Mathematics Long Term Plan

Owl 2025-2026

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= ☐ –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

Summary

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**		