



Mathematics Long Term Plan

Robin 2025-2026

Autumn

	National Curriculum Objectives	Small Steps
Number: Place Value 4 weeks	- Read and write numbers to at least 100 in numerals and in words. - 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.	- Numbers to 20 - Count objects to 100 by making 10s - Recognise tens and ones - Use a place value chart - Partition numbers to 100 - Write numbers to 100 in words - Flexibly partition numbers to 100 - Write numbers to 100 in expanded form 10s on the number line to 100 10s and 1s on the number line to 100 - Estimate numbers on a number line

	National Curriculum Objectives	Small Steps
Number: Place Value 3 weeks	- Identify, represent and estimate numbers using different representations. - Find 10 or 100 more or less than a given number - Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). - Compare and order numbers up to 1000 - Read and write numbers up to 1000 in numerals and in words. - Solve number problems and practical problems involving these ideas.	- Represent numbers to 100 - Partition numbers to 100 - Number line to 100 - Hundreds - Represent numbers to 1,000 - Partition numbers to 1,000 - Flexible partitioning of numbers to 1,000 - Hundreds, tens and ones - Find 1, 10 or 100 more or less - Number line to 1,000 - Estimate on a number line to 1,000

	- Use place value and number facts to solve problems. - Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.	- Compare objects - Compare numbers - Order objects and numbers - Count in 2s, 5s and 10s - Count in 3s
Number: Addition and Subtraction 5 weeks	- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. - Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. - Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. - Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those	- Bonds to 10 - Fact families – addition and subtraction bonds within 20 - Related facts - Bonds to 100 (tens) - Add and subtract 1s - Add by making 10 - Add three 1-digit numbers - Add to the next 10 - Add across a 10 - Subtract across 10 - Subtract from a 10 - Subtract a 1-digit number from a 2-digit number (across a 10) 10 more, 10 less - Add and subtract 10s - Add two 2-digit numbers (not across a ten) - Add two 2-digit numbers (across a ten) - Subtract two 2-digit numbers (not across a ten) - Subtract two 2-digit numbers (across a ten)

	Count from 0 in multiples of 4, 8, 50 and 100	- Compare numbers to 1,000 - Order numbers to 1,000 - Count in 50s
Number: Addition and Subtraction 5 weeks	- Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. - Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. - Estimate the answer to a calculation and use inverse operations to check answers. - Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	- Apply number bonds within 10 - Add and subtract 1s - Add and subtract 10s - Add and subtract 100s - Spot the pattern - Add 1s across a 10 - Add 10s across a 100 - Subtract 1s across a 10 - Subtract 10s across a 100 - Make connections - Add two numbers (no exchange) - Subtract two numbers (no exchange) - Add two numbers (across a 10) - Add two numbers (across a 100) - Subtract two numbers (across a 10) - Subtract two numbers (across a 100) - Add 2-digit and 3-digit numbers - Subtract a 2-digit number from a 3-digit number - Complements to 100

	involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	- Mixed addition and subtraction - Compare number sentences - Missing number problems
Geometry: Shape 3 weeks	- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. - Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. - Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] - Compare and sort common 2-D and 3-D shapes and everyday objects.	- Recognise 2-D and 3-D shapes - Count sides on 2-D shapes - Count vertices on 2-D shapes - Draw 2-D shapes - Lines of symmetry on shapes - Use lines of symmetry to complete shapes - Sort 2-D shapes - Count faces on 3-D shapes - Count edges on 3-D shapes - Count vertices on 3-D shapes - Sort 3-D shapes - Make patterns with 2-D and 3-D shapes

		- Estimate answers - Inverse operations - Make decisions
Multiplication and Division A 4 weeks	- Count from 0 in multiples of 4, 8, 50 and 100 - Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. - Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. - Solve problems, including missing number problems, involving multiplication	- Multiplication – equal groups - Use arrays - Multiples of 2 - Multiples of 5 and 10 - Sharing and grouping - Multiply by 3 - Divide by 3 - The 3 times-table - Multiply by 4 - Divide by 4 - The 4 times-table - Multiply by 8 - Divide by 8 - The 8 times-table - The 2, 4 and 8 times-tables

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	and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.	
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Spring

	National Curriculum Objectives	Small Steps
Measurement: Money 2 weeks	- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. - Find different combinations of coins that equal the same amounts of money. - Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	- Count money – pence - Count money – pounds (notes and coins) - Count money – pounds and pence - Choose notes and coins - Make the same amount - Compare amounts of money - Calculate with money - Make a pound - Find change - Two-step problems
Multiplication and Division 5 weeks	Recall and use multiplication and division facts for the 2, 5 and 10 times tables,	- Recognise equal groups - Make equal groups - Add equal groups - Introduce the multiplication symbol

	National Curriculum Objectives	Small Steps
Multiplication and Division B 3 weeks	- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. - Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. - Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.	- Multiples of 10 - Related calculations - Reasoning about multiplication - Multiply a 2-digit number by a 1-digit number – no exchange - Multiply a 2-digit number by a 1-digit number – with exchange - Link multiplication and division - Divide a 2-digit number by a 1-digit number – no exchange - Divide a 2-digit number by a 1-digit number – flexible partitioning - Divide a 2-digit number by a 1-digit number – with remainders - Scaling - How many ways?
Measurement: Length and Perimeter 3 weeks	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).	- Measure in metres and centimetres - Measure in millimetres

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	- including recognising odd and even numbers. - Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. - Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. - Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	- Multiplication sentences - Use arrays - Make equal groups - grouping - Make equal groups - sharing - The 2 times-table - Divide by 2 - Doubling and halving - Odd and even numbers - The 10 times-table - Divide by 10 - The 5 times-table - Divide by 5 - The 5 and 10 times-tables
Measurement: Length and Height 2 weeks	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales,	- Measure in centimetres - Measure in metres - Compare lengths and heights - Order lengths and heights - Four operations with lengths and heights

	Measure the perimeter of simple 2D shapes.	- Measure in centimetres and millimetres - Metres, centimetres and millimetres - Equivalent lengths (metres and centimetres) - Equivalent lengths (centimetres and millimetres) - Compare lengths - Add lengths - Subtract lengths - What is perimeter? - Measure perimeter - Calculate perimeter
Number: Fractions A 3 weeks	- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 - Recognise and use fractions as numbers:	- Understand the denominators of unit fractions - Compare and order unit fractions - Understand the numerators of non-unit fractions - Understand the whole

- Make

	thermometers and measuring vessels • Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$	
Measurement: Mass, Capacity and Temperature 3 weeks	• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) 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 $=$	• Compare mass • Measure in grams • Measure in kilograms • Four operations with mass • Compare volume and capacity • Measure in millilitres • Measure in litres • Four operations with volume and capacity • Temperature

	unit fractions and non-unit fractions with small denominators. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • Solve problems that involve all of the above.	• Compare and order non-unit fractions • Fractions and scales • Fractions on a number line • Count in fractions on a number line • Equivalent fractions on a number line • Equivalent fractions as bar models
Measurement: Mass, Capacity and Temperature 3 weeks	• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).	• Use scales • Measure mass in grams • Measure mass in kilograms and grams • Equivalent masses (kilograms and grams) • Compare mass • Add and subtract mass • Measure capacity and volume in millilitres • Measure capacity and volume in litres and millilitres • Equivalent capacities and volumes (litres and millilitres) • Compare capacity and volume • Add and subtract capacity and volume

Summer

	National Curriculum Objectives	Small Steps
Number: Fractions 3 weeks	- Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. - Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	- Introduction to parts and wholes - Equal and unequal parts - Recognise a half - Find a half - Recognise a quarter - Find a quarter - Recognise a third - Find a third - Find the whole - Unit fractions - Non-unit fractions - Recognise the equivalence of a half and two quarters - Recognise three-quarters - Find three-quarters - Count in fractions up to a whole
Measurement: Time 3 weeks	- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. - Know the number of minutes in an hour and	- O'clock and half past - Quarter past and quarter to - Tell time past the hour - Tell time to the hour - Tell the time to 5 minutes - Minutes in an hour - Hours in a day

	National Curriculum Objectives	Small Steps
Number: Fractions B 2 weeks	- Recognise and show, using diagrams, equivalent fractions with small denominators. - Compare and order unit fractions, and fractions with the same denominators. - Add and subtract fractions with the same denominator within one whole [for example, $57 + 17 = 67$] - Solve problems that involve all of the above.	- Add fractions - Subtract fractions - Partition the whole - Unit fractions of a set of objects - Non-unit fractions of a set of objects - Reasoning with fractions of an amount
Measurement: Money 2 weeks	Add and subtract amounts of money to give change, using both £ and p in practical contexts.	- Pounds and pence - Convert pounds and pence - Add money - Subtract money - Find change

	the number of hours in a day. Compare and sequence intervals of time.	
Statistics 2 weeks	- 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.	- Make tally charts - Tables - Block diagrams - Draw pictograms (1-1) - Interpret pictograms (1-1) - Draw pictograms (2, 5 and 10) - Interpret pictograms (2, 5 and 10)
Position and Direction 2 weeks	Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing	- Language of position - Describe movement - Describe turns - Describe movement and turns

Measurement: Time 3 weeks	- Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks. - Estimate and read time with increasing accuracy to the nearest minute. - Record and compare time in terms of seconds, minutes and hours. - Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. - Know the number of seconds in a minute and the number of days in each month, year and leap year. - Compare durations of events [for example to calculate the time taken by particular events or tasks].	- Roman numerals to 12 - Tell the time to 5 minutes - Tell the time to the minute - Read time on a digital clock - Use a.m. and p.m - Years, months and days - Days and hours - Hours and minutes – use start and end times - Hours and minutes – use durations - Minutes and seconds - Units of time - Solve problems with time
Geometry: Shape 2 weeks	- Recognise angles as a property of shape or a description of a turn. - Identify right angles, recognise that two right angles make a half-turn,	- Turns and angles - Right angles - Compare angles - Measure and draw accurately - Horizontal and vertical

	between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). Order and arrange combinations of mathematical objects in patterns and sequences	Shape patterns with turns
Consolidation 2 weeks		

	three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. - Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. - Draw 2-D shapes and make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them.	- Parallel and perpendicular - Recognise and describe 2-D shapes - Draw polygons - Recognise and describe 3-D shapes - Make 3-D shapes
Statistics 2 weeks	Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	- Interpret pictograms - Draw pictograms - Interpret bar charts - Draw bar charts - Collect and represent data - Two-way tables
Consolidation 1 week		