



Mathematics Long Term Plan

Owl 2026-2027

Autumn

	National Curriculum Objectives	Small Steps
Number: Place Value (within 10) 5 weeks	- Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. - Count, read and write numbers to 10 in numerals and words. - Given a number, identify one more or one less. - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	- Sort objects - Count objects - Count objects from a larger group - Represent objects - Recognise numbers as words - Count on from any number 1 more - Count backwards within 10 1 less - Compare groups by matching - Fewer, more, same - Less than, greater than, equal to - Compare numbers - Order objects and numbers - The number line
Number: Addition and Subtraction (within 10) 5 weeks	- Represent and use number bonds and related subtraction facts within 10 - Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. - Add and subtract one digit numbers to 10, including zero. - Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.	- Introduce parts and wholes - Part-whole model - Write number sentences - Fact families – addition facts - Number bonds within 10 - Systematic number bonds within 10 - Number bonds to 10 - Addition - add together - Addition - add more - Addition problems - Find a part - Subtraction – find a part - Fact families – the eight facts - Subtraction - take away/cross out (How many left?) - Subtraction - take away (How many left?) - Subtraction on a number line - Add or subtract 1 or 2
Geometry: Shape 1 week	Recognise and name common 2-D shapes, including: (for	- Recognise and name 3-D shapes - Sort 3-D shapes - Recognise and name 2-D shapes

	example, rectangles (including squares), circles and triangles) • Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)	• Sort 2-D shapes • Patterns with 2-D and 3-D shapes
Consolidation 1 week		

Spring

	National Curriculum Objectives	Small Steps
Number: Place Value (within 20) 3 weeks	- Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. - Count, read and write numbers to 20 in numerals and words. - Given a number, identify one more or one less. - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	- Count within 20 - Understand 10 - Understand 11, 12 and 13 - Understand 14, 15 and 16 - Understand 17, 18 and 19 - Understand 20 1 more and 1 less - The number line to 20 - Use a number line to 20 - Estimate on a number line to 20 - Compare numbers to 20 - Order numbers to 20
Number: Addition and Subtraction (within 20) 3 weeks	- Represent and use number bonds and related subtraction facts within 20 - Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. - Add and subtract one-digit and two-digit numbers to 20, including zero. - Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$	- Add by counting on within 20 - Add ones using number bonds - Find and make number bonds to 20 - Doubles - Near doubles - Subtract ones using number bonds - Subtraction – counting back - Subtraction – finding the difference - Related Facts - Missing number problems
Number: Place Value (within 50) 2 weeks	- Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. - Count, read and write numbers to 50 in numerals. - Given a number, identify one more or one less. - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. - Count in multiples of twos, fives and tens.	- Count from 20 to 50 20, 30, 40, 50 - Count by making groups of tens - Groups of tens and ones - Partition into tens and ones - The number line to 50 - Estimate on a number line to 50 1 more, 1 less
Measurement: Length and Height 2 weeks	- Measure and begin to record lengths and heights. - Compare, describe and solve practical problems for: lengths	- Compare lengths and heights - Measure length using objects - Measure length in centimetres

	and heights (for example, long/short, longer/shorter, tall/short, double/half)	
Measurement: Mass and Volume 2 weeks	• Measure and begin to record mass/weight, capacity and volume. • Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	• Heavier and lighter • Measure mass • Compare mass • Full and empty • Compare volume • Measure capacity • Compare capacity

Summer

	National Curriculum Objectives	Small Steps
Number: Multiplication and Division 3 weeks	- Count in multiples of twos, fives and tens. - Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	- Count in 2s - Count in 10s - Count in 5s - Recognise equal groups - Add equal groups - Make arrays - Make doubles - Make equal groups - grouping - Make equal groups - sharing
Number: Fractions 2 weeks	- 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.	- Recognise a half of an object or shape - Find a half of an object or shape - Recognise a half of a quantity - Find a half of a quantity - Recognise a quarter of an object or shape - Find a quarter of an object or shape - Recognise a quarter of a quantity - Find a quarter of a quantity
Geometry: Position and Direction 1 week	Describe position, direction and movement, including whole, half, quarter and three quarter turns	- Describe turns - Describe position – left and right - Describe position – forwards and backwards - Describe position – above and below - Ordinal numbers
Number: Place Value (within 100) 2 weeks	- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. - Count, read and write numbers to 100 in numerals. - Given a number, identify one more and one less. - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least	- Count from 50 to 100 - Tens to 100 - Partition into tens and ones - The number line to 100 1 more, 1 less - Compare numbers with the same number of tens - Compare any two numbers
Measurement: Money 1 week	Recognise and know the value of different denominations of coins and notes.	- Unitising - Recognise coins - Recognise notes - Count in coins
Measurement: Time 2 weeks	Sequence events in chronological order using language [for example, before and after, next, first, today,	- Before and after - Days of the week - Months of the year - Hours, minutes and seconds

	yesterday, tomorrow, morning, afternoon and 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 the hands on a clock face to show these times. • Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] • Measure and begin to record time (hours, minutes, seconds)	• Tell the time to the hour • Tell the time to the half hour
Consolidation 1 week		