



DARWEN ST JAMES' C OF E PRIMARY ACADEMY MATHS LONG TERM PLAN



	SUMMER 1	SUMMER 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y1	Uses objects for a purpose ...in a line objects up ...or categorise objects or create their own patterns in heuristic play can classify real world objects (i.e. when looking at 2 pictures of houses- knows they are both houses) Develops an awareness of number names through an enjoyment of action songs and number rhymes. Matches object to objects during play e.g. matching a small world cow to another cow. Uses 1-1 correspondence in their play e.g. putting a cup on each saucer Uses blocks to create simple arrangements and structures Begin to understand some positional language Use gestures or words to show emerging understanding of size/measure attributes with single objects, i.e. pointing to items that are 'big' this is later extended to include: tall, full or heavy		Notifies patterns and arrange things in patterns. Talk about and identify the patterns around them e.g. red and white spots on a t-shirt Can place objects that are alike together - e.g. supported by practitioner when tidying up - trains go with trains Can put objects together that have a given attribute i.e. these are all red Sorting into groups. Beginning to organise and categorise objects e.g. putting all the teddy bears and cans in separate piles. Can match objects into containers such as egg boxes create collections with lots of objects Say some number names randomly Matches objects to pictures Beginning to organise and categorise objects Notifies simple shapes in pictures. Beginning to categorise objects according to shape or size Can demonstrate through their play objects that hold 'a lot' (volume and capacity) or are heavy, recognise length e.g. the adult is taller than them.		Can copy simple sound patterns e.g. stamp stamp, clap clap. Can match shapes onto shape boards Begin to describe some shape properties and differences Matches pictures to pictures Uses some language of quantities such as more and a lot Visually determine whether very small collections have the same amount or which has more Role count from 1-5 Uses number names randomly in play Use and understand 1-1 correspondence when counting and uses 1-1 correspondence in their play e.g. putting a cup on each saucer is curious about number Can recognise small amounts 1 mouth /2 eyes without counting (subitising) Shows an interest in shape and space by playing with shapes Discriminates between a circle and a square on a puzzle Begin to understand basic daily routine sequence, supported by adults. Encounter and compare size quantities in their play intuitively using familiar terminology i.e. assign labels Daddy, Mummy, baby to represent size	
Y2	White Rose maths Counting 1: Hear and say number names Shape, space and measure 1: Explore and build with shapes and objects Patterns 1: Explore repeats Comparison 1: More than, fewer than, same Subitising 1: I see 1,2,3 Counting 2: Begin to order number names Shape, space and measure 2: Explore position and space	White Rose Maths Patterns 2: Join in with repeats Comparison 2: Compare and sort collections Subitising 2: Show me 1,2,3 Counting 3: Move and label 1,2,3 Shape, space and measure 3: Explore position and routes Patterns 3: Explore patterns Comparison 3: Match, sort, compare Subitising 3: Talking about dots	White Rose Maths Counting 4: Take and give 1,2,3 Shape, space and measure 4: Match, talk, push and pull Pattern 4: Lead on own repeats Comparison 1: More than, fewer than, same Many and fewer Subitising 4: Make games and actions Counting 5: Show me 5	White Rose Maths Shape, space and measure 5: Start to puzzle Patterns 5: Making patterns together Comparison 2: Compare and sort collections Subitising 1: I see 1,2,3 Counting 6: Stop at 1,2,3,4,5	White Rose Maths Shape, space and measure 1: Explore and build with shapes and objects Pattern 6: My own pattern Comparison 3: Match, sort, compare Subitising 2: Show me 1,2,3 Counting 1: Hear and say number names Recognise numbers in the environment	White Rose Maths Shape, space and measure 2: Explore position and space Pattern 1: Explore repeats Comparison 1: More than, fewer than, same Subitising 3: Talk about dots Counting 2: Begin to order numbers and names Shape, space and measure 3: Explore position and measure



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Y 3 C O U R S E	<u>Number</u> Match, sort and compare It's Me 1,2,3 1,2,3,4,5	<u>Number</u> Alive in 5 Growing 6,7,8 Building 9 and 10	<u>Number</u> To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Consolidation
	<u>Numerical Patterns</u> Talk about measure and patterns Circles and triangles Shapes with 4 sides	<u>Numerical Patterns</u> Measures and capacity Length, height and time Explore 3D shapes	<u>Numerical Patterns</u> Visualise, build and map Make connections Consolidation