

Durley Primary School Long Term Plan - Mathematics

This long term plan outlines the Key Performance indicators that we will cover each term. Problem solving will also be a focus in each term. Children will solve problems in all 4 operations and money throughout the key stage.

Year Group	Autumn Term	Spring Term	Summer Term
Year 1	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 1, 0 or any number. Identify one more or less than any given number. Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Compare, describe and solve problems for lengths and heights. Compare, describe and solve problems for time. Tell the time to the hour. 	<p>Pupils will be taught to:</p> <p>Recap on KPIs taught in phase 1 plus:</p> <ul style="list-style-type: none"> Count in multiples of twos and tens. Represent and use number bonds and related subtraction facts within 20. Compare, describe and solve problems for mass or weight. 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 name common 2D shapes, including rectangles, squares, circles and triangles. 	<p>Pupils will be taught to:</p> <p>Recap on KPIs taught in phase 1 and 2 plus:</p> <ul style="list-style-type: none"> Count, read and write numbers to 100 in numerals. Count in multiples of five. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. Compare, describe and solve problems for capacity and volume. Recognise and name 3D shapes including cuboids, pyramids and spheres.
Year 2	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Count in steps of 2 from 0 and in tens from any number, forward or backward. Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs. Solve problems with addition and subtraction using concrete objects and pictorial representations including those involving numbers. Apply their increasing knowledge of mental and written methods. Recall and use addition and subtraction facts to 20 fluently. Recall and use multiplication and division facts for the 2, and 10 multiplication tables, including recognizing odd and even numbers. Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$. 	<p>Pupils will be taught to:</p> <p>Recap on KPIs taught in phase 1 plus:</p> <ul style="list-style-type: none"> Count in steps of 5 from 0, forward or backward. Solve problems with addition and subtraction using concrete objects and pictorial representations including those involving quantities. Recall and use multiplication and division facts for the 5 multiplication table. Recognise $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity. To use mathematical vocabulary to describe position, direction and movement, including the movement in a straight line. 	<p>Pupils will be taught to:</p> <p>Recap on KPIs taught in phase 1 and 2 plus:</p> <ul style="list-style-type: none"> Count in steps of 3 from 0, forward or backward. Solve problems with addition and subtraction using concrete objects and pictorial representations including those involving measures. Compare and sort common 2D and 3D shapes and everyday objects. Distinguish between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anticlockwise).

As a school we are following the guidance given by Hampshire County Council, using the Hampshire Phase model. More details about each term can be found on the Phase documents.