

# Haslingfield Endowed Primary School- Medium term plan



## Subject- Maths

<u>Cycle 1 and 2</u>			
	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• Number recognition and counting 0-5</li> <li>• 2D Shape (pattern, size and positional language)</li> <li>• Addition and Subtraction 0-5</li> <li>• Time and Money</li> <li>• Counting and number recognition 0 - 10</li> <li>• Size, Weight and Capacity</li> </ul>	<ul style="list-style-type: none"> <li>• 3D Shape and Pattern</li> <li>• Addition and subtraction 0- 10</li> <li>• Number recognition and counting 0 - 20</li> <li>• Doubling, Halving and Sharing</li> <li>• Addition and Subtraction 0 -20</li> </ul>	<ul style="list-style-type: none"> <li>• Position and Distance</li> <li>• Money</li> <li>• Time</li> <li>• Focusing on Number ELG</li> <li>• Half and Quarter</li> <li>• Number</li> <li>• Bonds to 5 and 10</li> <li>• Writing numbers</li> <li>• Reinforce and extend knowledge of number and calculation</li> </ul>
<u>Year 1</u>			
<b><u>Autumn</u></b>	<p><b>Fluency:</b> Revisit fluency objectives from EYFS. matching objects to numbers, subitizing, one more and one less than a number (up to 20), addition and subtraction facts within 10, odd and even (within 20) 1:1 correspondence.</p> <p><b>Geometry</b> Link learning from 2d shape to 3d shape</p> <p><b>Counting:</b> Forwards and backwards from 20, missing numbers, ordinal numbers, teen numbers</p> <p>Use variety of objects including shapes, and measure (height, length, weight, volume) and money</p> <p><b>Reasoning and problem solving</b> flow throughout the unit</p>		
<b><u>Spring</u></b>	<p><b>Fluency:</b> matching objects to numbers, grouping 10, one more and one less than a number (up to 50), addition and subtraction facts within 20, odd and even (within 50) adding 10's to a one-digit number, halves and doubles (within 20)</p>		



## Hastingfield Endowed Primary School- Medium term plan

### Subject- Maths

	<p><b>Counting:</b> Forwards and backwards in multiples of 2, 5, 10, counting songs about days of the week, months of the year Use variety of objects including shapes, and measure (height, length, weight, volume) and money (knowledge of coins)</p> <p><b>Reasoning and problem solving flow throughout the unit</b></p>		
<u>Summer</u>	<p><b>Fluency:</b> matching objects to numbers, grouping 10, one more and one less than a number (up to 100), addition and subtraction facts within 20, odd and even (within 50) adding 10's to a one-digit number, halves and doubles (within 20), time - dates, before and after (daily conversation)</p> <p><b>Counting:</b> Forwards and backwards in multiples of 2, 5, 10 (including money), name the days of the week starting with any day, name months of the year starting with any month, count in angles of turn and hours/half hours Use variety of objects including shapes, and measure (height, length, weight, volume) and money (knowledge of coins)</p> <p><b>Reasoning and problem solving flow throughout the unit</b></p>		
<u>Year 1</u>	<ul style="list-style-type: none"> <li>• Number and Place Value (within 10) (4 weeks)</li> <li>• Number: Addition and Subtraction (within 10) (4 weeks)</li> <li>• Geometry: Shape (1 week)</li> <li>• Number: Place Value (within 20) (2 weeks)</li> <li>• Consolidation of Units (1 week)</li> </ul>	<ul style="list-style-type: none"> <li>• Number: Addition and Subtraction (within 20) (4 weeks)</li> <li>• Number: Place Value (within 50) (3 weeks)</li> <li>• (multiples 2, 5, 10 to be included)</li> <li>• Measurement: Length and Height (2 weeks)</li> <li>• Measurement: Weight and Volume (2 weeks)</li> <li>• Consolidation of Units</li> </ul>	<ul style="list-style-type: none"> <li>• Number: Multiplication and Division (reinforce multiples of 2, 5 and 10 to be included) (3 weeks)</li> <li>• Number: Fractions (2 weeks)</li> <li>• Geometry: Position and Direction (1 week)</li> <li>• Number: Place Value (within 100) (2 weeks)</li> <li>• Measurement: Money (1 week)</li> <li>• Time (2 weeks)</li> </ul>

# Haslingfield Endowed Primary School- Medium term plan



## Subject- Maths

			<ul style="list-style-type: none"> <li>Consolidation of units (1 week)</li> </ul>
	<b>Year 2</b>		
<b><u>Autumn</u></b>	<p><b>Fluency:</b> Use inequality and equality symbols, find 1 more or less than a number (within 100), add and subtract ones from any 2-digit number (not bridging 10's), find 5 more/less than a number (within 100), add and subtract 10 to a 2-digit number recognise coins and symbols for money, select money, name 2d, 3d shapes and properties</p> <p><b>Counting:</b> count objects up to 100, count in 2's, 5's and 10's, count money - pence, pounds (notes and coins), count sides, vertices etc. on 2d 3d shapes</p> <p><b>Reasoning and problem solving flow throughout the unit - Include measurement - all contexts and data</b></p>		
<b><u>Spring</u></b>	<p><b>Fluency:</b> minutes in an hour, hours in a day, add/subtract 9/11 from a 2-digit number, use addition/subtraction facts for 30</p> <p><b>Counting:</b> count in halves, quarters and thirds, continue to count in 2's and 5's (including time) from 0 and 10's from any number, count in multiples of 2, 5, and 10 forwards and backwards (include range of measure), counting in 1/2s, 1/4s, 1/3s</p> <p><b>Times Tables:</b> multiplication and division facts for <math>\times 2</math>, <math>\times 5</math>, <math>\times 10</math></p> <p><b>Reasoning and problem solving flow throughout the unit - Include measurement - all contexts</b></p>		
<b><u>Summer</u></b>	<p><b>Fluency:</b> use addition/subtraction facts for 40, 50 and 100, revisit common strategies for addition and subtraction, revisit time, introduce terms and understanding for mass and capacity</p> <p><b>Counting:</b> consolidate counting in 2's, 5's and 10's recognising patterns (e.g. odd and even numbers etc.) and creating generalised rules, counting in 3's forwards and backwards</p> <p><b>Times Tables:</b> multiplication and division facts for <math>\times 2</math>, <math>\times 5</math>, <math>\times 10</math></p>		

# Haslingfield Endowed Primary School- Medium term plan



## Subject- Maths

	<i>Reasoning and problem solving flow throughout the unit - Include measurement - all contexts</i>		
<u>Year 2</u>	<ul style="list-style-type: none"> <li>• Number and Place Value (within 100) (3 weeks)</li> <li>• Number: Addition and Subtraction (5 weeks)</li> <li>• Measurement: Money (2 weeks)</li> <li>• Number: <u>Multiplication and Division</u> (2 weeks)</li> </ul>	<ul style="list-style-type: none"> <li>• Number: <u>Multiplication and Division</u> (2 weeks)</li> <li>• Statistics (2 weeks)</li> <li>• Geometry: Properties of Shape (3 weeks)</li> <li>• Number: Fractions (3 weeks)</li> <li>• Measurement: Length and Height (1 week)</li> <li>• Consolidation of units (1 week)</li> </ul>	<ul style="list-style-type: none"> <li>• Position and Direction (3 weeks)</li> <li>• Problem Solving and efficient methods (2 weeks)</li> <li>• Measurement: Time (2 weeks)</li> <li>• Measurement: Mass, Capacity and temperature (3 weeks)</li> <li>• Investigations (2 weeks)</li> </ul>
	<b>Year 3</b>		
<u>Autumn</u>	<p><i>Fluency: recall and use addition and subtraction facts to 100, add/subtract 10/100 to any 2/3-digit numbers, add/sub a ones number to any 3-digit numbers, double/halve 2 digit numbers,</i></p> <p><i>Counting: Count and calculate across the hundreds boundary from/to any two-digit number in ones or tens, familiar counting sequences can be extended up to 1,000, revisit counting in multiples of 3's, 50's and 100's (spotting patterns and relationships and generalising rules/statements)</i></p> <p><i>Times Tables: revisit 2, 5, 10 move onto 3, and corresponding division facts</i></p> <p><i>Reasoning and problem solving flow throughout the unit - Include measurement - all contexts</i></p>		

# Haslingfield Endowed Primary School- Medium term plan



## Subject- Maths

<u>Spring</u>	<p><b>Fluency:</b> Roman numerals, pounds and pence and converting between the them, months and years, hours in a day, am and pm, 24-hour clock, measure time in seconds, add/subtract 9 from any 3-digit number, use knowledge of doubles and number bonds to add/subtract any 2or3-digit number, find fractional; parts of a whole</p> <p><b>Counting:</b> count in fractions, count in 4's and 8's (spotting patterns and relationships and generalising rules/statements), count in measures of time, money and measure</p> <p><b>Times Tables:</b> find multiplication/division facts for 4's and 8's (use shape to highlight and create strategies to help calculate)</p> <p><b>Reasoning and problem solving flow throughout the unit - Include measurement - all contexts</b></p>		
<u>Summer</u>	<p><b>Fluency:</b> measure length, equivalent lengths - m, cm and mm, use partitioning and recombining to add/subtract any 2 or 3-digit number, subtract 1's and 10's from a 3-digit number, subtract 2-digit numbers from 100, find the difference between numbers that are close together</p> <p><b>Counting:</b> count forwards and backwards in tenths, count in fractional parts, count in 6's</p> <p><b>Times Tables:</b> consolidate all times tables that have been taught during the year ensuring revisit any that have become less fluent, use known facts to find multiples of 10 of those facts</p> <p><b>Reasoning and problem solving flow throughout the unit - Include measurement - all contexts</b></p>		
<u>Year 3</u>	<ul style="list-style-type: none"> <li>• Number: Place value (3 weeks)</li> <li>• Number: Addition and subtraction (5 weeks)</li> <li>• Number Multiplication and division (3 weeks)</li> <li>• Consolidation of units</li> </ul>	<ul style="list-style-type: none"> <li>• Number: Multiplication and division (3 weeks)</li> <li>• Measurement: Money (1 week)</li> <li>• Statistics (2 weeks)</li> <li>• Measurement: Length and perimeter (3 weeks)</li> </ul>	<ul style="list-style-type: none"> <li>• Number: Fractions (3 weeks)</li> <li>• Measurement: Time (3 weeks)</li> <li>• Geometry: Properties of shapes (2 weeks)</li> </ul>



## Hastingfield Endowed Primary School- Medium term plan

### Subject- Maths

	(1 week)	<ul style="list-style-type: none"> <li>• Number: Fractions (2 weeks)</li> <li>• Consolidation of units (1 week)</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement: Mass and capacity (3 weeks)</li> <li>• Consolidation of units (1 week)</li> </ul>
<b>Year 4</b>			
<u>Autumn</u>	<p><i>Fluency: Roman Numerals to 100, multiply and divide by 10 and 100</i></p> <p><i>Counting: count in 7's, 9's, 25's, 1,000, negative numbers,</i></p> <p><i>Times Tables: 6's, 9's, 7s, 11's, 12's, 0, 1</i></p> <p><i>Reasoning and problem solving flow throughout the unit - Include measurement - all contexts</i></p>		
<u>Spring</u>	<p><i>Fluency: make 1 whole using decimals and fractions</i></p> <p><i>Counting: count in 7's, 9's, 25's, 1,000, count in fractions and decimals, negative numbers</i></p> <p><i>Times Tables: 6's, 9's, 7s, 11's, 12's, 0, 1</i></p> <p><i>Reasoning and problem solving flow throughout the unit - Include measurement - all contexts</i></p>		
<u>Summer</u>	<p><i>Fluency: Hours, minutes, seconds, years, months, weeks and days</i></p> <p><i>Counting: count in 7's, 9's, 25's, 1,000</i></p> <p><i>Times Tables: All</i></p> <p><i>Reasoning and problem solving flow throughout the unit - Include measurement - all contexts</i></p>		
<u>Year 4</u>	<ul style="list-style-type: none"> <li>• Number: Place value (4 weeks)</li> <li>• Number: Addition and Subtraction (3 weeks)</li> </ul>	<ul style="list-style-type: none"> <li>• Number: Multiplication and Division (3 weeks)</li> <li>• Measurement: Area (1 week)</li> <li>• Fractions (4 weeks)</li> </ul>	<ul style="list-style-type: none"> <li>• Decimals (2 weeks)</li> <li>• Measurement: Money (2 weeks)</li> <li>• Time (1 week)</li> </ul>



## Hastingfield Endowed Primary School- Medium term plan

### Subject- Maths

	<ul style="list-style-type: none"> <li>• Measurement: Length and Perimeter (1 week)</li> <li>• Number: Multiplication and Division (3 weeks)</li> <li>• Consolidation of units (1 week)</li> </ul>	<ul style="list-style-type: none"> <li>• Decimals (3 weeks)</li> <li>• Consolidation of units (1 week)</li> </ul>	<ul style="list-style-type: none"> <li>• Statistics (2 weeks)</li> <li>• Geometry: Properties of shape (3 weeks)</li> <li>• Geometry: Position and direction (1 week)</li> <li>• Consolidation of units (1 week)</li> </ul>
<b>Year 5</b>			
<b><u>Autumn</u></b>	<p><b>Fluency:</b> roman numerals to 1,000, multiply and divide mentally drawing upon known facts, use rounding and adjustment to multiply, multiply and divide whole numbers and decimals by 10, 100 and 1000, multiply numbers up to 10 by decimals (1dp), use numbers facts to add decimals to 10, use doubling to add and subtract decimals,</p> <p><b>Counting:</b> count forwards and backwards with positive and negative whole numbers including through 0, count forwards and backwards in steps of powers of 10 up to any given number (use conversions)</p> <p><b>Times Tables:</b> revisit concept of multiplication, consolidate numbers facts to 12x12, X and ÷ mentally drawing on known facts</p> <p><b>Reasoning and problem solving flow throughout the unit - Include measurement - all contexts</b></p>		
<b><u>Spring</u></b>	<p><b>Fluency:</b> choose when and how to partition numbers, add and subtract 2-digit from 3-digit, 3-digit from 3-digit, 2-digit and 3-digit and 4-digit from 4 digit, square numbers and add them together, double 3 digit numbers, decimal complements of 1, find 50% and 25% of amounts</p> <p><b>Counting:</b> Extend counting from Year 4, using fractions and decimals including bridging 0, and describe the sequence</p>		



## Hastingfield Endowed Primary School- Medium term plan

### Subject- Maths

	<p><i>Times Tables: Identify 3 digit multiples of 10, 2,3,4,5,6,7,8 and 9</i></p> <p><i>Reasoning and problem solving flow throughout the unit - Include measurement - all contexts</i></p>		
<u>Summer</u>	<p><i>Fluency: decimals within 1, multiply and divide decimals by 10, 100 and 1000, decimal sequences, covert between metric units, imperial units, add and subtract two decimal numbers with 1 d.p, add numbers with 2dp (compliments and non-compliments to 100)</i></p> <p><i>Counting: count in decimals, units of time, conversions</i></p> <p><i>Times Tables: Extend number facts to include decimals, identify 3 digit multiples of 10, 2,3,4,5,6,7,8 and 9</i></p> <p><i>Reasoning and problem solving flow throughout the unit - Include measurement - all contexts</i></p>		
<u>Year 5</u>	<ul style="list-style-type: none"> <li>• Number: Place Value (3 weeks)</li> <li>• Number: Addition and Subtraction (2 weeks)</li> <li>• Statistics (2 weeks)</li> <li>• Number: Multiplication and Division (2 weeks)</li> <li>• Perimeter and Area (2 weeks)</li> <li>• Consolidation of units</li> </ul>	<ul style="list-style-type: none"> <li>• Number: Multiplication and Division (3 weeks)</li> <li>• Number: Fractions (6 weeks)</li> <li>• Number: Decimals and Percentages (2 weeks)</li> <li>• Consolidation of units (1 week)</li> </ul>	<ul style="list-style-type: none"> <li>• Number: Decimals (4 weeks)</li> <li>• Geometry: Properties of shape (3 weeks)</li> <li>• Geometry: Position and Direction (1 week)</li> <li>• Measurement - Converting Units (2 weeks)</li> <li>• Measurement: Volume</li> </ul>

# Haslingfield Endowed Primary School- Medium term plan



## Subject- Maths

	(1 week)		(1 week)
	• Consolidation of units (1 week)		
	Year 6		
<u>Autumn</u>	<p><b>Fluency:</b> Revisit 8 mental methods and single digit addition and subtraction mentally add double digit and single digit numbers, triple digit and single digit numbers, subtract double digit numbers from 100, subtract multiples of 10 from 1000, subtract 'near hundreds' from 'near hundreds', I can find doubles of numbers to 50, I can find half of even numbers to 40</p> <p><b>Counting:</b> count in integers up to 1,000,000, count in negative numbers through zero, count forwards and backwards in various intervals across 0</p> <p><b>Times Tables:</b> Revisit all times tables to 12x12, apply learning of <math>3x</math> to <math>0.3x</math>, <math>0.03x</math>, <math>30x</math>, <math>300x</math>, <math>3000x</math> and then corresponding multiples <math>0.6x</math>, <math>0.06</math> etc</p> <p><b>Reasoning and problem solving flow throughout the unit</b> - Include measurement - all contexts</p>		
<u>Spring</u>	<p><b>Fluency:</b> add decimals, subtract decimals from 1, subtract decimals from whole numbers, add decimals to double-digit numbers, round decimals to 3 dp, doubles of numbers to 100, half of any number to 30, identify numbers which will give remainders for dividing by 4, 5, 6 and 7, multiply double digit numbers by 3, multiply decimals by single digit numbers, identify any number as prime or composite (non-prime), daily arithmetic</p> <p><b>Counting:</b> count in integers up to 1,000,000, count in negative numbers through zero, count forwards and backwards in various intervals across 0</p> <p><b>Times Tables:</b> use all multiplication tables to calculate mathematical statements, find 10% of simple numbers and other multiples (30%, 60%) mentally. E.g. 30% of 120m=, use my knowledge of <math>\times</math> tables to find fractions. E.g <math>\frac{3}{5}</math> of £60 or <math>\frac{5}{9}</math> of 36 kilos, covert measures measure up to 3 decimal places using my knowledge of <math>\times 10</math>, <math>\times 100</math> and <math>\times 1000</math>, name the multiples and factors of any</p>		



## Hastingfield Endowed Primary School- Medium term plan

### Subject- Maths

	<p>given number up to 144, identify common multiples of any 2 given numbers, identify common factors of any 2 given numbers</p> <p><i>Reasoning and problem solving flow throughout the unit - Include measurement - all contexts</i></p>		
<u>Summer</u>	<p><i>Fluency: Find change from £1, £5, £10, £20, subtract from 180, add algebraic terms, multiply decimals, read and write any number up to 1,000 in Roman Numerals, consolidate and revisit, daily arithmetic</i></p> <p><i>Counting: Counting in decimals, fractions and mixed FDP, consolidate and revisit</i></p> <p><i>Times Tables: recap and revise known facts, consolidate and revisit</i></p> <p><i>Reasoning and problem solving flow throughout the unit - Include measurement - all contexts</i></p>		
<u>Year 6</u>	<ul style="list-style-type: none"> <li>• Number: Place Value (2 weeks)</li> <li>• Number: Addition, Subtraction, Multiplication and Division(4 weeks)</li> <li>• Fractions (4 weeks)</li> <li>• Geometry: Position and Direction (1 week)</li> <li>• Consolidation of number (1 week)</li> </ul>	<ul style="list-style-type: none"> <li>• Number: Decimals(2 weeks)</li> <li>• Number: Percentages (2 weeks)</li> <li>• Number: Algebra (2 weeks)</li> <li>• Measurement: Converting Units (1 week)</li> <li>• Measurement: Perimeter, Area and Volume (2 weeks)</li> <li>• Number: Ratio (2 weeks)</li> <li>• Consolidation of units (1 week)</li> </ul>	<ul style="list-style-type: none"> <li>• Geometry: Properties of Shapes (2 weeks)</li> <li>• Problem Solving (3 weeks)</li> <li>• Statistics (2 weeks)</li> <li>• Investigations (4 weeks)</li> <li>• Consolidation of units (1 week)</li> </ul>