

Runcton Holme and Wormegay
EYFS and KS1 long-term planning

Term	Unit Focus	National Curriculum Requirement
Autumn Term		
Autumn	Place Value (4 weeks)	<ul style="list-style-type: none"> • count 1, 2 or 3 objects reliably • recognise if a number of objects is the same or different (working with numbers 1, 2 and 3) • count one, two or three objects, images or sounds reliably • recognise the numerals 1, 2 and 3 • create representations for numbers 1, 2 and 3 match equal sets using one-to-one correspondence • match unequal sets using one-to-one correspondence • compare objects according to size • compare sets without counting • order objects according to length or height • order sets without counting • say which number is one more or one less than a given number • estimate a number of objects and check by counting • count reliably with numbers from 1 to 6 • Create representations for numbers 1- 6 • place numbers 1-6 in order • say which number from 1-6 is one more or one less than a given number • recognise the numerals 1-6 • understand the conservation of number • say which number is one more or one less than a given number • estimate a number of objects and check by counting • count reliably with numbers from 1 to 10 • develop an understanding of zero • create representations for numbers 0-10 • place numbers 0-10 in order • recognise the numerals 0-10 • use ordinal numbers: 1st, 2nd...last • understand the conservation of numbers • say which number is one more or one less than a given number • estimate a number of objects and check by counting • count reliably with numbers from 0 to 15 • Create representations for numbers 0-15 • place numbers from 0-15 in order • considering equal and unequal groups • count reliably with numbers from one to 20 • place numbers from 0-20 in order • say which number is one more or one less than a given number • solve practical problems that involve grouping and sharing • Create representations for numbers 0-20 • estimate a number of objects and check by counting, considering equal and unequal groups <ul style="list-style-type: none"> • count to ten, forwards and backwards, beginning with 0 or 1, or from any given number (1) • count to twenty, forwards and backwards, beginning with 0 or 1, or from any given number (1) • count, read and write numbers to 10 in numerals and words (1) • count, read and write numbers from 1 to 20 in numerals and words (1) • recognise the place value of each digit in a two-digit number (tens, ones) (2)

		<ul style="list-style-type: none"> • read and write numbers to at least 100 in numerals and in words (2) • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least (1) • identify, represent and estimate numbers to 100 using different representations, including the number line (2) • given a number, identify one more and one less (1) • compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs (2) • count in multiples of twos (1) • count in multiples of twos and fives (1) • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward (2) • double and halve numbers within 10 (1) • double and halve numbers within 20 (1) • estimate numbers within 10 (1) • use place value and number facts to solve problems (2)
<p>Autumn</p>	<p>Addition and Subtraction (4 weeks)</p>	<ul style="list-style-type: none"> • <i>add and subtract two single-digit numbers</i> • <i>estimate a number of objects and check by counting up to 6</i> • introduce the concept of 0 as the empty set • subitise within 5 • represent and use number bonds within 5 • use quantities and objects to add and subtract two single-digit numbers • <i>estimate a number of objects and check by counting up to 10</i> • <i>add and subtract two single-digit numbers and count on or back to find the answer</i> • use quantities and objects to add and subtract two single-digit numbers • <i>estimate a number of objects and check by counting up to 20</i> • <i>add and subtract two single-digit numbers and count on or back to find the answer</i> • explore the relationship between addition and subtraction • <i>compare quantities and objects to solve problems</i> • <i>solve problems, including doubling, halving and sharing</i> • say which number is one more or one less than a given number • use quantities and objects to add and subtract two single-digit numbers • represent and use number bonds and related subtraction facts [within 10] (1) • represent and use number bonds and related subtraction facts within 20 (1) • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (2) • add and subtract one-digit ... numbers [to 10], including zero (1) • add and subtract one-digit and two-digit numbers to 20, including zero (1) • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; adding three one-digit numbers (Y1 exposure to Y2) • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers (2) • add and subtract numbers mentally, including: a two-digit number and ones; a two-digit number and tens; adding three one-digit numbers (2) • add and subtract numbers with up to two digits, using written methods (2)

		<ul style="list-style-type: none"> • read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (1) • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot (2) • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems (2) • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems (1) • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ (1) • solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods (2) • estimate to check answers (1) • estimate the answer to a calculation and use inverse operations to check answers (Y2 exposure to Y3)
Autumn	Shape (2-3 weeks)	<ul style="list-style-type: none"> • recognise, create and describe patterns • describe and create patterns that are the same and different • explore characteristics of everyday objects and shapes and use mathematical language to describe them • shows an interest in shape and space by playing with shapes by sustained construction activity • explore characteristics of everyday objects and shapes (focusing on 3-D shapes) • use positional language • use mathematical language associated with shape • classify and sort everyday objects • talk about properties of shapes • explore characteristics of everyday objects and shapes and use mathematical language to describe them • explore characteristics of everyday objects and shapes (focusing on 2-D shapes) • use mathematical language associated with shape • classify and sort shapes • recognise, create and describe patterns with shapes • use mathematical language to describe size and position • recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] (1) • identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces (2) • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] (2) • identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line (2) • compare and sort common 2-D and 3-D shapes and everyday objects (2) • describe position, direction and movement, including whole and half turns (1) • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as

		<p>a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise) (2)</p> <ul style="list-style-type: none"> order and arrange combinations of mathematical objects in patterns and sequences (2)
Autumn	Measurement: Money (2 weeks)	<ul style="list-style-type: none"> compare quantities and objects to solve problems use everyday language to talk about money, recognise coins up to 50p and their values compare the value of coins use quantities and objects to count on and back to add and subtract recognise and know the value of different denominations of coins and notes (1) recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value (2) find different combinations of coins that equal the same amounts of money (2) solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ (1) solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (2)
Spring Term		
Spring	Multiplication and Division (4 weeks)	<ul style="list-style-type: none"> solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups solve practical problems that involve grouping and sharing explore counting on in steps of 2 from zero solve problems, including doubling, halving and sharing Explore the relationship between doubling and halving solve problems including grouping, sharing, doubling and halving Records using marks that they can interpret and explain (DM 40-60+) Begins to identify own mathematical problems based on own interests and fascinations (DM 40-60+) 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 (1) solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts (2) calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs (2) recognise, find and name a half as one of two equal parts of a quantity (1) halving and doubling (1) show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot (2) recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (2) recognise, find and name a quarter as one of four equal parts of a quantity (1) recall and use multiplication and division facts for the 3 and 4 multiplication tables (Y2 exposure to Y3)

<p>Spring</p>	<p>Fractions (3 weeks)</p>	<ul style="list-style-type: none"> • recognise, find and name a half as one of two equal parts of an object, shape or quantity (1) • recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity (2) • write simple fractions for example, $\frac{1}{2}$ of 6 = 3 (2) • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (1) • recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ (2)
<p>Spring</p>	<p>Measurement: Length and Height (4 weeks)</p>	<ul style="list-style-type: none"> • <i>use everyday language to talk about size, weight, capacity</i> • <i>estimate, measure, weigh and compare and order objects</i> • compare objects and quantities • solve size problems related to length • solve size problems involving weight and capacity • explore measuring objects using non-standard units • compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]; mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] (1) • compare and order length and record the results using >, < and = (2) • compare and order volume and capacity and record the results using >, < and = (2) • compare and order mass and record the results using >, < and = (2) • measure and begin to record the following: lengths and heights; mass/weight; capacity and volume (1) • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers and scales (2) • choose and use appropriate standard units to estimate and measure capacity (litres/ml) and temperature (°C) to the nearest appropriate unit, using scales, thermometers and measuring vessels (2) • choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels (2) • apply knowledge of numbers to 100 to read scales to the nearest appropriate standard unit in the context of length (m/cm) (2) • apply knowledge of numbers to 1000 to read scales to the nearest appropriate standard unit in the context of capacity (litres/ml) and temperature (°C) (2) • apply knowledge of numbers to 1000 to read scales to the nearest appropriate standard unit in the context of mass (kg/g) (2) using known facts to derive new facts (2ml + 2ml = 4ml so 200ml + 200ml = 400ml) (2) • using known facts to derive new facts (2g + 2g = 4g so 200g + 200g = 400g) (2)
<p>Summer Term</p>		
<p>Summer</p>	<p>Place Value (3 weeks)</p>	<ul style="list-style-type: none"> • <i>say which number is one more or one less than a given number</i> • <i>solve problems including grouping and sharing</i>

		<ul style="list-style-type: none"> • estimate a number of objects and check by counting • count reliably to 50 • explore counting on and back from any number within 50 • place numbers from 0-50 in order • estimate a number of objects and check by counting • solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups • count to fifty, forwards and backwards, beginning with 0 or 1, or from any given number; count in twos, fives and tens. (1) • count from 0 in multiples of 100; find 10 or 100 more or less than a given number (Y2 exposure to Y3) • recognise the place value of each digit in a two-digit number (tens, ones) (Y1 exposure to Y2) • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (Y2 exposure to Y3) • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least up to 50 and 100 and beyond (1) • identify, represent and estimate numbers to 1000 using different representations (Y2 exposure to Y3) • given a number, identify one more and one less up to 100 (1) • compare and order numbers up to 1000 (Y2 exposure to Y3) • recognise the place value of each digit in a two-digit number (tens, ones) (Y1 exposure to Y2) • apply knowledge of numbers to 1000 to read scales (2) • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number; count on and back in twos fives and tens. (1) • use place value and number facts to solve problems (2) • read and write numbers to at least 100 in numerals (1) • read and write numbers up to 1000 in numerals and in words (Y2 exposure to Y3)
Summer	Statistics (1-2 week)	<ul style="list-style-type: none"> • classify and sort everyday objects • <i>group objects into sets according to simple properties. (1)</i> • interpret and construct simple pictograms, tally charts, block diagrams and simple tables (2) • <i>answer questions by counting the number of objects in a category (1)</i> • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity (2) • ask and answer questions about totalling and comparing categorical data (2)
Summer	Measurement: Time (3 weeks)	<ul style="list-style-type: none"> • use everyday language to talk about time, days of the week and months of the year • measures short periods of time in simple ways • orders and sequences familiar events • use ordinal numbers: 1st, 2nd...last • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times (1)

		<ul style="list-style-type: none">• describe position, direction and movement, including whole, half, quarter and three-quarter turns, with reference to the clock face (1)• tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times (2) • recognise and use language relating to dates, including days of the week, weeks, months and years (1)• know the number of minutes in an hour and the number of hours in a day • compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds) (1)• sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] (1)• compare and sequence intervals of time (2)
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