Mathematics Long Term Plan   St Anthony of Padua Catholic Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**Comparison:** • Uses number names and symbols when comparing numbers, showing interest in large numbers. **Counting:** • Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0. **Cardinality:** • Engages in subitising numbers to four and maybe five. **Composition:** • Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. **Spatial Awareness:** • Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints. • Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning). **Shape:** • Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes. • Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes. **Pattern:** • Spots patterns in the environment, beginning to identify the pattern "rule". **Measures:** • Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy. • Becomes familiar with measuring tools in everyday experiences and play.		**Comparison:** • Estimates of numbers of things, showing understanding of relative size. **Counting:** • Increasingly confident at putting numerals in order 0 to 10 (ordinality). **Cardinality:** • Counts out up to 10 objects from a larger group. • Matches the numeral with a group of items to show how many there are (up to 10). **Composition:** • Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three. • In practical activities, adds one and subtracts one with numbers to 10. • Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and '+' or '-'. **Spatial Awareness:** • May enjoy making simple maps of familiar and imaginative environments, with landmarks. **Shape:** • Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build. **Pattern:** • Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat. **Measures:** • Is increasingly able to order and sequence events using everyday language related to time. • Beginning to experience measuring time with timers and calendar.		**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.	

Year 1	**Number** - place value within 10 -addition and subtraction within 10 - place value within 20	**Number** - addition and subtraction within 20 -place value within 50 place value within 100 - multiplication and division -fractions **Measurement** - money	**Geometry** -shape -position and direction **Measurement** -length and height -mass and volume -time
Year 2	**Number** – place value –addition and subtraction - multiplication and division	**Number** -fractions **Measurement** - money **Geometry** -shape -position and direction	**Measurement** -length and height -mass, capacity and temperature -time **Statistics**
Year 3	**Number** – place value - addition and subtraction - multiplication and division **(A and B)**	**Number** -fractions **(A and B)** **Measurement** - money - time	**Geometry** -shape **Measurement** -length and perimeter -mass and capacity **Statistics**
Year 4	**Number** – place value - addition and subtraction - multiplication and division **(A and B)**	**Number** -fractions -decimals **(A and B)** **Measurement** -money	**Geometry** - shape -position and direction **Measurement** -length and perimeter - area - time **Statistics**
Year 5	**Number** – place value - addition and subtraction - multiplication and division **(A and B)** -negative numbers	**Number** -fractions **(A and B)** **Number** -decimals	**Geometry** - shape - position and direction **Measurement**

		-decimals and percentages	-converting units -perimeter and area -volume **Statistics**
Year 6	**Number** – place value - addition, subtraction, multiplication and division -ratio -algebra	**Number** -fractions **(A and B)** -decimals -fractions, decimals and percentages **Geometry** - shape - position and direction **Measurement** -converting units -area, perimeter and volume **Statistics**	**Geometry** - shape - position and direction **Measurement** -converting units - area, perimeter and volume **Statistics**

Mrs Sarah Bloor