

Bowlee Park Primary School

Maths Long Term Plan

Nursery

Term	Strand	Unit	Development Matters
Term 1	Geometry	Unit 1 Colours Red, blue, yellow, green, purple, mix of colours	Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.
	Geometry	Unit 2 Match • Buttons and colours • Matching towers • Matching shoes • Match number shapes • Match shapes • Pattern handprints – big and small	Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf.
	Geometry	Unit 3 Sort • Colour • Size • Shape • Identify rules	Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Make comparisons between objects relating to size, length, weight and capacity. Extend and create ABAB patterns – stick, leaf, stick, leaf.
	Number – number and place value	Unit 4 Number 1 • Subitising • Counting • Numeral	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
	Number – number and place value	Unit 5 Number 2 Subitising dice pattern Subitising random pattern Subitising – different sizes Counting – Numeral, Numeral	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5 Say one number for each item in order: 1,2,3,4,5.
	Geometry	Unit 6 Pattern • Extend AB Colour patterns • Extend AB Outdoor Patterns • AB Movement Patterns	Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.
Term 2	Number – number and place value	Unit 7 Number 3 Subitising	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
	Number – number and place value	Unit 8 Number 4 3 Little pigs 1:1 counting Numerals/Triangles Composition of 4	Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5
	Number – number and place value	Unit 9 Number 5 1:1 counting Numerals Pentagon Composition of 5	Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5
	Number – number and place value	Unit 10 Number 6 Introduce 10 frame	Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Recite numbers past 5. Show 'finger numbers' up to 5 Solve real world mathematical problems with numbers up to 5.
	Measurement	Unit 11 Geometry – measure Length • Tall and short • Long and short • Tall/long and short Mass Capacity	Make comparisons between objects relating to size, length, weight and capacity.
Term 3	Geometry	Unit 12 Sequencing	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

<i>Geometry</i>	Unit 13	Positional Language	Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
<i>Number – number and place value</i>	Unit 14	More than/fewer than	Compare quantities using language: ‘more than’, ‘fewer than’.
<i>Geometry – properties of shape</i>	Unit 15	Shape – 2D Revisit pattern from Autumn Shape – 3D Revisit pattern from Autumn	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.
<i>Number – number and place value</i>	Unit 16	Number composition 1 – 5 Revision	Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Show ‘finger numbers’ up to 5
<i>Geometry</i>	Unit 17	Pattern – before/after	Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’
<i>Number – number and place value</i>	Unit 18	Numbers to 5	Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Show ‘finger numbers’ up to 5
Starters Autumn – number songs Spring – number songs Summer – subitising and revision			Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Show ‘finger numbers’ up to 5 Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).

Reception

Term	Strand	Unit		Focus	Early Learning Goal
Term 1	Number – number and place value	Unit 1	Numbers to 5	Counting to 1, 2 and 3	Have a deep understanding of number to 10, including the composition of each number.
				Counting to 4	Subitise (recognise quantities without counting) up to 5.
				Counting to 5	Recognise the pattern of the counting system.
	Number – number and place value	Unit 2	Comparing groups within 5	Comparing quantities of identical objects	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
				Comparing quantities of non-identical objects	Subitise (recognise quantities without counting) up to 5.
	Geometry – properties of shape	Unit 3	Shape	3D shapes	There is no specific ELG related to this unit. This unit supports the Development Matters statement Select, rotate and manipulate shapes in order to develop spatial reasoning.
				2D shapes	
Term 2	Number – addition and subtraction	Unit 4	Change within 5	One more One less	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
	Number – addition and subtraction	Unit 5	Number bonds within 5	Introducing the part-whole model	Have a deep understanding of number to 10, including the composition of each number. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, including double facts.
	Geometry – properties of shape	Unit 6	Space	Spatial awareness	There is no specific ELG related to this unit. This unit supports the Development Matters statement Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
	Number – number and place value	Unit 7	Numbers to 10	Counting to 6, 7 and 8	Have a deep understanding of number to 10, including the composition of each number.
				Counting to 9 and 10	Subitise (recognise quantities without counting) up to 5. Verbally count, (recognising the pattern of the counting system).
Term 2	Number – number and place value	Unit 8	Comparing numbers within 10	Comparing groups up to 10	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Compare quantities up to 10 in different contexts, (recognising when one quantity is greater than, less than or the same as the other quantity).
	Number – addition and subtraction	Unit 9	Addition to 10	Combining 2 groups to find the whole	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than as the other quantity.

Term	Stand	Unit		Focus	Early Learning Goal
Term 2 cont.	Number – number and place value	Unit 10	Measure	Length, height and distance	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
				Weight	
	Number – addition and subtraction	Unit 11	Number bonds to 10	Using a ten frame	Have a deep understanding, of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double
				The part-whole model to 10	
	Number – addition and subtraction	Unit 12	Subtraction	Subtraction	Have a deep understanding of number to 10, including the composition of each number.
	Geometry – properties of shape	Unit 13	Exploring patterns	Making simple patterns	There is no specific ELG related to this unit. This unit supports the Development Matters statement Continue, copy and create repeating patterns.
Exploring more complex patterns					
Term	Strand	Unit		Focus	Early Learning Goal
Term 3	Number – addition and subtraction	Unit 14	Counting on and counting back	Taking away by counting on and back	Have a deep understanding of number to 10, including the composition of each number.
	Number – number and place value	Unit 15	Numbers to 20	Counting to and from 20	Verbally count beyond 20, recognising the pattern of the counting system.
	Number – multiplication and division	Unit 16	Numerical patterns	Doubling	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
				Halving and sharing	
				Odds and evens	
	Geometry – properties of shape	Unit 17	Shape	Composing and decomposing shapes	There is no specific ELG related to this unit. This unit supports the Development Matters statement Select, rotate and manipulate shapes in order to develop spatial reasoning.
	Number – number and place	Unit 18	Measure	Volume and capacity	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Number – addition and subtraction	Unit 19	Sorting	Sorting into 2 groups	This unit is not covered in the EYFS Framework or Development Matters guidance for Reception. It provides an introduction to the concept of sorting, which is useful in Year 1.	
Measurement	Unit 20	Time	My day	This unit is not covered in the EYFS Framework or Development Matters guidance for Reception. It provides a useful introduction to time, which will be covered in Year 1.	

Year 1

Term	Strand	Unit	Number of Lessons	No of Lessons
Textbook A / Practice Pupil Book A (Term 1)	Number – number and place value	1	Numbers to 10	12
	Number – number and place value	2	Part-whole within 10	5
	Number – addition and subtraction	3	Addition and subtraction within 10	6
	Number – addition and subtraction	4	Addition and subtraction within 10	12
	Geometry – properties of shape	5	2D and 3D shapes	5
	Number – number and place value	6	Numbers to 20	7
Textbook B / Practice Pupil Book B (Term 2)	Number – addition and subtraction	7	Addition within 20	6
	Number – addition and subtraction	8	Subtraction within 20	8
	Number – number and place value	9	Numbers to 50	11
	Measurement	10	Introducing length and height	5
	Measurement	11	Introducing weight and volume	7
Textbook C / Practice Pupil Book C (Term 3)	Number – multiplication and division	12	Multiplication	6
	Number – multiplication and division	13	Division	5
	Number – fractions	14	Halves and quarters	5
	Geometry – position and direction	15	Position and direction	3
	Number – number and place value	16	Numbers to 100	9
	Measurement	17	Time	7
	Measurement	18	Money	3

Year 2

Term	Strand	Unit	Unit	No of Lessons
Textbook A / Practice Workbook A (Term 1)	Number – number and place value	1	Numbers to 100	10
	Number – addition and subtraction	2	Addition and subtraction (1)	12
	Number – addition and subtraction	3	Addition and subtraction (2)	9
	Measurement	4	Money	9
	Number – multiplication and division	5	Multiplication and division (1)	9
Textbook B / Practice Workbook B (Term 2)	Number – multiplication and division	6	Multiplication and division (2)	9
	Statistics	7	Statistics	7
	Measurement	8	Length and height	5
	Geometry – properties of shape	9	Properties of shapes	12
	Number – fractions	10	Fractions	14
Textbook C / Practice Workbook C (Term 3)	Geometry – position and direction	11	Position and direction	4
	Number – addition and subtraction	12	Problem solving and efficient	12
	Measurement	13	Time	9
	Measurement	14	Weight, volume and temperature	10

Year 3

Term	Strand	Unit		Number of Lessons
Textbook A / Practice Book A (Term 1)	Number – number and place value	1	Place value within 1,000	11
	Number – addition and subtraction	2	Addition and subtraction (1)	10
	Number – addition and subtraction	3	Addition and subtraction (2)	9
	Number – multiplication and division	4	Multiplication and division (1)	15
Textbook B / Practice Book B (Term 2)	Number – multiplication and division	5	Multiplication and division (2)	14
	Measurement	6	Money	5
	Statistics	7	Statistics	5
	Measurement	8	Length	11
	Number – fractions	9	Fractions (1)	11
Textbook C / Practice Book C (Term 3)	Number – fractions	10	Fractions (2)	9
	Measurement	11	Time	11
	Geometry – properties of shapes	12	Angles and properties of shapes	9
	Measurement	13	Mass	6
	Measurement	14	Capacity	6

Year 4

Term	Strand	Unit		Number of Lessons
Textbook A / Practice Book A (Term 1)	Number – number and place value	1	Place value – 4-digit numbers (1)	9
	Number – number and place value	2	Place value – 4-digit numbers (2)	9
	Number – addition and subtraction	3	Addition and subtraction	15
	Measurement	4	Measure – perimeter	5
	Number – multiplication and division	5	Multiplication and division (1)	11
Textbook B / Practice Book B (Term 2)	Number – multiplication and division	6	Multiplication and division (2)	15
	Measurement	7	Measure – area	5
	Number – fractions (including decimals)	8	Fractions (1)	7
	Number – fractions (including decimals)	9	Fractions (2)	8
	Number – fractions (including decimals)	10	Decimals (1)	10
Textbook C / Practice Book C (Term 3)	Number – fractions (including decimals)	11	Decimals (2)	7
	Measurement	12	Money	9
	Measurement	13	Time	5
	Statistics	14	Statistics	5
	Geometry – properties of shapes	15	Geometry – angles and 2D shapes	10
	Geometry – position and direction	16	Geometry – position and direction	6

Year 5

Term	Strand	Unit		Number of Lessons
Textbook A / Practice Book A (Term 1)	Number – number and place value	1	Place value within 100,000	8
	Number – number and place value	2	Place value within 1,000,000	8
	Number – addition and subtraction	3	Addition and subtraction	10
	Statistics	4	Graphs and tables	5
	Number – multiplication and division	5	Multiplication and division (1)	10
	Measurement	6	Measure – area and perimeter	7
Textbook B / Practice Book B (Term 2)	Number – multiplication and division	7	Multiplication and division (2)	11
	Number – fractions (including decimals and percentages)	8	Fractions (1)	8
	Number – fractions (including decimals and percentages)	9	Fractions (2)	12
	Number – fractions (including decimals and percentages)	10	Fractions (3)	7
	Number – fractions (including decimals and percentages)	11	Decimals and percentages	12
Textbook C / Practice Book C (Term 3)	Number – fractions (including decimals and percentages)	12	Decimals	15
	Geometry – properties of shapes	13	Geometry – properties of shapes (1)	7
	Geometry – properties of shapes	14	Geometry – properties of shapes (2)	5
	Geometry – position and direction	15	Geometry – position and direction	4
	Measurement	16	Measure – converting units	10
	Measurement	17	Measure – volume and capacity	4

Year 6

Term	Strand	Unit		Number of Lessons
Textbook A / Practice Book A (Term 1)	Number – number and place value	1	Place value within 10,000,000	7
	Number – addition, subtraction, multiplication and division	2	Four operations (1)	10
	Number – addition, subtraction, multiplication and division	3	Four operations. These objectives are taught in daily 30 min arithmetic lesson. PM workbook not completed.	Daily 30 min lesson
	Number – fractions	4	Fractions (1)	10
	Number – fractions	5	Fractions (2)	9
	Geometry – position and direction	6	Geometry – position and direction	4
Textbook B / Practice Book B (Term 2)	Number – fractions (including decimals and	7	Decimals	9
	Number – fractions (including decimals and	8	Percentages	9
	Algebra	9	Algebra. Objectives taught - not using PM workbook. 5 lessons.	5
	Measurement	10	Measure – imperial and metric measures. Objectives taught - not using PM workbook. 5 lessons.	5
	Measurement	11	Measure – perimeter, area and volume	10
	Ratio and proportion	12	Ratio and proportion	8
Textbook C / Practice Book C (Term 3)	Geometry – properties of shapes	13	Geometry – properties of shapes	12
	Statistics	15	Statistics	6
	SATs			
	Number – number and place value	14	Problem solving and consolidation	25 (15 problem solving)

