

Tinley Long Term Maths Plan

To be used in conjunction with White Rose Maths Hub Mastery Planning and Assessment

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12+
Autumn Yr 1	Number: Place Value			Number: Addition and Subtraction			Geometry: Shape	Number: Place Value		Number: Addition and Subtraction		
Rec	Baseline/Getting to know your learners			Numbers: Counting and recognition			SSM: 2d shape	Numbers: Counting and recognition		Numbers: addition and subtraction		
Spring Yr 1	Time		Place Value		Number: Addition and Subtraction	Measure: Length and height		Number: Multiplication and Division		Number: Fractions		Assessment
Rec	SSM: Time	3d shape	Numbers: Counting and recognition		Numbers: Addition and subtraction	SSM: Size, weight and capacity		Numbers: Addition and subtraction		SSM: Position and distance		
Summer Yr 1	Number: Place Value			Number: Four Operations			Measurement: Money		Measurement: Weight and volume		Investigations and Problem Solving Assessment	
Rec	Numbers: Counting and recognition/Addition and subtraction			Numbers: doubling, halving and sharing								

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Autumn Term

	Reception	Year 1
Place Value Weeks 1-3	<ul style="list-style-type: none"> • Baseline/Getting to know your learners. 	<ul style="list-style-type: none"> • Count to ten, forwards and backwards, beginning from 0 or 1, or from any given number. • Count, read and write numbers to 10 in numerals and words. • 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. • Given a number, identify one more or one less. • Count in multiples of twos.
Addition and Subtraction (Yr 1) Weeks 4-6 Counting and recognition (Rec)	<p>Children count reliably with numbers from 1-5</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognise numerals 1 to 5. • Counts up to three of four objects by saying one number name for each item. • Count actions or objects which cannot be moved. • Selects the correct numeral to represent 1-5 objects. • Counts an irregular arrangement of up to 5 objects. 	<ul style="list-style-type: none"> • Represent and use number bonds and related subtraction facts (within 10) • Add and subtract one digit numbers (to 10), including zero. • 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.
Geometry: Shape (Yr 1) Week 7 SSM: 2d shape (Rec)	<p>Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and describe a pattern</p> <ul style="list-style-type: none"> • Beginning to use mathematical names for 'flat' 2d shapes, and mathematical terms to describe shapes. • Selects a particular names shape. • Uses familiar objects and common shapes to create and recreate patterns and build models. 	<ul style="list-style-type: none"> • Recognise and name common 2d and 3d shapes, including rectangles, squares, circles, triangles, cuboids, pyramids and spheres. • Describe position, direction and movement, including whole, half, quarter and three quarter turns.
Place value (Yr 1) Weeks 8-9 Counting and recognition (Rec)	<p>Place numbers in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract 2 single digit numbers and count on or back to find the answer</p> <ul style="list-style-type: none"> • Uses language of 'more' or 'fewer' to compare two sets of objects. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to 5 objects. 	<ul style="list-style-type: none"> • Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. • Count, read and write numbers from 1 to 20 in numerals and words. • 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. • Count in multiples of 2s and 5s.
Number addition and	<ul style="list-style-type: none"> • Finds the total number of items in two groups by 	<ul style="list-style-type: none"> • Represent and use number bonds and related subtraction

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subtraction (Yr 1 and Rec) Weeks 10-12	counting all of them. <ul style="list-style-type: none"> In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. 	facts within 20. <ul style="list-style-type: none"> Add and subtract one digit and 2 digit numbers to 20, including zero. 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 $7 = ? - 9$.
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Spring Term

	Reception	Year 1
Time (Yr1) Weeks 1-2 Time week 1/3d shape week 2 (Rec)	<p>SSM Children use everyday language to talk about time to compare quantities and to solve problems</p> <ul style="list-style-type: none"> Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways. <p>Explore characteristics of everyday objects and shapes use mathematical language to describe them. Recognise, create and describe patterns.</p> <ul style="list-style-type: none"> Beginning to use mathematical names for solid 3d shapes and mathematical terms to describe shapes. Selects a particular named shape. Use familiar objects and common shapes to create and recreate patterns and build models. 	<ul style="list-style-type: none"> Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Recognise and use language relating to dates, including days of the week, weeks, months and years. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds) Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.]
Place Value (Yr 1) Weeks 3-4 Counting and recognition (Rec)	<p>Children count reliably with numbers from 1 to 10</p> <ul style="list-style-type: none"> Recognises numerals 1 to 10. Counts out up to 10 objects from a larger group. Count actions or objects which cannot be moved. Selects the correct numeral to represent 1-10 objects. Counts objects to 10. Counts an irregular arrangement of up to 10 objects. 	<ul style="list-style-type: none"> Count to 40 forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers from 1-40 in numerals and words. Identify and represent numbers using objects and pictorial representations. Given a number, identify 1 more or 1 less.
Addition and subtraction (Yr 1) Week 5 Addition and subtraction	<p>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.</p>	<ul style="list-style-type: none"> Add and subtract one digit and two digit numbers to 20, including zero. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

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(Rec)	<ul style="list-style-type: none"> • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting them all. • 	<ul style="list-style-type: none"> • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.
Measurement- length and height (Yr 1) Weeks 6-7 SSM Size, weight and capacity (Rec)	<p>Children use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems.</p> <ul style="list-style-type: none"> • Orders two or three items by length or height. • Orders two items by weight or capacity. 	<ul style="list-style-type: none"> • Compare, describe and solve practical problems for length and heights for example, long/short, longer/shorter, tall/short, double/half. • Measure and begin to record lengths and heights.
Multiplication and division (Yr 1) Weeks 8-9 Number addition and subtraction (Rec)	<ul style="list-style-type: none"> • Says the number that is one more than a given number. • Finds one more or one less from a group of up to 10 objects. • In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. • Estimates how many objects they can see and checks by counting them. 	<ul style="list-style-type: none"> • Count in multiples of twos, fives and tens. • 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.
Number Fractions (Yr 1) Weeks 10-12 Position and distance (Rec)	<p>Children use everyday language to talk about position and distance to compare quantities and objects to solve problems.</p> <ul style="list-style-type: none"> • Can describe their relative position such as 'behind' or 'next to'. 	<ul style="list-style-type: none"> • Recognise, find and name 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.

Summer Term

	Reception	Year 1
Number: Place Value (Yr1) Weeks 1-3 Counting and recognition/Addition and subtraction (Rec)	<p>Children count reliably with numbers from 1 to 20.</p> <ul style="list-style-type: none"> • Recognises numerals 1 to 20. • Counts out up to 20 objects from a larger group. • Counts actions or objects which cannot be moved. • Selects the correct numeral to represent 1 to 20 objects. • Counts objects to 20. • Counts an irregular arrangement of up to 20 objects. 	<ul style="list-style-type: none"> • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers from 1-100 in numerals and words. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least. • Given a number, identify one more and one less.
Number: Four operations (Yr 1) Weeks 4-6 Doubling, halving, sharing (Rec)	<p>Solve problems including doubling, halving and sharing</p> <ul style="list-style-type: none"> • In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing. 	<ul style="list-style-type: none"> • Represent and use number bonds and related subtraction facts within 20. • Add and subtract one digit and two digit numbers to 20, including zero.

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		<ul style="list-style-type: none">• 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.• Count in multiples of twos, fives and tens.• 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.
Measurement: Money (Yr 1) Weeks 7-8 SSM Money (Rec)	Children use everyday language to talk about money <ul style="list-style-type: none">• Beginning to use everyday language related to money.	<ul style="list-style-type: none">• Recognise and know the value of different denominations of coins and notes.• Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and arrays with the support of the teacher.
Measurement- Weight and volume (Yr 1) Weeks 9-10 SSM Size, weight and capacity (Rec)	Children use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems <ul style="list-style-type: none">• Children order two or three items by length or height.• Orders two items by weight or capacity.	<ul style="list-style-type: none">• Compare, describe and solve practical problems for 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]• Measure and begin to record mass/weight, capacity and volume.
Time at the beginning or end of term for consolidation, gap filling, seasonal activities, assessments, etc.		