

**MATHS LONG TERM PLAN**

EYFS						
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Daily Mental Practise</b>	Counting to 5  Days of the week	Counting forwards and backwards to 5  Days of the week	Counting to 10 Number bonds to 5 Days of the week	Counting forwards and backwards to 10 Number bonds Days of the week	Counting forwards and backwards to 20 Number bonds Days of the week	Counting forwards and backwards to 10 Number bonds Days of the week
<b>Number</b>	Numbers and counting to 5	Comparing quantities: equal and unequal up to 5	Counting to 10 Comparing groups up to 10		Numbers to 20	Counting to 20
<b>Calculation</b>	sorting into groups (up to 5)	One more, one less within 5  Number bonds to 5	Addition to 10: Combining 2 groups to find one whole (10 frame)	Number bonds to 10  Addition to 10: Combining 2 groups to find one whole (whole part model)	Addition Add by counting on  Subtraction Take-away by counting back	Multiplication & Division  Odd/even Doubling, halving and sharing
<b>Geometry</b>			2d shape	3d shape	Exploring patterns	
<b>Measure</b>		My day			height	Length and distance
<b>Consolidation &amp; Assessment (see WR Y1 PS)</b>			Counting investigation		Shape investigation	Calculation investigation

Year 1						
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Daily Mental Practice</b> Make the link between counting in 10s back to counting in 10s.</p> <p><u>Teaching methodologies:</u></p> <ul style="list-style-type: none"> <li>Count pairs of objects</li> <li>Count straws bundled in tens</li> <li>Sing counting songs</li> <li>Hundred square</li> <li>Number lines</li> <li>Pictorial representations on display</li> <li>Rolling Numbers</li> </ul> <p>Interventions should be in place for children are not secure in the times table on a term by term basis.</p>	<p><b>Count in 2s</b> up to 24, linking with even numbers and supporting doubles.</p> <p><b>Count in multiples of 10</b> in order up to 120.</p> <p><i>Time</i> <i>Days of the week</i></p>	<p><b>Count in 2s</b> up to 24, linking with even numbers and supporting doubles.</p> <p><b>Count in multiples of 10</b> from different start points (multiples of 10).</p> <p><b>I know number bonds for each number to 6.</b></p> <p><i>Time</i> <i>Days of the week</i></p>	<p><b>Count in</b> multiples of 5 up to 60, linking with knowledge of counting in 10s.</p> <p><b>I know doubles and halves of numbers to 10.</b></p> <p><i>Time</i> <i>Days of the week</i></p>	<p>Continue to <b>develop fluency</b> of counting in 2s and 10s.</p> <p><b>I know number bonds to 10 and related subtraction.</b></p> <p><i>Time</i> <i>Days of the week</i></p>	<p><b>Count in</b> multiples of 10, 2 and 5 in order with <b>growing fluency</b>.</p> <p><b>I know number bonds for each number to 10.</b></p> <p><i>Time</i> <i>Days of the week</i></p>	<p><b>Count in</b> multiples of 10, 2 and 5 in order <b>fluently</b>.</p> <p><b>I know number bonds for each number to 10.</b></p> <p><i>Time</i> <i>Days of the week</i></p>
<b>Number</b>	Place value (within 10)	Place value (within 20)		Place value (within 50)	Fractions	Place value (within 100)
<b>Calculation</b>	Addition & Subtraction (within 10)		Addition & Subtraction (within 20)	(repeated addition in preparation for multiplication)	Multiplication & Division	
<b>Geometry</b>		2D Shape			Position & direction	
<b>Measure</b>	Time Months of the year	Time Months of the year	<i>Months of the year</i>	length/height Weight/volume <i>Months of the year</i>	Money <i>Months of the year</i>	<i>Months of the year</i>

<b>Consolidation &amp; Assessment (see WR PS)</b>	Place Value investigation  White Rose baseline	Addition & subtraction investigation  White Rose end of block	Place value investigation  White Rose end of block	Shape investigation  White Rose end of block	Addition & subtraction investigation  White Rose end of block  Summer PIXL	Measure & Money investigation  White Rose end of block
Year 2						
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Daily Mental Practice</u></p> <p>Make the link between <math>\times 5</math> and <math>\times 10</math>, <math>\times 2</math> and <math>\times 4</math> (double and double again/double <math>\times 2</math>) clear to children. What do you notice? Same/different?</p> <p><u>Teaching methodologies:</u></p> <ul style="list-style-type: none"> <li>Counting objects in groups of 2, 5, 10 and 4</li> <li>Sing counting songs</li> <li>Hundred square</li> <li>Number lines</li> <li>Array with concrete resources</li> <li>Pictorial representations on display</li> <li>Rolling Numbers</li> </ul> <p>Interventions should be in place for children are not secure in the times table on a term by term basis.</p>	<p>Consolidate <b>counting in</b> steps of 2, 5 and 10 in order from 0 up to 12x.</p>	<p><b>Count in</b> multiples of 2 and 5 from 0 up to 12x <b>fluently</b>.</p> <p><b>Recall</b> multiples of 10 up to 12x10 in any order, including missing numbers and related division facts with <b>growing fluency</b>.</p>	<p><b>Recall</b> multiples of 2 up to 12x2 in any order, including missing numbers and related division facts.</p> <p><b>Recall</b> multiples of 10 up to 12x10 in any order, including missing numbers and related division facts with <b>fluently</b>.</p>	<p><b>Recall</b> multiples of 5 up to 12x5 in any order, including missing numbers and related division facts.</p> <p><b>Recall</b> multiples of 2 up to 12x2 in any order, including missing numbers and related division facts with <b>growing fluency</b>.</p>	<p><b>Count in</b> multiples of 4 to 12x4 in order from 0.</p> <p><b>Recall</b> multiples of 2 up to 12x2 in any order, including missing numbers and related division facts <b>fluently</b>.</p> <p><b>Recall</b> multiples of 5 up to 12x5 in any order, including missing numbers and related division facts with <b>growing fluency</b>.</p>	<p><b>Count in</b> multiples of 4 to 12x4 in order from 0 with <b>growing fluency</b>.</p> <p><b>Recall</b> multiples of 5 up to 12x5 in any order, including missing numbers and related division facts <b>fluently</b>.</p>
	I know number bonds to 20.	I know number bonds to 20 and related subtractions.	I know doubles and halves of numbers to 20.	I know doubles and halves of numbers to 20.		
	TIME	TIME	TIME	TIME	TIME	TIME
<b>Number</b>	Place value		Place value	Fractions	Place value	
<b>Calculation</b>	Addition & Subtraction	Multiplication	Division		Efficient methods &	

					problem solving	
<b>Geometry</b>			Properties of shape			
<b>Measure</b>	<i>Time</i> Days of the week  Months of the year	Money  <i>Time</i> Days of the week  Months of the year		Length, height and time  <i>Time</i> Days of the week  Months of the year	Position and direction  <i>Time</i> Days of the week  Months of the year	Mass, capacity and temperature  <i>Time</i> Days of the week  Months of the year
<b>Statistics</b>			Diagrams, tables and charts			
<b>Consolidation &amp; Assessment (see WR PS)</b>	Place Value investigation  White Rose baseline	Calculation investigation  White Rose end of block	Shape investigation  White Rose end of block	Calculation investigation  White Rose end of block  SATs	Measure investigation  White Rose end of block  Summer PIXL	Money investigation  White Rose end of block
Year 3						
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Daily Mental Practice</b> Make the link between <math>\times 2</math> and <math>\times 4</math>, <math>\times 4</math> and <math>\times 8</math> (doubling) clear to children. What do you notice? Same/ different?</p> <p><u>Teaching methodologies:</u></p> <ul style="list-style-type: none"> <li>Counting objects in groups of 3, 4 and 8</li> <li>Hundred square</li> <li>Number lines</li> <li>Array with concrete resources</li> <li>Pictorial representations on display</li> <li>Rolling Numbers</li> </ul> <p>Interventions should be in place for children are not secure in the times table on a term by term basis.</p>	<p><b>Recall</b> multiples of 4 up to <math>12 \times 4</math> in any order, including missing numbers and related division facts with <b>growing fluency</b>.</p> <p><b>I know number bonds for all numbers to 20 and related subtractions.</b></p> <p>TIME</p>	<p><b>Count in</b> multiples of 8 to <math>12 \times 8</math> in order from 0.</p> <p><b>Recall</b> multiples of 4 up to <math>12 \times 4</math> in any order, including missing numbers and related division facts with <b>fluently</b>.</p> <p><b>I know number bonds for all numbers to 20 and related subtractions.</b></p> <p>TIME</p>	<p><b>Recall</b> multiples of 8 up to <math>12 \times 8</math> in any order, including missing numbers and related division facts with <b>growing fluency</b>.</p> <p>TIME</p>	<p><b>Count in</b> multiples of 3 to <math>12 \times 3</math> in order from 0.</p> <p><b>Recall</b> multiples of 8 up to <math>12 \times 8</math> in any order, including missing numbers and related division facts with <b>fluently</b>.</p> <p>TIME</p>	<p><b>Recall</b> multiples of 3 up to <math>12 \times 3</math> in any order, including missing numbers and related division facts with <b>growing fluency</b>.</p> <p>TIME</p>	<p><b>Count in</b> multiples of 11 to <math>12 \times 11</math> in order from 0.</p> <p><b>Recall</b> multiples of 3 up to <math>12 \times 3</math> in any order, including missing numbers and related division facts with <b>fluently</b>.</p> <p>TIME</p>

<b>Number</b>	Place value		Place value	Fractions	Fractions	
<b>Calculation</b>	Addition & Subtraction	Multiplication & Division	Multiplication & Division		Addition & Subtraction	Multiplication & Division
<b>Geometry</b>					Properties of shape	
<b>Measure</b>			Money	Length and perimeter	Time	Mass and capacity
<b>Statistics</b>				Bar charts, pictograms and tables		
<b>Consolidation &amp; Assessment</b>	Place Value investigation  White Rose baseline	Addition & subtraction investigation  White Rose end of block	Multiplication & division investigation  White Rose end of block	Fractions investigation  White Rose end of block  SATs	Shape investigation  White Rose end of block  Summer PIXL	Measure investigation  White Rose end of block

**Year 4**

<b>Year 4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Daily Mental Practice</b> Make the link between <math>\times 2</math> and <math>\times 4</math>, <math>\times 4</math> and <math>\times 8</math> (doubling) clear to children. What do you notice? Same/ different?</p> <p><u>Teaching methodologies:</u></p> <ul style="list-style-type: none"> <li>• Hundred square</li> <li>• Number lines</li> <li>• Pictorial representations on display</li> <li>• Rolling Numbers</li> </ul> <p><b>Interventions should be in place for children are not secure in the times table on a term by term basis.</b></p>	<p><b>Count in</b> multiples of 6 to <math>12 \times 6</math> in order from 0.</p> <p><b>Recall</b> multiples of 11 up to <math>12 \times 11</math> in any order, including missing numbers and related division facts with <b>fluently</b>.</p> <p><b>I know number bonds to 100 and related subtractions.</b></p> <p>TIME</p>	<p><b>Count in</b> multiples of 9 to <math>12 \times 9</math> in order from 0.</p> <p><b>Recall</b> multiples of 6 up to <math>12 \times 6</math> in any order, including missing numbers and related division facts with <b>fluently</b>.</p> <p>TIME</p>	<p><b>Count in</b> multiples of 12 to <math>12 \times 12</math> in order from 0.</p> <p><b>Recall</b> multiples of 9 up to <math>12 \times 9</math> in any order, including missing numbers and related division facts with <b>fluently</b>.</p> <p>TIME</p>	<p><b>Count in</b> multiples of 7 to <math>12 \times 7</math> in order from 0.</p> <p><b>Recall</b> multiples of 12 up to <math>12 \times 12</math> in any order, including missing numbers and related division facts with <b>fluently</b>.</p> <p>TIME</p>	<p><b>Recall</b> multiples of 7 up to <math>12 \times 7</math> in any order, including missing numbers and related division facts with <b>fluently</b>.</p> <p>NB: The only 7 times table fact the chn need to know is <math>7 \times 7</math>, all others can be derived using commutativity.</p> <p>TIME</p>	<p><b>Recall</b> multiples of 12 in any order, including missing numbers and related division facts <b>fluently</b>.</p> <p><b>I can multiply and divide single digit numbers by 10 and 100.</b></p> <p>TIME</p>

<b>Number</b>	Place value		Fractions	Fractions & Decimals	Place value Decimals	
<b>Calculation</b>	Addition & Subtraction	Multiplication & Division	Multiplication & Division		Addition & Subtraction	Multiplication & Division
<b>Geometry</b>					Properties of shape	Position and direction
<b>Measure</b>		Length and perimeter	Area		Money Time	Mass and capacity
<b>Statistics</b>				Bar charts, pictograms and tables		
<b>Consolidation &amp; Assessment</b>	Place Value investigation  White Rose baseline	Calculation investigation  White Rose end of block	Measure investigation  White Rose end of block	Statistics investigation  White Rose end of block	Fractions & Decimals investigation  White Rose end of block  Summer PIXL	Shape investigation  White Rose end of block

**Year 5**

<b>Year 5</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<u>Daily Mental Practice</u>  Interventions should be in place for children are not secure in times tables.	<b>Recall</b> multiples of 12 in any order, including missing numbers and related division facts <b>fluently</b> .  TIME	<b>Recall</b> multiples of 12 in any order, including missing numbers and related division facts <b>fluently</b> .  <b>I know decimal number bonds to 1 and 10.</b>  TIME	<b>Recall</b> multiples of 12 in any order, including missing numbers and related division facts <b>fluently</b> .  <b>I can recall metric conversion.</b>  TIME	<b>Recall</b> multiples of 12 in any order, including missing numbers and related division facts <b>fluently</b> .  <b>I can identify prime numbers up to 20.</b>  TIME	<b>Recall</b> multiples of 12 in any order, including missing numbers and related division facts <b>fluently</b> .  <b>I can recall square numbers up to 122 and their square roots.</b>  TIME	<b>Recall</b> multiples of 12 in any order, including missing numbers and related division facts <b>fluently</b> .  <b>I can recall factor pairs of a number.</b>  TIME
<b>Number</b>	Place value	Place value	Fractions Decimals Percentages	Fractions & Decimals	Place value	
<b>Calculation</b>	Addition & Subtraction	Multiplication & Division	Multiplication & Division	4 operations	Addition & Subtraction	Multiplication & Division

<b>Geometry</b>				Properties of shape	Position and direction	
<b>Measure</b>		Perimeter and Area			Converting units	Volume
<b>Statistics</b>	Bar charts, pictograms and tables					
<b>Consolidation &amp; Assessment</b>	Place Value investigation  White Rose baseline	Calculation investigation  White Rose end of block	Measure investigation  White Rose end of block	F D % investigation  White Rose end of block	Fractions & Decimals investigation  Summer PIXL/SATS INDICATOR	Shape investigation  White Rose end of block

Year 6						
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Daily Mental Practice</u>  Interventions should be in place for children are not secure in times tables.	<b>Recall</b> multiples of 12 in any order, including missing numbers and related division facts <b>fluently</b> .  4 operations  TIME	<b>Recall</b> multiples of 12 in any order, including missing numbers and related division facts <b>fluently</b> .  4 operations  TIME	<b>Recall</b> multiples of 12 in any order, including missing numbers and related division facts <b>fluently</b> .  4 operations  TIME	<b>Recall</b> multiples of 12 in any order, including missing numbers and related division facts <b>fluently</b> .  4 operations  TIME	<b>Recall</b> multiples of 12 in any order, including missing numbers and related division facts <b>fluently</b> .  4 operations  TIME	<b>Recall</b> multiples of 12 in any order, including missing numbers and related division facts <b>fluently</b> .  4 operations  TIME
<b>Number</b>	Place value	Fractions decimals	Percentages Algebra	ratio	Fractions Decimals Percentages Ratio problem solving	Business entrepreneur project (financial education)
<b>Calculation</b>	Addition & Subtraction Multiplication & Division	Addition & Subtraction Multiplication & Division	4 operations		4 operations	Titanic problem solving
<b>Geometry</b>				Properties of shape		
<b>Measure</b>			Converting units	Perimeter, area and Volume	Shape problems	

<b>Statistics</b>			Bar charts, graphs and co-ordinates			
<b>Consolidation &amp; Assessment</b>	Place Value investigation  White Rose baseline	Calculation investigation  White Rose end of block	Measure investigation  PIXL SPRING ASSESSMENT	F D % investigation  White Rose end of block	SATS  Post SATs benchmark test	THINK IT SOLVE IT investigations

Check pixl assessment dates for inclusion

Maths links

White Rose

<https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/>

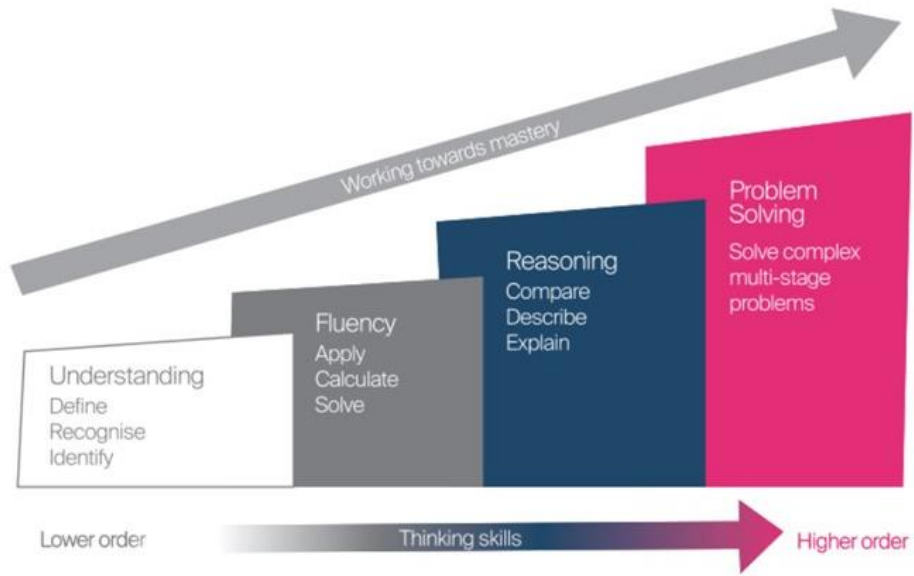
<https://whiterosemaths.com/resources/schemes-of-learning/reception-sol/>

NRICH

NCETM

STEM





### Maths Mastery Question Set Structure