Brompton And Sawdon Community Primary School: Long Term Planning for Maths

Class 1

North Yorkshire County Council

Long Term planning

Option 1

MathsHUBS Archimedes NE

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number and Place Value NPV			Addition and Subtraction NAS			Measures MEA		Multiplication and Division NMD		Geometry GEO	
Spring	Fractions decimals and Percentage NFD		Measures MEA		Addition and Subtraction NAS		Number and Place Value NPV			Measures MEA		Statistics STC
Summer	Number and Place Value NPV	Addition and Subtraction NAS		Fractions decimals and Percentage NFD		Multiplication and Division NMD	Geometry GEO		Measures MEA			Statistics STC

Class 2

North Yorkshire County Council

MathsHUBS Archimedes NE

Long Term planning

Option 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number and Place Value NPV			Addition and Subtraction NAS			Multiplication and Division NMD		Measures MEA			
Spring	Fractions decimals and Percentage NFD			Number and Place Value NPV		Geometry GEO			Addition and Subtraction NAS			Statistics STC
Summer	Multiplication and Division NMD			Measures MEA				Geometry GEO		Fractions decimals and Percentage NFD		Statistics STC

Class 3

North Yorkshire County Council

MathsHUBS Archimedes NE

Long Term planning

Option 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number and Place Value NPV		Addition and Subtraction NAS		Geometry GEO			Multiplication and Division NMD		Fractions decimals and Percentage NFD		
Spring	Measures MEA			Number and Place Value NPV Algebra (Y6 only) ALG		Addition and Subtraction NAS		Statistics STC		Multiplication and Division NMD		
Summer	Fractions decimals and Percentage NFD				Geometry GEO			Statistics STC		Measures MEA		

Maths in EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	SUPERHEROES	Fairytales and Castles	Splendid Skies	Springwatch in Brompton	Walking with Dinosaurs	Land Ahoy/Under the Sea
Maths *"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."* – Shakuntala Devi	Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, **'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.					
Count objects, actions and sounds	• I can count out 3 objects when asked	• I'm beginning to count out objects to 5 • I am beginning to say *how many* when counting with support • I can sing a simple counting rhyme with you	• I can give you 4,5,6, objects when asked with support	• I can count in my play based learning • I can count with a group to find an answer • I am beginning to recognise numbers to 10	• When you ask me to 'give you' 7,8,9,10 objects, I can do this with confidence • I can sing and action a counting song • I know when to use my counting skills • I can recognise numbers to 10 and beyond (to 20)	• I can count out objects to 10 • I can match objects to number amounts • I can tell you *how many* by counting out loud.
Subitise	• I am beginning to use a dice to recognise numbers through dots	• I am working daily with objects 1,2,3,4,5 to be able to recognise instantly the number they represent	• I can show you 1,2,3,4,5 on my fingers	• I can roll a dice and tell you the number I land on	• I can recognise instantly 1-6 objects or dots	• I can tell you numbers as they are revealed to me • I can show you 5-10 on my fingers
Link the numeral with its cardinal value	• I am beginning to understand the value of 1-5	• I am exploring other ways to record number quantities (tallies, dots and number cards	• I am beginning to write numbers 0-10	• I can show in objects the value of 1-10	• I can record number quantities with tallies, dots and numbers	• I can write numbers 0-10
Length, weight & capacity	• I can use the words long and short • I can use the words full and empty	• I can use the words heavy and light	• I can tell you if it is longer or shorter than a pencil	• I am exploring the scales for balance purposes	• I can order two things according to length	• I can order two things according to weight • I can order two things saying which will hold the most

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	SUPERHEROES	Fairytales and Castles	Splendid Skies	Springwatch in Brompton	Walking with Dinosaurs	Land Ahoy/Under the Sea
Count beyond ten	• I am beginning to count to 10 independently	• I am beginning to count beyond 10 • I can recognise a number line	• I am looking for numbers in my environment to recognise • I can count beyond 10 to 20 independently	• I can recognise numbers to 10 • I can count along a number line	• I can count in 10's to 100 • I can recognise numbers in the environment and tell you what they might be	• I recognise that my counting in tens looks like 10,20,30,40, 50
Compare numbers	• I am beginning to compare number amounts 1,2,3,4,5 3 • I can understand 1 and then one more makes 2	• I can recognise when the number is the same in amounts • I can count 1,2,3,4,5 with objects and add one more to make the next number	• I am beginning to talk about amounts as *more than, less than* and *fewer*	• I can recognise and say this amount is the *same* and I'm beginning to understand '*equal to* • I can count 1-10 adding one more object to make the correct amount	• I can distribute an amount evenly to recipients e.g. snack to peers or cards in a card game • I can understand one more when asked 'one more than ...' to 10	• I can compare number amounts up to 20 • I can line up 10 and tell you 1 less back to 0
Number Bonds	• I am beginning to know 2+2=4 4 • I am beginning to know 1+1=2	• I am beginning to know 5+5=10 (with adult modelling number sentence)	• I am beginning to divide up my 10 objects into two groups	• I am beginning to use my number knowledge to solve everyday problems • I can use a number frame and tell you how many more to make the number	• I know '*how many*' added makes 2-10 (by dividing groups into two) • I know 1+2=3, 3+2=5, 3+3=6, 3+4=7, 4+4=8, 5+4=9 3	• I can tell you in a problem how many more we need to make the number to 10 • I have mastered the technique of knowing how many make the number to 10
Shapes and patterns	• I can find a simple shape when asked • I can build with a variety of construction • I am beginning to recognise shapes in my environment • I am enjoying exploring pattern	• I can select blocks to build a structure • I can build with 3D shapes • I am beginning to make pictures with shapes	• I can begin to copy a simple 2D pattern • I am beginning to continue and replicate patterns (AB, ABB, ABBC)	• I can build and then come back and restructure with additions the next day • I can name 2D shapes including pentagons, hexagons and octagons • I am beginning to see mistakes in a pattern	• I can add to my simple 2D shape picture by exploring the combining of shapes to make new ones • I can find a 2D shape in the environment	• I can find a 3D shape in the environment • I can complete a complex puzzle • I can make an independent pattern and challenge my friend to complete it • I can easily see a mistake in a pattern and correct it