EYFS Maths Long Term overview

Counting skills to be ongoing throughout the year.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cardinality and counting – 1, 2, 3 Say numbers in order (counting by rote – to 10 and back) Counting objects with 1:1 correspondence. Know that the last number in the count gives you the total number of objects. Subitise amounts up to 3 (perceptual subitising) Recognise numbers 1, 2 and 3. Understand the value of numbers 1, 2, 3 and represent them in different ways. **Composition – 1, 2, 3** Part-whole: identifying smaller numbers within a number. (up tp 3) **Shape and Space** Developing spatial awareness: experiencing different view points Developing spatial vocabulary.	**Cardinality and counting – 4, 5** Say numbers in order (counting by rote – to 20 and back)) Counting objects with 1:1 correspondence. Know that the last number in the count gives you the total number of objects. Understand that the number does not change if objects are rearranged. Subitise amounts up to 5 (perceptual subitising) Recognise numbers 1-5 and 0. Understand the value of numbers 1, 2, 3, 4, 5 and represent them in different ways. **Comparison 1, 2, 3, 4, 5** Understand the concept of more than and less than. Identify groups with the same number of things. Comparing numbers and reasoning.	**Cardinality and counting – 6, 7, 8** Say numbers in order (counting by rote – to 20 and back)) Counting objects with 1:1 correspondence. Know that the last number in the count gives you the total number of objects. Understand that the number does not change if objects are rearranged Subitise amounts up to 8 (conceptual subitising) Recognise numbers 0 – 8. Understand the value of numbers 0-8 and represent them in different ways. **Comparison – 0-8** Comparing numbers and reasoning. Knowing the 1 more than/ 1 less than relationship between counting numbers. **Composition 6, 7, 8** Part-whole: identifying smaller numbers within a number (conceptual subitising – seeing groups and combining to a total)	**Cardinality and counting – 9 and 10** Say numbers in order (begin counting beyond 20) Counting objects, sounds and actions with 1:1 correspondence. Subitise amounts up to 10 (conceptual subitising) Recognise numbers 0 – 10 Understand the value of numbers 0-10 and represent them in different ways. **Comparison – 0-10** Comparing numbers and reasoning. Knowing the 1 more than/ 1 less than relationship between counting numbers. **Composition 9, 10** Part-whole: identifying smaller numbers within a number (conceptual subitising – seeing groups and combining to a total) A number can be partitioned into different pairs of numbers. Know about inverse relationships.	**Cardinality and counting 0-10** Say numbers in order (begin counting beyond 20) **Composition** Recall all number bonds within 10. Know about inverse relationships. Doubling Odd and even numbers Sharing and grouping **Shape and space** Showing awareness of properties of shape. Describing properties of shape Developing the awareness of relationships between shapes. **Measures** Showing an awareness of comparison in estimating and predicting. Comparing indirectly. Recognising the relationship between the size and number of units.	Numbers beyond 10 … Addition and subtraction. **Pattern** Generalising structures to another context or mode. Making a pattern which repeats around a circle. Making a pattern around a border with a fixed number of spaces. Pattern spotting around us. **Measures** Beginning to use time to sequence events. Beginning to experience specific time durations.

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	Knowing the 1 more than/ 1 less than relationship between counting numbers. **Pattern** Continuing an AB pattern. Copying an AB pattern. Make their own AB patterns. Spotting an error in an AB pattern.	A number can be partitioned into different pairs of numbers. Know about inverse relationships. **Shape and Space** Shape awareness: developing shape awareness through construction. Representing spatial relationships. Identifying similarities between shapes. **Measure** Recognising attributes Comparing amounts of continuous quantities.	**Pattern** Continuing an ABC pattern. Continuing a pattern which ends mid unit. Make their own ABB and ABBC patterns. Spotting an error in an ABB pattern. Symbolising the unit structure.		

Year 1 Maths Long Term overview

Counting skills to be ongoing throughout the year.
This long term plan is to be used alongside our calculation policy and documentation.
Maths jotters will provide regular revisitation opportunities for the children.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number and place value Count forwards and backwards within 20, beginning at 1 or 0, or from any given number. Identify and represent numbers using objects and pictorial representations including the number line (place value within 10, then 20) Use language to compare numbers within 10 – equal to, more than, less than, fewer, most, least. Read and write numbers up to 10 in words. Identify 1 more and 1 less than a given number within 10.	**Number and place value** Count forwards and backwards within 20, beginning at 1 or 0, or from any given number. Identify and represent numbers using objects and pictorial representations including the number line. (20) Use language to compare numbers within 20 – equal to, more than, less than, fewer, most, least. Read and write numbers up to 20 and in words to 10. Identify 1 more and 1 less than a given number within 20. **Addition and subtraction** Read, write and interpret mathematical statements involving addition, subtraction and equals signs. Addition and subtraction within 10. (combining groups) Understand that adding 0 and subtracting 0 leaves the number unchanged. Taking away a number from itself leaves you with 0.	**Number and place value** Count forwards and backwards within 50, beginning at 1 or 0, or from any given number. Identify and represent numbers using objects and pictorial representations including the number line. (place value up to 50) Counting in 2's forwards and backwards. (explore odd and even numbers with this) **Addition and subtraction** Read, write and interpret mathematical statements involving addition, subtraction and equals signs. Addition and subtraction one-digit and 2-digit numbers to 20, including 0. Find 2 more and 2 less than a given number. (understanding that Adding two to an odd number gives the next odd number; adding two to an even number gives the next even number. Subtracting two from an odd number gives the previous odd number; subtracting two from an even number gives the previous even number.)	**Measure** Compare, describe and solve practical problems for: - Lengths and heights - Mass/weight - Capacity/volume Count in multiples of 2, 5, and 10. Recognise and know the value of different denominations of coins and notes. **Addition and subtraction** Represent and use number bonds and related subtraction facts within 10, then 20.	**Number and place value** Count forwards and backwards within 100. Forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals Identify and represent numbers using objects and pictorial representations including the number line. (within 100) Use language of equal to, more than, less than (fewer) most, least Given a number, identify one more and one less (within 100) **Multiplication and division** Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of a teacher. **Fractions** 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.	**Time** Sequence events in chronological order using language – before, after, next, first, today, yesterday, tomorrow, morning, afternoon, 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 hands on a clock face to show these times. **Position and direction** Describe position, direction and movement, including whole, half, quarter and 3 quarter turns.

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	Represent and use number bonds and related subtraction facts within 10. (Not just 10) Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. **Shape** Recognise and name common 2D and 3D shapes. Recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other.				

Year 2 Maths Long Term overview

Counting skills to be ongoing throughout the year.
This long term plan is to be used alongside our calculation policy and documentation.
Maths jotters will provide regular revisitation opportunities for the children.

00Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Place value Counting forwards and back within 100 – 1's and 10's from any number. 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 least 100 in numerals and in words. Use place value and number facts to solve problems. Partition two-digit numbers in different ways.	**Addition and subtraction** Add and subtract numbers using concrete objects, pictorial representations, and mentally – A 2-digit number and ones. A 2-digit number and tens. Two 2-digit numbers – non-bridging, then bridging. Three 1-digit numbers. Find the difference. Show that addition can be done in any order and that subtraction cannot. Recognise the inverse relationship between addition and subtraction and use to check calculations and solve missing number problems. Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.	**Multiplication and division.** Count in steps of 2, 3, 5 and 10. 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 symbols. Show that multiplication of 2 numbers can be done in any order (commutative) and division cannot. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context. Understand the relationship between multiplication and division.	**Shape** Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes. Compare and sort common 2D and 3D shapes and everyday objects. **Fractions** Recognise, find, name and write fractions 1/3, ¼, 2/4, ¾, ½ of a length, shape, set of objects or quantity. Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½ . **Time** Tell the time to five minutes, including quarter past/to the hour and draw hands on a clock to show these times. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time.	**Money** Count in steps of 2, 5 and 10. Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find combinations of coins that equal the same amounts of money. Solve simple problems in the practical context involving addition and subtraction of money of the same unit, including giving change. Choose and use appropriate standard units to estimate and measure – Length Height Mass Temperature Capacity 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 =.	**Position and direction** Order and arrange combinations of mathematical objects in patterns and sequences Use mathematical vocab 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 3 quarter turns. (clockwise and anti-clockwise.) **Statistics** 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. Revision of skills based on assessment. SAT's

Year 2 Maths Long Term overview

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