



Mathematics Long Term Plan

Robin 2026-2027

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. - 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.	- 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 - 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	- 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)

	objects and pictorial representations, including those 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.	• 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) • 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

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, 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.	- Recognise equal groups - Make equal groups - Add equal groups - Introduce the multiplication symbol - 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, thermometers and measuring vessels - Compare and order lengths, mass, volume/capacity and record the results using >, < and =	- Measure in centimetres - Measure in metres - Compare lengths and heights - Order lengths and heights - Four operations with lengths and heights
Measurement: Mass, Capacity and Temperature	Choose and use appropriate standard units to estimate and measure length/height in any	- Compare mass - Measure in grams - Measure in kilograms

3 weeks	direction (m/cm); mass (kg/g); temperature (°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 =	• Four operations with mass • Compare volume and capacity • Measure in millilitres • Measure in litres • Four operations with volume and capacity • Temperature
----------------	---	--

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 the number of hours in a day. - Compare and sequence intervals of time.	- 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
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 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	- Language of position - Describe movement - Describe turns - Describe movement and turns - Shape patterns with turns
Consolidation		

2 weeks		
---------	--	--