Mathematics Long Term Plan

Mathematics					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Numerical Pattern and Number *Recite numbers to 10 in order and starting from any number. *Count objects, actions and sounds up to 5 with 1:1 correspondence. * Subitise 3 / 4 objects. * Use the language of more and fewer to describe amounts to 5. **Shape, Space and Measure** *Continue, copy and create repeating patterns. * Begin to compare length.	**Numerical Pattern and Number** *Recite numbers to and from 10 in order and starting from any number. *Count objects, actions and sounds up to 5 with 1:1 correspondence e.g. irregular amounts, objects that cannot be moved. * Subitise 3/4 objects. *Link the numeral with correct amount to 5. * Use the language of more and fewer to describe amounts to 5. *Understand 'one more/less than' to 5. *Explore the composition of numbers to 5 e.g. separate into different ways with total still the same. * Begin to explore number bonds to 5. * Explore doubles to 5 using practical resources. *Begin to write numbers 1-5. **Shape, Space and Measure** *Select 2D and describe them using appropriate language. * Begin to compare weight and capacity.	**Numerical Pattern and Number** *Recite numbers to 20. * Count objects, actions and sounds up to 10 with 1:1 correspondence e.g. irregular amounts, objects that cannot be moved. * Subitise 5 objects (quick recall without counting). * Link the numeral with correct amount to 10. *Compare quantities up to 10 using the language of fewer, more than. *Understand 'one more/less than' to 10. * Begin to explore the composition of numbers to 10 e.g. separate into different ways with total still the same. * Recall number bonds to 5. * Begin to use the vocabulary involved in addition e.g. and, add, more, altogether, makes, sum, equals. **Shape, Space and Measure** * Select 3D and describe them using appropriate language. *Continue, copy and create repeating patterns. ▪ Begin to order and	**Numerical Pattern and Number** *Recite numbers to 20 in order and starting from any number. * Count objects, actions and sounds up to 10. * Subitise 5 objects (quick recall without counting). *Link the numeral with correct amount to 10 and place numbers 1-10 in order. *Understand 'one more/less than' to 10. * Explore the composition of numbers to 10. *Begin to use the vocabulary involved in subtraction e.g. take (away), leave, left, less, makes, altogether, sum, equals. *Use some language of sharing, doubling, halving and sharing e.g. share, the same number for everyone, double/halve. *Write numbers 1-9 with increasing confidence. **Shape, Space and Measure** *Investigate 2D shapes, creating new shapes by manipulating them *Continue, copy and create repeating patterns. *Compare weight and	**Numerical Pattern and Number** *Recite numbers to and from 20 in order and starting from any number. *Begin to count reliably with numbers 1 to 20 with 1:1 correspondence. *Count an irregular arrangement of objects, larger than 10. *Recognise numerals to 10 confidently and begin to recognise numerals beyond 10. *Begin to subitise numbers to 10 and see familiar patterns. * Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. *Use vocabulary involved in adding and subtracting confidently. *Record some number sentences using calculation symbols within practical activities. **Shape, Space and Measure** *Continue, copy and create repeating patterns. * Find 2D shapes within 3D shapes by exploring the	**Numerical Pattern and Number** *Recite numbers to and from 20 in order and starting from any number. *Count reliably with numbers 1 to 20 with 1:1 correspondence. * Understand 'one more/less than' to 20. *Subitise numbers to 10 and see familiar patterns. *Use vocabulary involved in doubling, halving and sharing confidently. * Solve problems, including doubling, halving and sharing. *Write number 1 – 9 using correct formation. *Record some number sentences using calculation symbols within practical activities. **Shape, Space and Measure** *Solve problems involving measures – predict and test ideas.

		sequence familiar events.	capacity.	nets of them.	

MATHEMATICS EARLY LEARNING GOALS

Number • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.