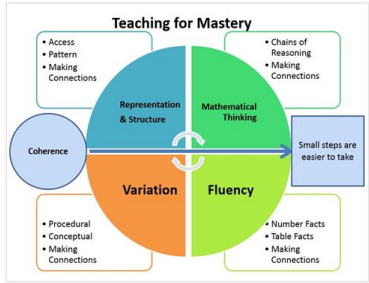
The Best That You Can Be

Devonshire Primary Academy

Maths Long Term Plan



Autumn term **21.10.24- 29.10.24 Half term** **Finish 20th December** **13 weeks including 1 enrichment week commencing 25th November (complete Autumn Assessment)**	**National Curriculum Objectives:** Pupils should be taught to: The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number. By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work. Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

Previous Teaching: **EYFS**: Cardinality and Counting. Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents. Subitising and Counting skills and explore the composition of numbers within and beyond 5. Equal, unequal and connecting two equal groups, number facts, counting larger numbers.

Pre School: Number and Counting; say numbers 1-10, recognising numbers, counting objects, count from a group, Days of the week, amounts, decrease, compared, near and far.

Year 1:count to and across 100, forwards and backwards, read and write numbers to 100, count in multiples of 2,5,10, using number lines, language equal, more than, less than, fewer, most, least, read, write and interpret addition and subtraction signs +-=, solve problems including missing numbers, +- one digit and two digit numbers to 20, including 0, number bonds 10/20, arrays, lots of, count in fractions up to 10, ½, ¼ equivalence on a number line, recognise, find and name fractions ½ as two equal parts, compare decimals with the same number of up to 2 dp, recognise and name 2D and 3D shapes, describe position and movement including half, quarter and three quarter turn, measurement in height, length and volume, time(hours, seconds and mins) Sequence events.

Year 2: count in steps of 2,3,5 and10 from 0, identify, represent and estimate numbers, read and write numbers to 100, compare and order numbers from 0 up to 100 <>=, recognise the palce value of each digit in a 2digit number- tens and ones. Solve number fact problems, mental and written methods, add and subtract two-digit numbers and ones, adding three digit numbers, show commutative,

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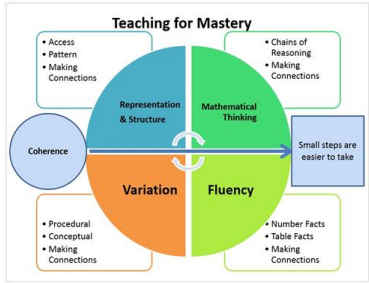

inverse relationships, recall +- facts to 100, multiplication and division symbols, recall 2,5,10 multiplication tables, recognise odd and even numbers, count in tenths, recognise fractions, whole, ½, ¼, , equivalent fractions, 2D, 3D shapes, lines of symmetry, regular and irregular polygons, position and direction- turn, right angles, half turn etc, compare lengths mass and volume, tell the time, pictograms, charts, tables tally's

Year 3: count from 0 in multiples of 4,8,50 and 100, find 10 or 100 more or less than a given number, identify represent and estimate numbers, read and write numbers up to 1000 in numerals and words, compare and order numbers up to 1000, recognise place value of each digit in a three digit number(hundreds, tens, ones), solve practical problems, addition and subtraction one step problems, add and subtract mentally including 3digit number and ones, tens and hundreds, column method, estimate using inverse, solve problems, write and calculate multiplication and division calculations including 2digit one digit using mental and formal methods, recall facts for 3,4 and 8 times tables. Count up and down in tenths, recognise fractions, non-unit and unit fractions, recognise tenths (dividing into 10 equal parts), identify each digit in numbers given to 3 decimal places, equivalent fractions, add and subtract fractions, recognise,draw and make 2 d and 3d shapes, identify right angles, half turn, ¾ 's four turns= a whole, horizontal and vertical lines, perpendicular and parallel lines, measurement, perimeter, add and subtract money, tell the time including roman numerals, Interpret and present data using bar charts, pictograms and tables

1/3, equivalent fractions, 2D, 3D shapes, lines of symmetry, regular and irregular polygons, position and direction- turn, right angles, half turn etc, compare lengths mass and volume, tell the time, pictograms, charts, tables tally's

Topics	Small steps	National Curriculum- Progression Document/Prioritisation	Vocabulary	Notes on provision and priority for teaching
Autumn 1 **Place Value**	● round to the nearest 100 ● counts in 1000s ● 1000s, 100s, 10s and 1s ● partitioning ● number line to 10000 ● 1000 more or less ● compare numbers ● order numbers	**4NPV–1** Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. **4NPV–2** Recognise the place value of each digit in four-digit numbers and compose and decompose four-digit numbers using standard and non-standard partitioning. **4NPV–3** Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. **4NPV–4** Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.	hundreds, tens, counting, compare, order, represent, more than, less than, recombine, partition, numerals rounding', 'round up' and 'round down'	

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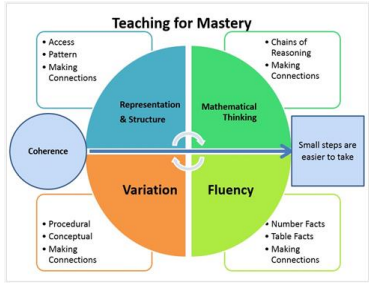

	● round to the nearest 1000 ● counts in 25s ● negative numbers ● roman numerals to 100	**Count backwards through zero to include negative numbers** **Count in multiples of 6, 7, 9, 25 and 1 000** **Find 1 000 more or less than a given number** **Identify, represent and estimate numbers using different representations** **Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.** **Order and compare numbers beyond 1 000** **Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)** round any number to the nearest 10, 100 or 1 000 **Solve number and practical problems that involve all of the above and with increasingly large positive numbers** To use practical resources to deepen understanding of place value. To identify missing numbers using a number line, including negative numbers. To work out numbers in sequences, including identifying the 'rule' or pattern of the sequence. To find different ways of representing numbers using concrete resources, pictorial representations and abstract notation. To be able to use roman numerals to represent numbers To use mathematical reasoning to explain logical answers to questions		

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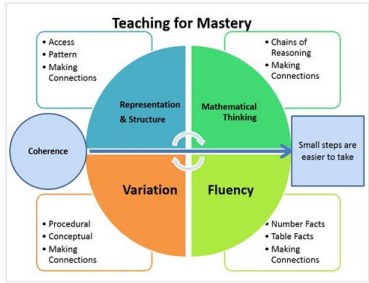

Autumn 1-2 Addition and subtraction	● add and subtract 1s, 10s, 100s and 1000s ● add two 4-dgit numbers - no exchange ● add two 4-digit numbers - one exchange ● add two 4-digit numbers - more than one exchange ● subtract two 4-digit numbers - no exchange ● subtract two 4-digit numbers - one exchange ● subtract two 4-digit numbers - more than one exchange ● efficient subtraction ● estimate answers ● checking strategies	**4NF–3** Apply place-value knowledge to known **additive** and multiplicative number facts (scaling facts by 100). **Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.** **Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate** **Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy** **Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.**	add, addition, addend, sum, same as, operation, commutative, total, 8+ 5= 13 is called equation; 8+5 expression subtract, subtrahend, minuend, difference, and exchange. more than, less than, column method, altogether, strategy, place value, fact and digit.	

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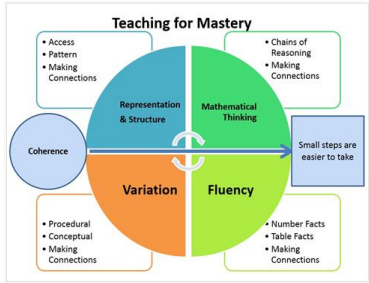

Autumn 2 Perimeter	● kilometres ● perimeter on a grid ● perimeter on a rectangle ● perimeter of rectilinear shapes	**Convert between different units of measure [for example, kilometre to metre** **Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres** Perimeter can be expressed algebraically as 2(a + b) where a and b are the dimensions in the same unit. (Copied from NSG measurement)	: square, rectangle, length, width, total, distance, convert, equivalent, centimetre (cm) and metre (m).) kilometre', 'perimeter' and 'rectilinear shape'	
Autumn 2/spring 1 Multiplication and division	● multiply by 10 ● multiply by 100 ● divide by 10 ● divide by 100 ● multiply by 1 and 0 ● divide by 1 and itself ● multiply and divide by 6 ● 6 times table and division facts ● multiply and divide by 9 ● 9 times table and division facts	**4NPV–4** Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. **4NF–1** Recall multiplication and division facts up to and recognise products in multiplication tables as multiples of the corresponding number. **4NF–2** Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context. **4NF–3** Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100). **4MD–1** Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. **4MD–2** Manipulate multiplication and division equations and understand and apply the commutative property of multiplication. **4MD–3** Understand and apply the distributive property of multiplication.	ones (1s), tens (10s), hundreds (100s), zero (0), times, multiple, multiplicand, multiplier, product multiply (x), multiplication fact, array, commutative repeated addition sharing, share, times, inverse divide, divisor, dividend, vinculum (fraction bar) division fact, lots of,	

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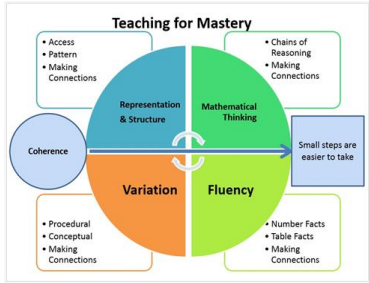

	● multiply and divide by 7 ● 7 times table and division facts	**Solve problems involving missing numbers, including integer scaling problems and harder correspondence problems (such as n objects are connected to m objects)** **Multiply two-digit and three-digit numbers by a one-digit number using formal written layout** **Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.** **Estimate and use inverse operations to check answers to a calculation** **Recall multiplication and division facts for multiplication tables up to 12 × 12** Explore times table patterns including generalising about the product in terms of odd/even factors, reviewing divisibility rules, and exploring square numbers.	grouping, groups of, times-table, divide (÷), division, group, remainder, share, left over, correspondence, combination, , whole,	
	Consolidate learning- using the end of topic assessments on White Rose and upload onto Spreadsheet. Recap any areas the children found tricky. Complete Autumn Assessment (Saved on the drive)			
SMSC	Calculate whether an answer is wrong			
BV	Discuss their work , Explain their reasoning when solving problems			
Wider World	Link to jobs- Baker, shop keeper, teacher, builder Linked stories: RECOMMENDATIONS - MathsThroughStories.org - for specific topics			

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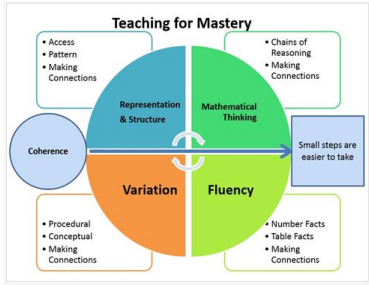

Spring Term **Half term 17-21st Feb** **Finish 11th April (Easter)** **13 weeks including Number Day 7th Feb; 1 enrichment week commencing 24th-28th March (complete Spring Assessment)**	**National Curriculum Objectives:** Pupils should be taught to: The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number. By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work. Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

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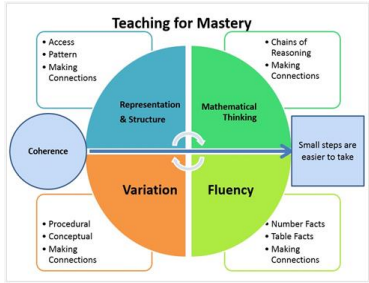

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Year 2: count in steps of 2,3,5 and10 from 0, identify, represent and estimate numbers, read and write numbers to 100, compare and order numbers from 0 up to 100 <>=, recognise the palce value of each digit in a 2digit number- tens and ones. Solve number fact problems, mental and written methods, add and subtract two-digit numbers and ones, adding three digit numbers, show commutative, inverse relationships, recall +- facts to 100, multiplication and division symbols, recall 2,5,10 multiplication tables, recognise odd and even numbers, count in tenths, recognise fractions, whole, $\frac{1}{2}$, $\frac{1}{4}$,Year 3: count from 0 in multiples of 4,8,50 and 100, find 10 or 100 more or less than a given number, identify represent and estimate numbers, read and write numbers up to 1000 in numerals and words, compare and order numbers up to 1000, recognise place value of each digit in a three digit number(hundreds, tens, ones), solve practical problems, addition and subtraction one step problems, add and subtract mentally including 3digit number and ones, tens and hundreds, column method, estimate using inverse, solve problems, write and calculate multiplication and division calculations including 2digit one digit using mental and formal methods, recall facts for 3,4 and 8 times tables. Count up and down in tenths, recognise fractions, non-unit and unit fractions, recognise tenths (dividing into 10 equal parts), identify each digit in numbers given to 3 decimal places, equivalent fractions, add and subtract fractions, recognise,draw and make 2 d and 3d shapes, identify right angles, half turn, $\frac{3}{4}$'s four turns= a whole, horizontal and vertical lines, perpendicular and parallel lines, measurement, perimeter, add and subtract money, tell the time including roman numerals, Interpret and present data using bar charts, pictograms and tables

1/3, equivalent fractions, 2D, 3D shapes, lines of symmetry, regular and irregular polygons, position and direction- turn, right angles, half turn etc, compare lengths mass and volume, tell the time, pictograms, charts, tables tally's

Topics	Small Steps	National Curriculum- Progression Document/Prioritisation	Vocabulary	Notes on provision and priority for teaching
Spring 1 Multiplication and Division continued from Autumn 2 as above if needed.				
Spring 1 Area	● what is area? ● counting squares ● making squares ● comparing area	**Find the area of rectilinear shapes by counting squares** **Estimate, compare and calculate different measures**	area squared	

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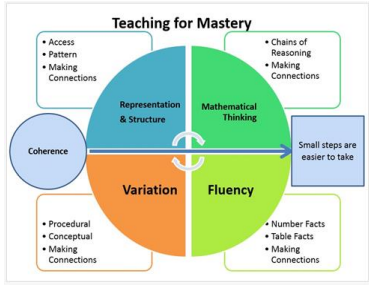

Spring 1-2 Fractions	● what is a fraction? ● equivalent fractions ● fractions greater than 1 ● count in fractions ● add 2 or more fractions ● subtract 2 fractions ● subtract from whole amounts ● calculate fractions of a quantity ● problem solving - calculate quantities	**4F–1** Reason about the location of mixed numbers in the linear number system. **4F–2** Convert mixed numbers to improper fractions and vice versa. **4F–3** Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers. **Pupils should count in fractions up to 10, starting from any number and usingthe1/2 and 2/4 equivalenceon the number line (Non Statutory Guidance)** **Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.** **Recognise and show, using diagrams, families of common equivalent fractions.** **Solve simple measure and money problems involvingfractions and decimals to two decimal places.** Add and subtract fractionswith the same denominator.	fraction, numerator, denominator, vinculum ,whole, part, fraction wall, fraction strip, simplify, simplest form, greater than (>), equal to, equivalent to, less than	
Spring 2 Position and direction	● Describe position ● draw on a grid ● move on a grid ● describe movement on a grid	**4G–1** Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant. Describe positions on a 2D grid as coordinates in the first quadrant Plot specified points and draw sides to complete a given polygon Plot specified points and draw a given polygon.	translation coordinate quadrant	

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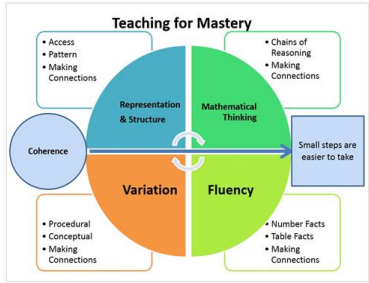

Consolidate learning recap prior knowledge if needed use end of topic assessments and add to spreadsheet. Complete Spring White Rose Assessment data.	
SMSC	Calculate whether an answer is wrong
BV	Discuss their work Explain their reasoning when solving problems
Wider World	Link to jobs- Baker, shop keeper, teacher, builder, architect, Linked stories: RECOMMENDATIONS - MathsThroughStories.org - for specific topics

Summer Term

Half term 26th May-9th June

Finish 18th July

11 weeks including; 2 enrichment weeks

19th-23rd May Health and Wellbeing week (Complete- statistics/time/money in enrichment week.)

14th-18th July Enrichment week- Complete Summer Assessment

National Curriculum Objectives:

Pupils should be taught to:

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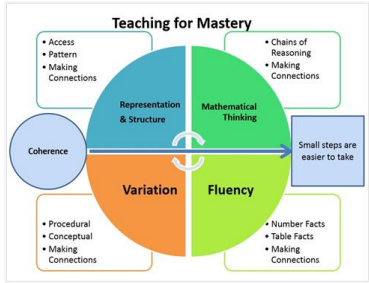

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Year 2: count in steps of 2,3,5 and10 from 0, identify, represent and estimate numbers, read and write numbers to 100, compare and order numbers from 0 up to 100 <>=, recognise the palce value of each digit in a 2digit number- tens and ones. Solve number fact problems, mental and written methods, add and subtract two-digit numbers and ones, adding three digit numbers, show commutative, inverse relationships, recall +- facts to 100, multiplication and division symbols, recall 2,5,10 multiplication tables, recognise odd and even numbers, count in tenths, recognise fractions, whole, $\frac{1}{2}$, $\frac{1}{4}$,Year 3: count from 0 in multiples of 4,8,50 and 100, find 10 or 100 more or less than a given number, identify represent and estimate numbers, read and write numbers up to 1000 in numerals and words, compare and order numbers up to 1000, recognise place value of each digit in a three digit number(hundreds, tens, ones), solve practical problems, addition and subtraction one step problems, add and subtract mentally including 3digit number and ones, tens and hundreds, column method, estimate using inverse, solve problems, write and calculate multiplication and division calculations including 2digit one digit using mental and formal methods, recall facts for 3,4 and 8 times tables. Count up and down in tenths, recognise fractions, non-unit and unit fractions, recognise tenths (dividing into 10 equal parts), identify each digit in numbers given to 3 decimal places, equivalent fractions, add and subtract fractions, recognise,draw and make 2 d and 3d shapes, identify right angles, half turn, $\frac{3}{4}$'s four turns= a whole, horizontal and vertical lines, perpendicular and parallel lines, measurement, perimeter, add and subtract money, tell the time including roman numerals, Interpret and present data using bar charts, pictograms and tables

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Topic	Small Steps	National Curriculum- Progression Document/Prioritisation	Vocabulary	Notes on provision and priority for teaching
Summer 1	● recognise tenths and hundredths	**Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.**	'regroup', 'partition', 'equivalent' and	

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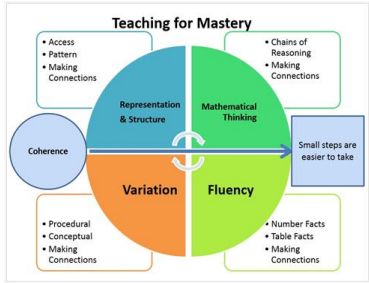

Decimals	● tenths as decimals ● tenths on a place value grid ● tenths on a number line ● divide 1-digit by 10 ● divide 2-digits by 10 ● hundredths ● hundredths as decimals ● hundredths on a place value grid ● divide 1 or 2-digits by 100 ● bonds to 10 and 100 ● make a whole ● write decimals ● compare decimals ● order decimals ● round decimals ● halves and quarters	**Solve simple measure and money problems involvingfractions and decimals to two decimal places.** **Compare numbers with thesame number of decimal places up to two decimal places.** **Round decimals with one decimal place to the nearest whole number.**	'fractions', as well as 'tenths' and 'hundredths' columns integer, one more, one less, greater than (>), less than ('regroup', 'partition', 'equivalent' and 'fractions', as well as 'tenths' and 'hundredths' columns integer, convert, number bond, rounding up, rounding down, place value	

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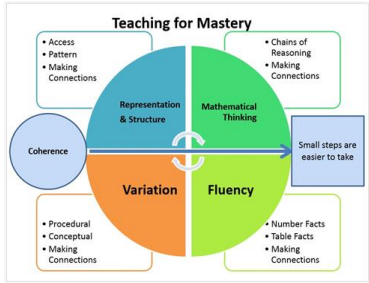

Summer 1 Shape	● identify angles ● compare and order angles ● triangles ● quadrilaterals ● lines of symmetry ● complete a symmetric figure	**4G–2** Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal, and the angles are equal. Find the perimeter of regular and irregular polygons. **4G–3** Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry. Identify lines of symmetry in 2-D shapes presented in different orientations Apply this understanding to halving of objects. complete a simple symmetric figure with respect to a specific line of symmetry compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Reading road signs, hazards and warnings Identify acute and obtuse angles and compare and order angles up to two right angles by size	equilateral, scalene and isosceles angle translation right angle symmetry,	
Summer 2 time	● hours, minutes and seconds ● years, months, weeks and days ● analogue to digital - 12 hour	**Convert between different units ; hour to minute]** **Read, write and convert time between analogue and digital 12- and 24-hour clocks** **Solve problems involving converting**	seconds, minute, hours, days, weeks, months, years, convert, equal to (=), compare, 12-hour, digital, units of time, analogue, 24-hour, am, pm	

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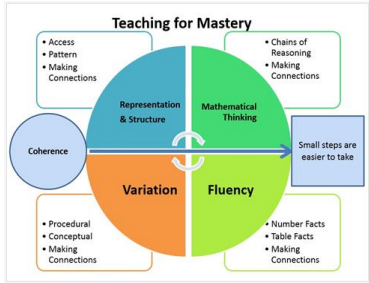

	● analogue to digital - 24 hour			
Summer 2 Statistics	● interpret charts ● comparison, sum and difference ● introducing line graphs ● line graphs	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. calculate and interpret the mean as an average	line graph', 'discrete data' and 'continuous data' table, bar chart, pictogram, key, compare, altogether, more than, less than, least, most, greatest, smallest, line graph, discrete data, continuous data	
Money	● pounds and pence ● ordering money ● estimating money ● four operations	**Solve simple measure and money problems involvingfractions and decimals to two decimal places.** **Estimate, compare and calculate different measures, including money in pounds and pence**	pounds (£), pence (p), notes, coins, change, cheaper, more expensive, rounding, nearest, estimate, over estimate, under estimate, greater than (>), less than (<) same as =	
	Consolidate previous learning- Complete Summer Assessment grids for YEAR 4 Papers ready for Year 5. introduce Year 5 type questions ready for September/ recap previous learning that needs addressing.			
SMSC	Calculate whether an answer is wrong			

The Best That You Can Be

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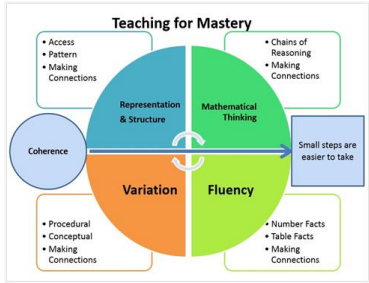

BV	Discuss their work Explain their reasoning when solving problems
Wider World	Link to jobs- Baker, shop keeper, teacher, builder, architect, Linked stories: RECOMMENDATIONS - MathsThroughStories.org - for specific topics