4 and 5; Comparing mass (2); Compare capacity(2)			<b>Growing 6, 7, 8</b> 6,7,8; Combining 2 amounts; Making pairs			<b>Building 9 &amp; 10</b> Counting to 9 and 10; Comparing numbers to 10; Bonds to 10; 3D-shapes; Patterns			<b>Consolidation</b>			
	Summer	<b>To 20 and beyond</b> Building numbers beyond 10; Counting patterns beyond 10; Spatial reasoning(1); Match, rotate, manipulate			<b>First, then, now</b> Adding more; Taking away; Spatial reasoning(2); Compose and decompose			<b>Find my pattern</b> Doubling; Sharing and grouping; Even and odd; Spatial reasoning(3); Visualise and build			<b>On the move</b> Spatial reasoning (4); Mapping			

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	End Point Assessments
Year 1	Autumn	<b>Number: Place Value</b> (within 10)					<b>Number: Addition and Subtraction</b> (within 10)					<b>Geometry:</b> Recognise 2D and 3D shapes)	<b>Consolidation</b>	
	Spring	<b>Number: Place Value</b> (within 20)			<b>Number: Addition and Subtractions</b> (within 20)			<b>Number: Place Value</b> (within 50) (Multiples of 2, 5, 10 to be included)		<b>Measurement: Length and Height</b>		<b>Measurement: Weight and Volume</b> (mass and capacity)		
	Summer	<b>Number: Multiplication and Division</b> (Introduction – Reinforce multiples of 2, 5 and 10 to be included)			<b>Fractions</b> (introduction to fractions, Halves and Quarters)		<b>Geometry:</b> Recognise 2D and 3D shapes)	<b>Number: Place Value</b> (within 100)		<b>Measurement: Money</b> Coins and notes	<b>Measurement: Time</b> (Sequence of events, on hour, half hour, days / weeks / months)		<b>Consolidation</b>	

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	End Point Assessments
Year 2	Autumn	<b>Number: Place Value</b> (to 100)				<b>Number: Addition and Subtraction</b> (2 digits and ones, 2 digits and tens, 2 digits and 2 digits, 3 digit numbers)				<b>Geometry:</b> Properties of Shape (identify and describe properties of 2D and 3D shapes)				
	Spring	<b>Measurement:</b> <b>Money</b> (recognize £ and p, use difference combinations of coins)		<b>Number: Multiplication and Division</b> (÷ 2, 5, 10 tables) (x 2, 5, 10 tables)				<b>Measurement:</b> Length and Height Measure in cm, m; compare and order lengths and heights; four operations.		<b>Measurement:</b> Mass, Capacity and Temperature (units for mass, capacity and temperature)				
	Summer	<b>Fractions</b> (recognise and write 1/3, 1/4, 2/4, 3/4)			<b>Measurement:</b> Time (tell the time to 5 minutes, compare and sequence times, hours in a day, minutes in hour)			<b>Statistics</b>		<b>Geometry: Position and Direction</b> (patterns and sequences, rotations and right angles, turns)		<b>Consolidation</b>		

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	End Point Assessments
Year 3	Autumn	<b>Number: Place Value</b> (to 1000)			<b>Number: Addition and Subtraction</b> (3 digits and ones, 3 digits and tens, 3 digits and hundreds, formal methods)				<b>Number: Multiplication and Division</b> (3, 4 and 8 tables)					
	Spring	<b>Number:</b> <b>Multiplication and Division B</b> (2 digit by 1 digit, Mental and formal methods)			<b>Measurement:</b> <b>Length and Perimeter</b> (add and subtract lengths, find perimeter of 2D shapes)		<b>Fractions A</b> (count in tenths, unit and non-unit fractions)			<b>Measurement:</b> <b>Mass and Capacity</b> (add and subtract mass and capacity units)				
	Summer	<b>Fractions B</b> (equivalence and compare fractions, add and subtract same denominator within a whole)		<b>Measurement:</b> <b>Money</b> (add and subtract)		<b>Measurement: Time</b> (tell time to the minute, Roman Numerals to 12, 12 and 24 hour clocks, duration of events)		<b>Geometry:</b> <b>Property of Shapes</b> (identify angles and lines, draw 2D shapes, make nets of 3D shapes)		<b>Statistics</b> (interpret and present bar charts, pictograms and tables)		<b>Consolidation</b>		

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	End Point Assessments
Year 4	Autumn	<b>Number: Place Value</b> (up to 5 digits)				<b>Number: Addition and Subtraction</b> (4 digits using mental and formal methods)			<b>Measurement</b> (area)	<b>Number: Multiplication and Division</b> (tables to 12 x 12, multiply and divide by 1, multiply by 0, multiply together 3 numbers)			<b>Consolidation</b>	
	Spring	<b>Number: Multiplication and Division B</b> (factor pairs, formal methods 2 digits by 1 digit, 3 digits by 1 digit)			<b>Measurement: Length and Perimeter</b> (rectilinear shapes)		<b>Fractions</b> (count in hundredths, show equivalent fractions, add and subtract fractions, find fractions of amounts)			<b>Decimals</b> (recognise tenths and hundredths, divide 2 digits by 10 and 100)				
	Summer	<b>Decimals</b>		<b>Measurement: Money</b> (estimate, calculate and compare)		<b>Measurement: Time</b> (convert hr to min, 12 to 24 hr)		<b>Geometry: Property of Shape</b> (identify and compare angles, classify shapes, lines of symmetry)		<b>Statistics</b>		<b>Position and Direction</b> (co-ordinates)		

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	End Point Assessments
Year 5	Autumn	<b>Number: Place Value</b> (up to 6 digits)			<b>Number: Addition &amp; Subtraction</b> (mentally and formally 4 digits)		<b>Number: Multiplication and Division</b> ( $x \div 10, 100, 1000$ , Prime, square and cube numbers)		<b>Fractions A</b> (mixed fractions and improper fractions, add and subtract fractions)					
	Spring	<b>Number: Multiplication and Division B</b> (formal methods, multiply 4 digits by 1 digit, 4 digit by 2 digit, divide 4 digits by 1 digit)			<b>Fractions B</b> (multiply fractions by whole numbers, read and write decimals as fractions)		<b>Number: Decimals and Percentages</b> (compare up to 3d.p., recognise and understand per cent)		<b>Measurement: Perimeter and Area</b> (perimeter of composite shapes, area of rectangles)		<b>Statistics</b> (line graphs and tables)			
	Summer	<b>Geometry: Properties of Shapes</b> (degrees in straight line and around a circle, regular and irregular polygons)			<b>Geometry: Position and Direction</b> (reflection and direction)		<b>Number: Decimals</b> (multiply and divide numbers by 10, 100, 1000, Use 4 operations to solve measurement problems)		<b>Number: Negative Numbers</b>	<b>Measurements: Converting Units</b> (converting units, imperial measurements)		<b>Measurement: Volume</b>		

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	End Point Assessments
Year 6	Autumn	<b>Number: Place Value</b> (up to 7 digits)		<b>Number: Addition, Subtraction, Multiplication and Division</b> (formal methods, multiply 4 digits by 2 digits, divide 4 digits by 2 digits)				<b>Fractions A</b> (add, subtract, multiply and divide fractions)		<b>Fractions B</b> (order and compare fractions)		<b>Measurement: Converting Units</b> Units to d.p.		
	Spring	<b>Number: Ratio</b>		<b>Number: Algebra</b> (use simple formulae, missing number problems, equations with 2 unknowns)		<b>Number: Decimals</b> (multiply 2d.p. by whole numbers, x ÷ by 10, 100, 1000)		<b>Number: Percentages</b> (equivalences between FDP, calculate percentages of amounts)		<b>Measurement: Perimeter, Area and Volume</b> (area of parallelograms, triangles, volume of cubes and cuboids)		<b>Statistics</b> (identify parts of a circle, construct pie charts and line graphs)		
	Summer	<b>Geometry: Properties of Shapes</b> (draw 2D shapes, find missing angles)			<b>Geometry: Position and Direction</b> Coordinates and translation		<b>Themed projects, consolidation and problem solving.</b>							

This yearly overview has suggested timings for each block of learning, which are adapted to suit the needs of the children, as well as term dates. 1<sup>st</sup> block of Spring term may be taught at the end of Autumn term.