



## **Statement of Intent**

**The intention of the Maths Curriculum at Lilycroft Primary School is to stimulate our children's curiosity, foster their creativity and equip them with the skills they need in life beyond school. We aim to develop motivated and resilient mathematicians who can be fluent in the fundamentals of maths and confidently apply what they learn.**

**Through our quality first teaching, we intend to ensure secure foundations and a deep understanding of mathematical concepts by following a Concrete-Pictorial-Abstract (CPA) approach. Teaching in lessons is interactive and uses the 'I do', 'We do', 'You do' approach. There is also a strong focus on vocabulary development using physical resources as well as visual and mental representations. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and have the competence in solving increasingly sophisticated problems. As our children progress through the school, their growing mathematical knowledge will help them to deepen their understanding of how mathematics is essential in their everyday life, enable them to appreciate its power and grant them a sense of enjoyment for the subject. This will ensure they become independent, reflective thinkers, whose skills not only liberate them in maths but also support them across the curriculum and remain with them for the rest of their lives, empowering them for further education and beyond.**

Maths Long- Term Plan

| Reception          | Autumn 1                                                                                                                                                                       | Autumn 2                                                                                                                                                                       | Spring 1                                                                                                                                                                                                     | Spring 2                                                                                                                                                                                                                                                             | Summer 1                                                                                                                                                                                                                                     | Summer 2                                                                                                                                                                                                                                                                              |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Number             | <p>Recognise numbers 1-3</p> <p>Begin to subitise to 3</p> <p>Find one more of numbers to 3</p> <p>Find one less of numbers to 3</p> <p>Explore the composition of 2 and 3</p> | <p>Recognise numbers 1-5</p> <p>Begin to subitise to 5</p> <p>Find one more of numbers to 5</p> <p>Find one less of numbers to 5</p> <p>Explore the composition of 4 and 5</p> | <p>Recognise numbers 0-8</p> <p>Subitise to 5</p> <p>Find one more of numbers to 8</p> <p>Find one less of numbers to 8</p> <p>Explore the composition of 6, 7 and 8</p> <p>Match the number to quantity</p> | <p>Recognise numbers 0-10</p> <p>Explore the composition of 9 and 10</p> <p>Practise number bonds to 10</p> <p>Know addition facts to make 5</p> <p>Find one more of numbers to 10</p> <p>Find one less of numbers to 10</p> <p>Estimate a number of objects</p>     | <p>Recognise numbers to 20</p> <p>Revise number bonds to 5</p> <p>Explore how to make numbers above ten using tens and ones</p> <p>Match the number to quantity</p>                                                                          | <p>Solve simple number problems</p> <p>Recap the composition of each number to 10</p> <p>Know addition and subtraction facts to 10</p> <p>Know doubling facts</p>                                                                                                                     |
| Numerical Patterns | <p>Say which group has more</p> <p>Say which group has less</p> <p>Compare quantities to 3</p> <p>Count to 5/10</p>                                                            | <p>Compare quantities to 5</p> <p>Compare equal and unequal groups</p> <p>Count to 10</p>                                                                                      | <p>Count to 15</p> <p>Count objects to 10</p> <p>Compare quantities to 8</p> <p>Begin to understand the different between odd and even numbers up to 8</p> <p>Combine two groups of objects</p>              | <p>Count to 20</p> <p>Compare quantities to 10</p> <p>Explore odd and even numbers</p> <p>Order numbers to 10</p> <p>Count back from 10</p> <p>Combine two groups of objects</p> <p>Take away objects and count how many are left</p> <p>Find the missing number</p> | <p>Count to 25</p> <p>Add numbers</p> <p>Subtract numbers</p> <p>Find the missing number</p> <p>Order numbers to 20</p> <p>Order numbers e.g. 13, 15, 19</p> <p>Find the missing number in an addition and subtraction sentence problems</p> | <p>Count to 30 and beginning to count higher (100)</p> <p>Know that 1, 3, 5, 7 and 9 are odd</p> <p>Know that 2, 4, 6, 8, 10 are even</p> <p>Double numbers up to 10</p> <p>Find half of numbers up to 10</p> <p>Share quantities equally</p> <p>Combine groups of 2s, 5s and 10s</p> |

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| <p>Shape, Space &amp;<br/>Measures</p> | <p>Match objects<br/>Sort objects<br/>Compare capacity, length, height, size<br/>Finish a repeating pattern of 2 objects or colours<br/>Recognise and name circle and triangle<br/>Recognise 1p and 2p<br/>Recognise 1 o'clock, 2 o'clock and 3 o'clock</p> | <p>Recognise and name square and rectangle<br/>Recognise 5p<br/>Recognise 4 o'clock and 5 o'clock</p> | <p>Order objects by height and length<br/>Order the days of the week<br/>Measure height using cubes<br/>Measure time<br/>Recognise 6 o'clock, 7 o'clock and 8 o'clock<br/>Begin to name 3D shapes<br/>Explore the properties of 3D shapes</p> | <p>Recognise 9 o'clock and 10 o'clock<br/>Recognise 10p<br/>Begin to name 3D shapes<br/>Explore the properties of 3D shapes</p> | <p>Measure capacity<br/>Describe the properties of 3D shapes<br/>Make pictures with shape arrangements</p> | <p>Add money<br/>Recognise the time to o'clock<br/>Finish a repeating pattern<br/>Make patterns using shapes<br/>Name and describe 2D and 3D shapes</p> |
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# Maths Long- Term Plan

| Year group | Autumn 1<br>8 Weeks                                                  | Autumn 2<br>7 Weeks                                                                                      | Spring 1<br>6 Weeks                                                            | Spring 2<br>6 Weeks                                                                                     | Summer 1<br>5 Weeks                                                                                           | Summer 2<br>7 weeks                                                                                                        |
|------------|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Year 1     | Place Value (within 10)<br><br>Addition and Subtraction (within 10)  | Addition and Subtraction (within 10)<br><br>Geometry – Shape<br><br>Consolidation/End of Unit assessment | Place Value (within 20)<br><br>Length and Height                               | Weight and Volume<br><br>Addition and Subtraction (within 20)<br><br>Positions and Direction            | Count in 2's, 5's and 10's<br><br>Place Value (within 50)<br><br>Multiplication and Division<br><br>Fractions | Place Value (within 100)<br><br>Measurement – Money<br><br>Measurement - Time                                              |
| Year 2     | Place value<br><br>Addition and subtraction                          | multiplication and division<br><br>Fractions<br><br>Money<br><br>Doubles Times Tables Booklet            | Place value<br><br>Addition and Subtraction<br><br>x2 Times Tables             | Multiplication and division<br><br>Time<br><br>Statistics<br><br>Assessment/gaps<br><br>x5 Times Tables | Position and direction<br><br>Measures<br><br>Shape<br><br>Fractions<br><br>Money<br><br>x10 Times Tables     | Addition and subtraction<br><br>Multiplication and division<br><br>Missing number problems<br><br>Consolidate Times Tables |
| Year 3     | Place value<br><br>Addition and subtraction<br><br>Recap Y2 x tables | Multiplication and division<br><br>Statistics<br><br>Geometry<br><br>4 x table                           | Place value<br><br>Money (including addition and subtraction)<br><br>8 x table | Multiplication and division<br><br>Fractions<br><br>Time<br><br>3 x table                               | Time<br><br>Place value<br><br>Addition and subtraction<br><br>Measures<br>6 x table                          | Measures<br><br>Multiplication and division<br><br>Fractions<br><br>Consolidate times tables                               |

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| <b>Year 4</b> | Place value<br>Addition and subtraction                                                                             | 9x table<br>Multiplication and division<br>Statistics 2 weeks                                                               | 7x table<br>Geometry (identifying 2d shapes and angles)<br>Place value<br>Addition and Subtraction | 11x table<br>Multiplication and division 4 weeks<br>Fractions 3 weeks | 12x table<br>Place value (including decimals)<br>Addition and subtraction (through money)<br>Measures (time) | Consolidate Multiplication and division (through money)<br>Fractions<br>Measures (perimeter and area)<br>Geometry (position and direction) |
| <b>Year 5</b> | Place value (including negative numbers and roman numerals)<br>Addition and subtraction<br>Consolidate times tables | Properties of number – square, cube, prime numbers<br>Multiplication and division<br>Statistics<br>Consolidate times tables | Place value (decimal numbers) (1 week)<br>Fractions<br>Consolidate times tables                    | Fractions<br>Addition and subtraction<br>Multiplication               | Multiplication and division<br>Fractions, percentages and decimals<br>Percentages                            | Geometry<br>Perimeter and area<br>Converting units of measure<br>Time                                                                      |
| <b>Year 6</b> | Place value<br>Addition and subtraction                                                                             | Multiplication and division<br>Fractions                                                                                    | Fractions, Decimals and Percentages<br>Percentages<br>Measures                                     | Geometry<br>Position and direction<br>Statistics                      | Algebra<br>Ratio and proportion<br>Consolidation and Revision                                                | Consolidation<br>Problem solving<br>Investigations                                                                                         |