Bishop Hooper CE Primary School   Maths – Medium Term Plan

Term	EYFS	Yr 1	Yr2
Autumn 1 7 weeks	30-50 months - Uses some number names and number language spontaneously. - Uses some number names accurately in play. - Recites numbers in order to 10 - Beginning to represent numbers using fingers, marks on paper or pictures - Sometimes matches numerals and quantity correctly. - Shows curiosity about numbers by offering comments or asking questions. - Compares two groups of objects, saying when they have the same number. - Shows an interest in number problems. - Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. - Shows an interest in numerals in the environment. - Shows an interest in representing numbers. - Realises not only objects, but anything can be counted, including steps, jumps or claps.	- 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 - read and write numbers from 1 to 20 in numerals (1) - read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.	- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward - identify, represent and estimate numbers using different representations, including the number line - read and write numbers to at least 100 in numerals (1) - add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones - a two-digit number and tens - show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
Autumn 2 7 weeks	40-60 months - Recognises some numerals of personal significance. - Recognises numerals 1-5. - Counts up to three or four objects by saying one number name for each item. - Counts actions or objects that cannot be moved. - Counts objects to ten and	*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.* - recognise, find and name a half as one of two equal parts of an object, shape	- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables - calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs

- beginning to count beyond ten.
- Counts up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5 then 1-10 objects.
- Counts an irregular arrangement of up to 10 objects.
- Estimates how many they can see and check by counting.
- Use the language of more and fewer to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects then ten objects.
- In practical activities and discussion beginning to use the vocabulary involved in adding and taking away.
- Records using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.
- Beginning to use mathematical names for solid 3D shapes and flat 2D shapes and mathematical terms to describe shapes.
- Selects a particular named shape
- Can describe relative position eg behind next to
- Orders two or three items by length or height
- Orders two items by weight or capacity

- compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- measure and begin to record the following: lengths and heights
- recognise and use language relating to dates, including days of the week, weeks, months and years
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and name common 2-D including: 2-D shapes [for example, rectangles (including squares), circles and triangles]
- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

- *solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.*
- recognise, find, name and write fractions , 1/3, ¼, 2/4 and 3/4 of a length or shape.
- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm)to the nearest appropriate unit, using rulers
- compare and order lengths and record the results using >, < and =
- know the number of minutes in an hour and the number of hours in a day.
- compare and sequence intervals of time
- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- compare and sort common 2-D and 3-D shapes and everyday objects.
- 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).
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity (science)

	• Uses familiar objects and common shapes to create and recreate patterns and build models • Use everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways.		
Spring 1 6 weeks	• 40-60 months • Recognises some numerals of personal significance. • Recognises numerals 1-5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects that cannot be moved. • Counts objects to ten and beginning to count beyond ten. • Counts up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5 then 1-10 objects. • Counts an irregular arrangement of up to 10 objects. • Estimates how many they can see and check by counting. • Use the language of more and fewer to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count in multiples of twos, fives and tens • use the language of: equal to, more than, less than (fewer), most, least • write numbers from 1 to 20 in numerals and words. • represent and use number bonds and related subtraction facts within 20. • 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. • 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 steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • recognise the place value of each digit in a two-digit number (tens, ones) • compare and order numbers from 0 up to 100; use <, > and = signs • read and write numbers to at least 100 in numerals and in words • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • two two-digit numbers • adding three one-digit numbers • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

	a group of up to five objects then ten objects. • In practical activities and discussion beginning to use the vocabulary involved in adding and taking away. • Records using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations.		• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
Spring 2 5 weeks	• Beginning to use mathematical names for solid 3D shapes and flat 2D shapes and mathematical terms to describe shapes. • Selects a particular named shape • Can describe relative position eg behind next to • Orders two or three items by length or height • Orders two items by weight or capacity • Uses familiar objects and common shapes to create and recreate patterns and build models • Use everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways.	• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. • Pupils should be taught to: compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than] • Measure and begin to record the following: mass/weight • Recognise and know the value of different denominations of coins and notes • Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise and name common 3-D shapes, including: 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. • Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	• write simple fractions for example, of ½ of 6 = 3 and recognise the equivalence of 2/4 and ½. • choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C) to the nearest appropriate unit, using scales, thermometers • compare and order mass, temperature and record the results using >, < and = • 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 • 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] • order and arrange combinations of mathematical objects in patterns and sequences • ask and answer questions about totalling and comparing categorical data.(science)
Summer 1 6 weeks	• 40-60 months • Recognises some numerals of personal significance. • Recognises numerals 1-5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects that cannot be moved. • Counts objects to ten and beginning to count beyond ten. • Counts up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5 then 1-10 objects. • Counts an irregular arrangement of up to 10 objects. • Estimates how many they can see and check by counting. • Use the language of more and fewer to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects then ten objects. • In practical activities and discussion beginning to use the	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • use the language of: equal to, more than, less than (fewer), most, least • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$. • 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. • 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. • capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] • measure and begin to record the following: • capacity and volume • time (hours, minutes, seconds) • tell the time to the hour and half past the hour and draw the hands	• count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • read and write numbers to at least 100 in numerals and in words • use place value and number facts to solve problems. • solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods • recognise odd and even numbers • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. • *recognise, find, name and write fractions ,1/3, ¼, 2/4 and 3/4 of a length, shape, set of objects or quantity* • choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using measuring vessels • compare and order volume/capacity and record the results using >, < and = • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a

	vocabulary involved in adding and taking away. • Records using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. **Early Learning Goal.** **Children can count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects they add and subtract two single digit numbers and count on or back to find the answer. They solve problems including doubling, halving and sharing.** **Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.**	on a clock face to show these times. • Revise • recognise and name common 2-D and 3-D shapes	clock face to show these times • identify and describe 2-D and 3-D shapes and their properties. • interpret and construct simple pictograms, tally charts, block diagrams and simple tables
Summer 2 6 weeks	**Early Learning Goal.** **Children can count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects they add and subtract two single digit numbers and count on or back to find the answer. They solve problems including doubling, halving and sharing.** **Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns.**	Review areas to be consolidated following assessments.	Review areas to be consolidated following assessments.

	They explore characteristics of everyday objects and shapes and use mathematical language to describe them.		