Early Years Whitkirk Primary School Long Term Maths plan 2022 – 23

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Number of the week study to run throughout the year – Every Monday following NCTEM guidelines – moving onto number bonds and double facts as the year progresses							
Aut 1 **History link:** using time language – morning, afternoon and night time throughout the term	<u>Family Visits to school</u> (No children in class) **Maths home learning shared during holidays- encouraging families to look at maths within the environment at home**	<u>Children start school Staggered start:</u> Baseline / Internal / National - Reading the text, 'How to count to one' to encourage mathematical awareness. - Identifying the maths area within the unit/ outside / identifying number in the environment - encouraging use of prepositional language - Children learn the daily timetable - what happens in the morning and afternoon - Singing number rhymes – 5 currant buns and 5 little ducks	National Baseline / Internal Baseline Number of the week: 0 - Zero *Alongside this:* Counting Modelling one-to-one principle – assigning one number name to one item Ensure children understand: the stable order principle and the cardinal principle **The order irrelevance principle** – the order in which we count is irrelevant- there will still be the same -amount and the abstraction principle- that anything can be counted including things that cannot be touched including sounds and movements	Number of the week: 1-one – 2D shape circle Counting Continue to develop understanding of counting skills – introducing **the order irrelevance principle** – the order in which we count is irrelevant- there will still be the same -amount and the **abstraction principle**- that anything can be counted including things that cannot be touched including sounds and movements Matching & sorting Introduce matching –Can children find and match objects which are the same? Can children find items that are the same? How do you know that it is the same? Can you find one that is different? Why is that one not like mine?	Number of the week: – 2-Two 'Another one' Sorting and comparing Children learn that collections of objects can be sorted into sets based on colour, size or shape. Once children can confidently sort into sets, they learn that sets can be compared and ordered compare sets using the language ' the same' ' different'	Number of the week: 3- Three 'Three is more than two' - 2D Shape triangle Shape and measure: Compare size – length / height Children learn that objects can be compared and ordered according to size. Children use the language: big, little, small, large to describe items in the classroom. Specific language such as tall, long and short also introduced Simple patterns Children copy, continue, and create their own simple repeating patterns. Children explore AB patterns in a range of contexts	Number of the week: Subitising 1,2,3 Counting/ ordering / subitising to 1,2,3 Children count to 3 accurately, recognise the numerals and identify representations of 1,2 and 3, children also subitise to 3. Ordering numbers 0 1 2 3 on a number track, numicon and on a 5 frame Use own mark-making to represent 1,2 and 3 Children compare amounts using the language ' more' and 'less'
Aut 2 **Geography link:** Using prepositional language throughout term	Number of the week – 4- Four - squares Composition: 1-3 Introduce that all numbers are made up of smaller amounts. Explore the different ways of composing 1,2,3 for example 3 can be 1 +1+1 although focusing on 1,2,3, children may choose to explore the composition of larger numbers in their play	Number of the week – 5 - Five Counting: ordering/ representing Representing, ordering and subitising numbers 1,2,3,4,5 Counting forwards, backwards and using counting principles. Representing 5 items on a 5 Frame. Knowing that when the 5 frame is full, there are 5 objects. Matching numeral to amount to 5.	Number Bonds to 5 – numicon 1 more and 1 less Make comparisons between different numbers Introduction of the words 'less' and 'more' Finding 1 more and 1 less Comparing in a range of contexts e.g., using blocks to show that each number is one more/ less than the number before Using number rhymes such as 5 speckled frogs	Subitising to 5 Number composition 1-5 Revisiting that all numbers are made up of smaller amounts. Use part, whole models and 5 frames using 2 different coloured counters Use number stories to represent this (Knowing that 5 can be 3 and 2)	Number of the week 6 Comparing - More and Fewer Compare which sets have more and which have fewer items using a range of representations such as 5 frames, 10 frames, numicon, beads and objects. Expose children to the language of 'greater'	Subitising Addition and subtraction Using numbers 1,2,3,4,5 Combining two groups – knowing that the amount gets larger / smaller when objects are added or taken away - using number stories to represent this Numbers 1-5 assessment	Number composition to 6 Shape – 2D shapes Children recognise 2D shapes and name circle, triangle, square and rectangle Children explore shapes that have 4 sides and 4 corners AB shape patterns They explore combining shapes and comparing shapes
Spr `	Number of the week 7 Comparing Compare numbers knowing that one quantity can be more than, the same or fewer than another quantity (0,1,2,3,4,5,6,7)	Number of the week 8 Counting: Ordering/ representing /Subitising 0, 1,2,3,4,5,6,7,8 Counting forwards, backwards and using counting principles and identifying 1 more and 1 less Representing up to 8 items on a 10 Frame. Matching numeral to amount to 8	Number of the week 9 Addition: combining two groups bridging from number stories in Aut 2 – using 10 frames and different representations.	Number of the week 10 Subtraction Knowing that an amount gets smaller when items are taken away Using number rhymes such as 5 speckles Frogs, 5 little monkeys	Conceptually subitising Making pairs Children build on earlier learning of ' matching' and finding ' the same' to find and make pairs. Children begin to understand that a pair is two. Children arrange small quantities inro pairs and notice that some qualities have one off one left over. Exploring5 -wise and pair-wise patterns on a 10 frame	Subitising Shape, Spare and Measure; Length and Height Length – longer, shorter Height – taller, shorter Breadth – Wider, narrower Time Comparing mass and capacity Heavy and lighter – balanced Full, empty	6-week terms
Spri 2	Composition of number bonds to 5 – quick recall Ordering 0, 1,2,3,4,5,6,7,8,9,10 Counting forwards, backwards and using counting principles. Develop knowledge of where numbers it on a number track and reasoning knowing sentence stems	Ordering numbers 1-10 Comparing Compare 2 items in terms of more / fewer - greater than, less than or the same as the other Quantity. Progress to ordering 3 quantities	Counting forwards and backwards Number composition e.g., knowing 9 is 3+3+3 using part, whole models, ten frames and numicon	Number bonds using numicon Addition and subtraction using number stories and number sentences 0, 1,2,3,4,5,6,7,8,9,10	Number bonds to 10 Number Bonds: Children explore number bonds to 10 using real objects in different contexts E.g., there are 10 apples altogether, how many on the tree, how many on the ground? Numbers 1-10 assessment	Number bonds to 10 Shape - 3D shapes Exploring 3D shapes, discussing their similarities and differences, which roll, stack? Patterns Building on AB patterns to more complex e.g., ABB, AAB, (shape patterns)	
Sum 1	Number of the week 11 Counting Composing teen numbers in terms of tens and ones Counting forwards, backwards/ ordering Numbers 10 -15 Matching numeral to amount	Number of the week 12 Ordering Finding 1 more and 1 less number 10-15 Using number tracks and numerals	Number of the week 13 Counting Composing teen numbers in terms of tens and ones Counting forwards, backwards/ ordering Numbers 15 -20 Matching numeral to amount	Number of the week 14 Ordering Finding 1 more and 1 less number 15-20 Using number tracks and numerals	Number of the week 15 Comparing more / fewer - greater than, less than or the same/ equal to - reasoning using tens and ones languaqe	Number of the week 16 Spatial Reasoning 2D shapes Representations of different shapes Comparing shapes Finding the same and different Looking at shapes rotated	
Sum 2	Number of the week 17 Addition Understanding how a group can be changed by adding more Add more using 10 frames and number stories Eg., there are 4 people on the bus, 2 more people got on now there are 6 people on the bus.	Number of the week 18 Subtraction Children understand that a quantity can be changed by taking items away. Using mathematical stories. encourage children to count out all of the items at the start, take away the required amount and then subitise to identify how many are left e.g., there were 5 people on the bus, 2 people got off the bus, now there are 3 people on the bus.	Number of the week19 CONSOLIDATION OF SKILLS: Composition / Sorting and matching Ensure skills of number composition are consolidated Can children use part, whole models confidently to represent amounts? Can children match amounts independently? Can you find or build an amount that is the same/ different?	Number of the week 20 Odds and evens How quantities can be shared into equal groups Explore how numbers up to 10 can be shared equally - pair wise patterns	Counting and ordering 0-20 Number and shape patterns Making patterns of amounts – can children identify the next amount in the pattern based on their understanding of number systems e.g.,... a pattern if 2,4,6,8 what would be next in the pattern?	Counting and ordering 0-20 Measures- Comparing Measure & time Length and Height Length – longer, shorter, Height – taller, shorter, Breadth – Wider, narrower	Numbers beyond 20 Transition week Children accessing Yr 1 curriculum