

LSP Maths Plans 2020-2021





Maths Intent



Mathematical
Growth Mindset
All adults and pupils
Confidence
Purpose
Enjoyment

Arithmetic
Proficiency
Fluency
Variation
Mathematical
thinking
Representations
and Structures
Coherence

We believe that all children, pupils and young people can be successful mathematicians. We will support them to achieve this by providing an ambitious and carefully constructed mastery curriculum in mathmatics for all pupils. Through the explicit teaching pupils gain a deep understanding of key concepts and build upon these in order to make sustained progress. We provide opportunities to understand as well as experience the creativity and connectivity of maths to other areas of life. We want our pupils to become high quality mathematicians who are fluent in the fundamentals of maths, who can reason mathematically and solve problems both in maths and across the curriculum. Pupil's will leave our schools ready for the next stage in their life and for the challenges ahead.

Subject Expertise of all Staff

Representations and Structures

Small steps in learning High quality CPD Misconceptions
Thinking/reasoning

Age related expectations
Collaborative Working

Systems
Teach up, keep up
Mathematics daily
timetable
Flexible lesson
structure
Medium term plans
Role of support
staff





LSP Maths Plans 2020-2021

Mixed Age Medium Term Plans

LIGHTHOUSE SCHOOLS PARTNERSHIP

Maths Medium Term Plan Year 1 and Year 2

	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	Number and Place Value – Year 1 to 20 Year 2 to 100 *count to and across 20 forwards and backwards, beginning with 0 or 1, or from any given number *count, read and write numbers to 20 in numerals and words *given a number, identify 1 more and 1 less *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 steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward * recognise the place value of each digit in a two-digit number (tens, ones) * identify, represent and estimate numbers using different representations, including the number line * compare and order numbers from 0 up to 100; use <, > and = signs * read and write numbers to at least 100 in numerals and in words * use place value and number facts to solve problems. Year 1: read and write numbers to at least 100 in numerals and words	Addition and subtraction *read, write and interpret resigns *represent and use number *add and subtract one-dig *solve one-step problems representations, and missind recognise and know the vertical state of the second stat	- Year 1 to 20 (inc monathematical statements of bonds and related subtraction and subtraction: using number problems and subtraction: using number and measures knowledge of mental and subtraction facts to 2 is using concrete object and ones and tens ers git numbers can be done overse relationship betweening number problems.	brey) Year 2 within is involving addition betraction facts within is to 20, including 0 in as 7 = ? - 9 inations of coins and ing concrete objects in any order (committee addition and sufficience (p); combine are same amounts of the same amounts	100 (inc money) (+), subtraction (-) at 20 concrete objects and notes and pictorial representations, and mental attains, and use the mounts to make a proney	and equals (=) and pictorial sentations, including facts up to 100 acts up to 100 action of one number action of one number action of one number action of one number	Number: and multiplication *count to and beginning with *count, read a and words; *count in multi *recognise and denominations *identify and rpictorial represand use the lar than (fewer), m *solve one stedivision, by calcobjects, pictoria support of the to *count in step from any number solve and writiplication at tables and writiplication at solve probled division, using mental method including prob *Recall and using the solve problem *Recal	- Year 1 Place Value of Year 2: Multiplication of the answer and division within the tet them using them and division within the tet them using the modern of commutative) of the cannot commutative of	ue to 50 and ation Is and backwards, given number to 50 in numerals 10s If different Using objects and the number line, more than, less Ing multiplication and rusing concrete and arrays with the arrays with the arrays with the arrays with the arrays of the multiplication (x), mumbers can be and division of one of the content of the multiplication (x), and division facts, and division facts for the division facts for the and division facts, and division facts for the division f



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	Week 1 Week	2	Week 3 Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Number: Year 1 Division		Year 1 Place Value to 100	Measurement –	Shape			Number: Year 1	Fractions and Co	nsolidation	
	Consolidation Year 2: Di		♣count to and across 100,	Length and		nd name common 2-	D and 3-D shapes,	Year 2: Fraction	IS		
	♣Count in multiples of 2,	,5 and	forwards and backwards,	Height	including:		a dia alcodica es	♣recognise. find	d and name a half	as 1 of 2 equal	
	10		beginning with 0 or 1, or from any	♣ Compare,		or example, rectangle les and triangles]	es (including		ct, shape or quant	•	
	♣solve one-step problem	me	given number	describe and	. ,	• -	D 11	♣recognise find	d and name a gua	rter as 1 of 4 equal	
	involving multiplication a		♣count, read and write numbers	solve practical problems for		nd name common 3- oids (including cubes			ct, shape or quant		
	division, by calculating th		to 100 in numerals; count in	lengths and	spheres]	olds (including cubes), pyraniius and	1.		actical problems for	
	answer using concrete of		multiples of 2s, 5s and 10s	heights [for					ghts [for example,	•	
	pictorial representations		♣given a number, identify 1 more	example,					all/short, double/h		
	arrays with the support o	of the	and 1 less	long/short,		describe the propert		♣Compare. des	cribe and solve p	actical problems for	
	teacher = ? – 9		♣identify and represent numbers	longer/shorter,	vertical line	number of sides and	ime symmetry in a	1	-	light, heavier than,	
			using objects and pictorial	tall/short,	1	describe the proper	ties of 3-D shapes	lighter than]			
	♣recall and use multiplic		representations including the number line, and use the	double/half]		number of edges, vei					
	and division facts for the		language of: equal to, more than,	♣measure and	_	shapes on the surfa		* recognise. fin	d, name and write	fractions ½. 1/3.	
	and 10 multiplication tab including recognising od		less than (fewer), most, least	begin to record the following:		a circle on a cylinder	and a triangle on		length, shape, set		
	even numbers	iu ailu	, , , , ,	Length and	a pyramid]			quantity		•	
	♣ calculate mathematica	al	Year 2 Statistics	height		nd sort common 2-D	and 3-D shapes			ole, $\frac{1}{2}$ of $6 = 3$ and	
	statements for multiplica			Tioigin	and everyday	objects		recognise the e	quivalence of 2/4	and $\frac{1}{2}$.	
	and division within the		♣interpret and construct simple pictograms, tally charts, block	 ♣ choose and							
бL	multiplication tables and		diagrams and simple tables	use appropriate							
Spring	them using the multiplica		♣ ask and answer simple	standard units							
S	(x), division (÷) and equal signs	ais (=)	questions by counting the number	to estimate and							
	show that multiplication	on of	of objects in each category and	measure length/height in							
	two numbers can be don		sorting the categories by quantity	any direction							
	any order (commutative)) and	* ask and answer questions	(m/cm); using							
	division of one number b	by	about totalling and comparing categorical data.	rulers, scales,							
	another cannot		Categorical data.	♣compare and							
	solve problems involvi	_		order lengths							
	multiplication and division using materials, arrays,	ori,		and record the							
	repeated addition, menta	al		results using >, < and =							
	methods, and multiplicat			< anu =							
	and division facts, includ										
	problems in contexts.	-									
											ion
											dat
											Solic Solic
											Consolidation
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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8			Week 11	Week 12
Position and	Time		Year 1: Place	Value recap	Measurement			Year 1: Four	Operations recap		
direction *describe position,	time [for exa		Year 2: Proble	em Solving			practical problems for y/light, heavier than,	Year 2: Cons	solidation and Investi	gations	
direction and movement, including whole, half,	♣sequence e chronologica		Year one: cor learning on pl		than, less than	l volume [for exar n, half, half full, qu d begin to record	-				
quarter and three-quarter turns		ext, first, today, omorrow, morning, d evening]	Year two: tead gaps in under	cher assessment rstanding	mass/weight capacity and v	volume					
 order and arrange combinations of 					temperature * Choose and		standard units to				
mathematical objects in patterns and sequences	half past the	e to the hour and hour and draw the clock face to show			capacity (litres using thermon	neters and meas	st appropriate unit, uring vessels olume/capacity and				
* use mathematical vocabulary to describe position, direction and movement, including movement in a	intervals of the tell and wright minutes, included past/to the high hands on a continue these times these times	and sequence ime rite the time to five luding quarter our and draw the clock face to show number of minutes and the number of									
straight line and distinguishing between rotation as a turn and in	hours in a da										
turn and in terms of right angles for quarter, half and three-											
quarter turns (clockwise and anticlockwise).											

Maths Year 1 and 2: Medium term maths overview, with National Curriculum references, based on the White Rose Maths SOL

LIGHTHOUSE SCHOOLS PARTNERSHIP

Maths Medium Term Plan Year 2 and Year 3

	Week 1 Week 2 Week 3	Week 4 W	eek 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number and Place Value –Year 2 to 100 Year 3 to 1,000 *count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward *recognise the place value of each digit in a two-digit number (tens, ones) *identify, represent and estimate numbers using different representations, including the number line *compare and order numbers from 0 up to 100; use <, > and = signs *read and write numbers to at least 100 in numerals and in words *use place value and number facts to solve problems. Year 1: read and write numbers to at least 100 in numerals and words *count from 0 in multiples of 4, 8, 50 and 100;	*solve problems with including those involve applying their incress arecall and use add and subtract in two-digit number and numbers show that addition from another cannot recognise and use calculations and solve find different comb solve simple problems.	h addition and su ving numbers, que easing knowledge lition and subtract numbers using co I ones, a two-digit of two numbers of the inverse relative the inverse relative emissing numbers symbols for pour inations of coins tems in a practica	ubtraction: using uantities and more of mental and otion facts to 20 oncrete objects, it number and to can be done in tionship between problems. Inds (£) and per that equal the	g concrete object easures I written method I fluently, and de pictorial repres ens, two two-dig any order (com en addition and s nce (p); combine same amounts	ets and pictorial repressis erive and use related rentations, and mentagit numbers, adding the subtraction and use the amounts to make a cof money	facts up to 100 ally, including: a three one-digit action of one number this to check	from any number calculate manultiplication at tables and write division (÷) and show that manumber by and show the solve probled division, using mental method including problems.	per, forward and be thematical staten and division within the them using the difference equals (=) signs sultiplication of two der (commutative, other cannot ms involving multi- materials, arrays, als, and multiplication thems in contexts. See multiplication are ses tables, including	nents for the multiplication multiplication (x), numbers can be and division of one
	 find 10 or 100 more or less than a given number recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas 	*add and subtract and add and subtract not tens, a three-digit number add and subtract in subtraction * estimate the answer solve problems, in addition and subtract	umbers mentally, mber and hundre umbers with up the to a calculation cluding missing r	, including: a theds to three digits, the n and use inve	ree-digit numbe using formal writers se operations to	er and ones, a three-outen methods of column check answers	digit number and mnar addition and	*recall and use the 3, 4 and 8 is write and cal multiplication a tables that they times one-digit progressing to solve probles problems, invoincluding positi	multiplication table culate mathematind division using how, including numbers, using reformal written mems, including missiving multiplication we integer scaling e problems in wh	ad division facts for es cal statements for the multiplication for two-digit numbers nental and thods sing number n and division, problems and



Division Arecall and use multiplication and division incides for the 2,5 and 10 multiplication bables, including materials, and simple tables and division incides for multiplication and division incides on and division necessary and use multiplication and division materials and an expension of the properties of the properties of 2-0 shapes of the standard units and advision for the standard and standard a	Statistics **ercell and use multiplication and division facts for the 2, 5 and 10 multiplication and division facts for the 2, 5 and 10 multiplication and division facts for the 2, 5 and 10 multiplication and division within the multiplication of the state of the														
Arecall and use multiplication and division facts for the 2.5 and an answer amplies and answer are the standard units of multiplication and division facts for the display and describe the properties of 2-D shapes including the number of sides and line symmetry in a density of the standard units of solicitations for multiplication and division for multiplication and division for multiplication of two communities. **A show that multiplication of two communities are also also proposed data. **A solve problems in contexts. **A solve problems in contexts. **A solve problems for multiplication and division facts for the 3,4 and 8 multiplication and division facts for the 3,4 and 8 multiplication and division facts for the 4,3 4 and 8 multiplication and division facts for the 6,3 4 and 8 multiplication and division facts for the 6,3 fand and solve and division facts for the 6,3 fand 8 multiplication and division facts for the 6,3 fand 8 multiplication and division facts for the 6,3 fand 8 multiplication and division facts for the 6,3 fand 8 multiplication and division facts for the 6,3 fand 8 multiplication and division facts for the 6,3 fand 8 multiplication and division facts for the 6,3 fand 8 multiplication and division facts for the 6,3 fand 8 multiplication and division facts for the 6,3 fand 8 multiplication and division facts for the 6,3 fand 8 multiplication and division facts for the 6,3 fand 8 multiplication and division facts for the 6,3 fand 8 multiplication and division facts for the 6,3 fand 8 multiplication and division facts for the 6,3 fand 8 multiplication and division facts for the 6,3 fand 8 multiplication facts but they know, including for two digit numbers using mental and progressing to formal written medicals and concepts	#record and use multiplication and division facts for the 2.5 and an answer simple and construct simple diagrams and simple tables are comparing odd and even numbers * calculation mathematical statements for multiplication and mathematical statements for multiplication of the multiplication of the multiplication of the multiplication of the multiplication of two comparing categorical data. * allow that multiplication of two comparing and comparing and comparing categorical data. * allow problems in contrasts. * allow problems in contrasts. * according and promote cample, 5x of 6 = 3 and recognise the agricultural fine standard units of the categories by quantity. * allow facts for the 3,4 and 8 multiplication and division facts for the 3,4 and 8 multiplication and division facts for the 3,4 and 8 multiplication and division facts for the 3,4 and 8 multiplication and division facts for the 3,4 and 8 multiplication and division facts for the 3,4 and 8 multiplication and division facts for the 3,4 and 8 multiplication and division facts for the 3,4 and 8 multiplication and division facts for the 3,4 and 8 multiplication and division problems in contrasts. * acceptable and promote cample, 5x of 6 = 3 and recognise the standard units of the stan		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
		Spring	Division *recall and use division facts for multiplication tarecognising odd numbers * calculate mats statements for redivision within the tables and write multiplication (xequals (=) signs show that munumbers can be (commutative) and number by another solve problem multiplication are materials, array addition, mentare multiplication are including problem. * recall and use division facts for multiplication are including problem. * write and calculate multiplication are the multiplication are using mental and formal written measuring mumbers times of the multiplication including numbers times of the multiplication are the multiplica	multiplication and the 2, 5 and 10 bles, including and even hematical nultiplication and the multiplication and them using the 1, division (÷) and a division of one her cannot as involving and division, using a division, using a division facts, and and division facts, and the 3, 4 and 8 bles ulate atements for a division using a tables that they for two-digit one-digit numbers, a progressing to ethods as, including problems, ication and a positive integer is and a problems in	statistics interpret and pictograms, tall diagrams and s ask and answ questions by co of objects in ea sorting the cate ask and answ totalling and co categorical data interpret and bar charts, pictor solve one-ste questions [for emany more?' are fewer?'] using in presented in so	construct simple by charts, block simple tables wer simple ounting the number ch category and egories by quantity wer questions about imparing a. present data using ograms and tables ep and two-step example, 'How and 'How many information aled bar charts and	Measurement – Length and Height *choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); using rulers, scales, *compare and order lengths and record the results using >, < and *measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g), volume and capacity (l/ml) * measure the perimeter of simple 2-D	Geometry: Year Year 3: Shape *identify and of including the not vertical line *identify and of including the not vertical line *identify and of including the not identify 2-D is [for example, as a pyramid] *compare and everyday of and everyday	ar 2: Shape, Position and Perimeter describe the propumber of sides and describe the propumber of edges, shapes on the subjects of the edges and sequence and make 3-erials; Dishapes in differ angles as a proper a turn angles, recognishalf-turn, three materials are than or less the contal and vertical and parallel lines and parallel lines and parallel lines and sass (kg/g), volume	ion and Direction erties of 2-D shapes, and line symmetry in a serties of 3-D shapes, wertices and faces arface of 3-D shapes are and a triangle on and 3-D shapes are of mathematical are to describe position, and movement in a setween rotation as a for quarter, half and and anticlockwise). D shapes using ent orientations and are that two right make three quarters of identify whether han a right angle and capacity (I/mI)	Number: Year Year 3: Fracti * recognise, length, shape * write simple equivalence of * count up an an object into quantities by * recognise, fractions and * recognise a fractions with * recognise a denominators * add and su whole [for exa * compare ar denominators	r 2 Fractions and ons find, name and will, set of objects or e fractions for example 2/4 and ½ . d down in tenths; 10 equal parts and 10 find and write fractions and use fractions and use fractions and show, using distract fractions with the second order unit fractions and order unit fractions with the second order unit fractions and order unit fractions and order unit fractions with the second order unit fractions and order unit fractions an	Week 11 Consolidation rite fractions ½, 1/3 quantity mple, ½ of 6 = 3 a recognise that ten nd in dividing one-of tions of a discrete with small denom as numbers: unit from its iagrams, equivaler th the same denor 6/7 tons, and fractions	and recognise the this arise from dividing digit numbers or set of objects: unit inators ractions and non-unit out fractions with small minator within one	



									W	JLS PARTNERSHIP
Week 1 Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Measurement: Time compare and sequence intervals of time 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 know the number of minutes in an hour and the number of hours in a day tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example to calculate the time taken by particular events or	Problem solving Year 2 Use assessman possibly status Year 3 Recap on the Use assessman learning	Week 4 ing and efficient me nent to address gap utory assessments four operations nent knowledge to a	ethods os in learning and	Measurement temperature Year 3: Mass * Choose and estimate and capacity (litre using thermodes compare a record the record the record the record to the reco	and Capacity d use appropriate measure (kg/g); to s/ml) to the neare meters and meas nd order, mass, v sults using >, < ar	standard units to temperature (°C); est appropriate unit, curing vessels rolume/capacity and	Consolidatio Use assessi Year 3 Recap F	on and Investigation ment to consolidate Fractions and SSM.	Week 11	Week 12 equire development.

Maths Year 2 and 3: Medium term maths overview, with National Curriculum references, based on the White Rose Maths SOL



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
		Place Value –Ye			Idition and subt		TTOOKT	TTOOKO		ultiplication and		TTOOKTE
	3 to 1,000					of money to give	change, using bo	oth £ and p in		0 in multiples of		
	♣count from	0 in multiples of 4,	8, 50 and 100;	practical conf		· · · · · · · · · · · · · · · · · · ·	3 , 1 3 1			•	•	ts for the 3, 4 and 8
		00 more or less th		♣add and su	btract numbers	mentally, includin	g: a three-digit n	umber and ones, a	multiplication	•		
	number		· ·			a three-digit num			♣ write and	calculate mathem	atical statements	s for multiplication
	recognise t	the place value of	each digit in a	♣ add and su	ubtract numbers	with up to three	digits, using form	al written methods	and division	using the multipli	cation tables tha	t they know,
	_	mber (hundreds, to	•	of columnar a	addition and sub	traction			_	two-digit number	•	
	•	nd order numbers	•	estimate th	ne answer to a c	alculation and us	e inverse operati	ons to check		orogressing to for		
		present and estima	ate numbers	answers								roblems, involving
	_	nt representations				•		number facts, place		n and division, inc	• .	
		rite numbers up to	o 1000 in		•	dition and subtrac			1 '	d correspondence	e problems in wr	nich n objects are
	numerals and		e i					I written methods of	connected to	-	nian facts for mu	Itiplication tables up
		oer problems and polving these ideas				action where appl operations to che	•	noloulation	to 12 × 12	ιμιισαιιστί απα αινικ	S1011 1aCtS 101 111u	ilipiication tables up
	•	ultiples of 6, 7, 9, 2		1		•		s, deciding which		olems involving m	ultinlying and ad	dina includina
⊑		more or less than a		1	nd methods to u		DIGITIS III COITIGAIS	s, deciding willeri		stributive law to m		
ΔŊ		wards through zer			na momodo to d	oo ana wiiy			_	scaling problems		_
Autumn	negative num		o to morade						0 1	ich as n objects ai		-
		the place value of	each digit in a						. count in m	ultiples of 6, 7, 9,	25 and 1000	
		nber (thousands, h	_						,	-		multiply and divide
	and ones)									cluding: multiplyin		iding by 1;
	♣ order and of	compare numbers	beyond 1000							ogether 3 number		
		present and estima	ate numbers							and use factor pa	airs and commut	ativity in mental
		nt representations							calculations			
		number to the nea	rest 10, 100 or									
	1000											
		ber and practical p										
		the above and with	n increasingly									
	large positive	an numerals to 100	$\Omega(I, to C)$ and									
		er time, the numer										
		nclude the concept										
	place value.		2. 20. 0 3.70									



	Week 1 Week 2	Week 3 Week 4	Week 5 Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Number: Multiplication and	Length: Perimeter and area	Year 3: Fractions	VVCCK /	WEEK 0		ent: Mass and C		VVCCN IZ
	division								, ,
	417131011	♣measure, compare, add and	♣count up and down in tenth					subtract: mass (k	g/g);
	♣recall and use multiplication	subtract: lengths (m/cm/mm);	dividing an object into 10 eq		iding one-digit	volume/capacit	• • •		
	and division facts for the 3, 4	mass (kg/g), volume and	numbers or quantities by 10			Y4: Number: D	ecimals		
	and 8 multiplication tables	capacity (I/mI)	♣ recognise, find and write f	ractions of a discre	te set of objects:	<i>&recognise an</i>	d write decimal e	equivalents of an	v number of
	 write and calculate 	measure the perimeter of	unit fractions and non-unit fra	actions with small	denominators	tenths or hund		squivaronte or any	, mannoon on
	mathematical statements for	simple 2-D shapes	* recognise and use fraction	ns as numbers: uni	t fractions and			ne- or two-digit nu	imber by 10 and
	multiplication and division using	♣Convert between different	non-unit fractions with small		Tractions and		•	e digits in the ans	
	the multiplication tables that	units of measure [for example,			Land to a decrease of the	tenths and hun		aigite iii tiio aiio	<i>wor as ones,</i>
	they know, including for two-	kilometre to metre; hour to	♣ recognise and show, using	g diagrams, equiva	ient fractions with			nonev problems ir	nvolving fractions
	digit numbers times one-digit	minute]	small denominators				o two decimal pl		Ivolving nactions
	numbers, using mental and	* measure and calculate the	add and subtract fractions	with the same der	nominator within			its of measure e.g	n metres to
	progressing to formal written	perimeter of a rectilinear figure	one whole [for example, 5/7]	+ 1/7 = 6/7		kilometres.	cerr different diff	ns of measure c.	g. metres to
	methods	(including squares) in	* compare and order unit fra	actions, and fractio	ns with the same	MIOITICA GO.			
	♣ solve problems, including	centimetres and metres	denominators	and indulie					
	missing number problems,	# find the area of rectilinear		o all of the above					
	involving multiplication and	shapes by counting squares	solve problems that involv						
	division, including positive	Singles by Southing Squares	♣recognise and show, using	ı diagrams, familie:	s of common				
	integer scaling problems and		equivalent fractions						
	correspondence problems in		count up and down in hun						
	which n objects are connected		arise when dividing an object	t by one hundred a	and dividing tenths				
	to m objects.		by ten.						
Spring	♣recall multiplication and		solve problems involving i						
pri	division facts for multiplication		calculate quantities, and frac						
တ	tables up to 12×12		non-unit fractions where the	answer is a whole	number				
	♣ use place value, known and		add and subtract fractions	with the same der	nominator				
	derived facts to multiply and								
	divide mentally, including:								
	multiplying by 0 and 1; dividing								
	by 1; multiplying together three								
	numbers								
	♣ recognise and use factor								
	pairs and commutativity in								
	mental calculations								
	multiply two-digit and three-								
	digit numbers by a one-digit								
	number using formal written								
	layout								
	solve problems involving								
	multiplying and adding,								
	including using the distributive								
	law to multiply two digit								
	numbers by one digit, integer								
	scaling problems and harder								
	correspondence problems such								
	as n objects are connected to								
	m objects.								
	•		1						

	GHTHOUSE OOLS PARTNERSHIP
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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
money to give both £ and p in contexts *compare number places up to the places *round decimal place whole number * recognise and equivalents to find the effectioner or two-digular and 100, idention of the digits in ones, tenths and estimate, concalculate differ including money problem fractions and decimal places	tract amounts of change, using a practical mbers with the of decimal wo decimal als with one to the nearest and write decimal 14, 1/2, 3/4 and to f dividing a git number by 10 diffying the value the answer as and hundredths ampare and rent measures, and involving decimals to two is.	including using and 12-hour at the estimate are accuracy to the compare time hours; use voor a.m./p.m., more midnight the number of leap year compare ducalculate the tasks]. Fread, write analogue and solve proble hours to minumonths; week	e the time from and Roman numer and 24-hour clock and read time with the nearest minute in terms of second and convert time taken by part and convert time and	increasing e; record and onds, minutes and s o'clock, , noon and is in a minute and onth, year and s [for example to rticular events or e between 24-hour clocks	pictograms an solve one-sexample, 'Ho fewer?'] using bar charts an interpret are data using apincluding bar solve comproblems using charts, pictog	nd tables step and two-st w many more? g information pr d pictograms a nd present disc propriate graph charts and time parison, sum ar ng information p grams, tables an	rete and continuous hical methods, e graphs. Ind difference presented in bar and other graphs	direction) direction) draw 2-D materials; recognise them recognise turn dentify ri half-turn, the turn; identify ri angle dentify hand paralle compare quadrilatera didentify li orientations complete line of symm describe quadrant describe given unit to	and classify geome als and triangles, be acute and obtuse and to two right angles of ines of symmetry in a simple symmetry metry positions on a 2-D movements between the left/right and dragatical	are greater than assed on their progles and comply size a 2-D shapes progrid as coordinate positions as up/down	ng modelling ns and describe a description of a at angles make a and four a comple or less than a rig rs of perpendicula cluding roperties and size are and order esented in differe spect to a specific ates in the first translations of a





	Week 1 Week 2 Week 3 Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Number and Place Value –Year 2 to 100 Year 3 to 1,000 scount in multiples of 6, 7, 9, 25 and 1000	Number: Add **add and sub	dition and subtrac	tion up to 4 digits using	Number: Mul	tiplication and division fatables up to 12 × 12	ion	Measurement *Convert bet	: Perimeter and area ween different units
	 *count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number count backwards through zero to include negative numbers recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000 identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for any given 	the formal written methods of columnar addition and subtraction where appropriate solve and subtraction where appropriate solve addition and subtraction two-step problems contexts, deciding which operations and methods to use and why add any number to the nearest 10, 100 or 1000 enumber and practical problems that involve all of the above and coreasingly large positive numbers If Roman numerals to 100 (I to C) and know that over time, the all system changed to include the concept of zero and place value. If, write, order and compare numbers to at least 1 000 000 and the total context of a problem, levels of accuracy are up to 1 000 000 pret negative numbers in context, count forwards and backwards						*Convert betto of measure [fot to metre; hour * measure ar perimeter of a (including squand metres * find the are shapes by con * measure ar perimeter of c shapes in cen * calculate ar of rectangles	ween different units or example, kilometre
Autumn	number up to 1 000 000 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 solve number problems and practical problems that involve all of the above read Roman numerals to 1000 (M) and recognise years written in Roman numerals.		eciding which opera		* multiply and known facts *multiply by *identify multifactor pairs of numbers * know and uprime factors a establish where all prime not recognise anumbers, and (3) * solve problem including using multiples, squissolve problem.	d divide numbers ment of divide numbers ment of 10,100 and 1000 iples and factors, inclusion a number, and common see the vocabulary of pland composite (nonposite (nonposite) and composite (nonposite) and use square number up to 19 and use square number the notation for squares involving multiplicing their knowledge of fares and cubes the involving multiplicing by simple fractions of the rates.	uding finding all non factors of two prime numbers, rime) numbers of 100 is prime and ers and cube red (2) and cubed cation and division actors and cation, and division,	square centimes	netres (cm2) and s (m2) and estimate egular shapes.



										MX SCHOOLS !	
	Week 1 Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Number: Multiplication and	Number: Fra	actions					Number: De	cimals		
Spring		Number: Fra *recognise * count up a and dividing * solve prol quantities, ii * add and s * compare a * identify, n hundredths * recognise mathematica * add and s number * multiply p * read and * solve prol involving sin d to	and show, using dia and down in hundre a tenths by ten. blems involving increased fractions with and order fractions where and write equivalent statements > 1 as subtract fractions with the subtract fractions and write decimal numbers involving multiplems involving multiplem	agrams, families of dths; recognise the easingly harder fractions where the act the same denominatory valent fractions of a mixed number by the same denominated improper fractions a mixed number by the same denominated numbers by the ers as fractions [for the same fractions]	f common equivaler at hundredths arise actions to calculate answer is a whole minator are all multiples of a given fraction, reparts and convert from [for example, 2/5 + minator and denominator and denominator and denominator example, 0.71 = 7	nt fractions when dividing and quantities, and fraction number of the same number oresented visually, none form to the ot 4/5 = 6/5 = 1 1/5] nators that are multiported by materia 71/100]	ctions to divide er including tenths and ther and write Itiples of the same als and diagrams	Number: De *recognise a hundredths * find the effi identifying th hundredths * solve simp decimals to t *Convert be *compare not decimal place * recognise * find the effi identifying th hundredths * read, write places * recognise and decimal * round deci and to one de * solve prob * recognise relates to 'nu fraction with * solve prob equivalents of a multiple * Recognise hundredths * Find the effi identify the v hundredths * Solve simp decimals to t	cimals and write decimal en fect of dividing a on e value of the digits ale measure and mo two decimal places. It ween different unit umbers with the sar es mals with one decim and write decimal ef fect of dividing a on e value of the digits and use thousandth equivalents imals with two decir ecimal place lems involving num the per cent symbo umber of parts per h denominator 100, a lems which require of ½, ¼, 1/5, 2/5, 4/5 of 10 or 25.	quivalents of any neter or two-digit number in the answer as coney problems involved and place to the neter or two-digit number of decident and place to the neter or two-digit number in the answer as of the neter	ber by 10 and 100, ones, tenths and olving fractions and metres to kilometres. mal places up to two arest whole number is, 34 ber by 10 and 100, ones, tenths and to three decimal to tenths, hundredths earest whole number simal places and that per cent percentages as a ge and decimal as with a denominator number of tenths or per to 10 or 100, as, tenths and living fractions and
	meaning of the equals sign										



										SCHOOLS PARTINE	
1	Week 1 Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
1	Number: Decimals (including	Measurement:	Statistics		Geometry: Pro	operties of shape		Geometry:	Y4 consolidation		Consolidation
	money)	Time	interpret and int	present discrete			c shapes, including	Position and	♣Convert between	een different units	
	compare numbers with the same	between	and continuous		quadrilaterals	and triangles, base	ed on their properties	Direction	of measure [for	example, kilometre	
	number of decimal places up to	analogue and	1	phical methods,	and sizes			♣describe	to metre; hour to	o minute]	
	two decimal places	digital 12- and	including bar ch		♣ identify acu	te and obtuse angl	es and compare and	positions on a			
	round decimals with one decimal	24-hour clocks	graphs.		order angles	up to two right angl	es by size	2-D grid as			
	place to the nearest whole number	♣ solve		rison, sum and	♣ identify line	s of symmetry in 2-	D shapes presented	coordinates in	Y5 Converting U	Jnits and volume	
4	* recognise and write decimal	problems	difference prob		in different or	entations		the first		en different units of	
	equivalents to ¼, ½, ¾	involving	information pre		♣ complete a	simple symmetric t	igure with respect to	quadrant	metric measure		
	♣ find the effect of dividing a one-	converting from	charts, pictogra		a specific line	of symmetry		describe		netre; centimetre	
	or two-digit number by 10 and 100,	hours to	other graphs	,				movements	and metre; cent		
	identifying the value of the digits in	minutes;	♣solve compari	ican cum and	identify 3-D sl	napes, including cu	bes and other	between		n and kilogram; litre	
	the answer as ones, tenths and	minutes to	difference prob		cuboids, from	2-D representation	S	positions as	and millilitre)		
	hundredths	seconds; years	information pres	•	♣ know angle	s are measured in	degrees: estimate	translations of a	♣ solve problem	ns involving	
	sestimate, compare and calculate	to months;	graph	sented in a line	_	acute, obtuse and	•	given unit to the		een units of time	
	different measures, including	weeks to days.	scomplete, rea	ad and interpret	1		•	left/right and	understand a		
	money in pounds and pence	♣ solve	information in ta		w uraw giveri	angles, and meast	re them in degrees (°	up/down	approximate eq		
	solve simple measure and	problems	timetables	abioo, inloluding)			♣ plot specified		units and common	
	money problems involving fractions	involving	limotablee				one whole turn (total	points and draw	imperial units su		
	and decimals to two decimal	converting					aight line and 1/2 a	sides to	pounds and pint		
e.	olaces.	between units of			turn (total 180), other multiples	of 90°	complete a	١.		
E	Recognise and write decimal	time			♣ use the pro	perties of rectangle	s to deduce related	given polygon. (not found in	using 1 cm3 blo	me [for example,	
l ng	equivalents of any number of				facts and find	missing lengths an	d angles	WRM)	cuboids (includi		
t t	enths or hundredths				♣ distinguish	between regular an	d irregular polygons	♣identify,	`	ample, using water]	
•	Find the effect of dividing a one					soning about equal		describe and	-		
	or two-digit number to 10 or 100,						orace and angles	represent the		erations to solve	
i	dentify the value of the digits in the							position of a	problems involv	ing measure	
	answer as ones, tenths and							shape following			
ŀ	nundredths							a reflection or			
	Solve simple measure and							translation,			
	money problems involving fractions							using the			
	and decimals to two decimal							appropriate			
	olaces							language, and			
	convert between different units of							know that the			
	measure (for example km to m)							shape has not			
	round decimals with two decimal							changed			
	places to the nearest whole										
r	number and to one decimal place										
	read, write, order and compare										
	numbers with up to three decimal										
	olaces .										
					1						

Maths Year 4 and 5: Medium term maths overview, with National Curriculum references, based on the White Rose Maths SOL



Maths Medium Term Plan Yea	r 5 and Yea	nr 6								
Week 1 Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number and Place Value * read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit * count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 * interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero * round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 * solve number problems and practical problems that involve all of the above * read Roman numerals to 1000 (M) and recognise years written in Roman numerals. *read, write, order and compare numbers up to 10 000 000 and determine the value of each digit required degree of accuracy * round any whole number to a required degree of accuracy * use negative numbers in context, and calculate intervals across zero * solve number and practical problems that involve all of the above	* add and methods (c) * add and * use roun problem, le * solve add and method * multiply method, inc * divide nu short divisic * identify method factors of the * multiply be * know and numbers * establish * recognistic and cubed * solve profactors and * solve profactors and problem * solve profactors and * solve profactors * divide numethod of the solve profactors * solve add * * sol	ds to use and why. and divide numbers menumbers up to 4 digits in the digits of the di	subtraction) Intally with increases to calculations as to calculations as multi-step problem mentally drawing upon to a one-or two-ording to the context of	singly large numbers and determine, in the ms in contexts, decipon known facts adigit number using numbers aber using the formately for the context. If factor pairs of a numbers, and the not sion including using sion, including using sion, including scaling nultiplication and diversion including of the equipo-digit whole numbers as whole number reas whole number reas whole numbers and late of the prime numbers and late of	ding which operations a formal written all written method of umber, and common composite (nonprime) their knowledge of ang by simple fractions wision and a uals sign are using the formal er formal written emainders, fractions, all written method of the context arge numbers ons involving the four iding which operations wision	* identify, na including tend and write man 1/5] * add and su multiples of the multiply property and diagrams aread and was solve problems and problems are compare and add and su concept of ed multiply sin example, 1/4 standard divide property associate at 0.375] for a significant content of the same delay concept of ed and su concept of ed a	ame and write equivalent and hundredths mixed numbers and thematical statement where the same number oper fractions and servite decimal number of service involving multiples involving simple report or factors to simplify and order fractions with and order fractions with a simple pairs of proper services of proper se	d improper fractions ents > 1 as a mixed that the same denominated numbers by we are as fractions [for tiplication and divisionates. If y fractions; use continuous fractions is the different denominated for example of the numbers and calculate design and calculate designs.	given fraction, representation, representation, representation, representation, representation, representation, representation, representation, and denomination and denomination and denomination, suppose example, 0.71 = 71 and managementation and mixed numbers and	esented visually, one form to the other le,2/5 + 4/5 = 6/5 = 1 eators that are oported by materials /100] g by simple fractions express fractions in embers, using the oplest form [for



Number: Decimals and Percentages

- * read, write, order and compare numbers with up to three decimal places
- * recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- * round decimals with two decimal places to the nearest whole number and to one decimal place
- * solve problems involving number up to three decimal places
- * recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- ♣ solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.
- ♣Find the effect of dividing a one or two-digit number to 10 or 100, identify the value of the digits in the answer as ones, tenths and hundredths
- * identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- ♣solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- * recall and use equivalences between simple fractions, decimals and percentages, including in different context

- Y5: Number: Decimals
- Recognise and write decimal equivalents of any number of tenths or hundredths
- *Find the effect of dividing a one or two-digit number to 10 or 100, identify the value of the digits in the answer as ones, tenths and hundredths
- ♣Solve simple measure and money problems involving fractions and decimals to two decimal places
- convert between different units of measure (for example km to m)
- Y6: Number: Algebra
- ♣use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables

Teachers may choose to recap adding and subtracting decimals.

- Measurement: Converting Units
- *convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- * solve problems involving converting between units of time
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- * solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- * use, read, write and convert between standard units, converting measurements of length, mass, volume and

Measurement: Perimeter, Area and Volume

- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- ♣ calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.
- estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
- ♣use all four operations to solve problems involving measure
- ♣recognise that shapes with the same areas can have different perimeters and vice versa
- ♣ recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- * calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].

Y5: Consolidation: Fractions
Use assessment to identify gaps in learning to be consolidated for the large amount of content to be

covered in the Autumn term

Y6: Number: Ratio

- ♣ solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Statistic

- ♣solve comparison, sum and difference problems using information presented in a line graph
- ♣ complete, read and interpret information in tables, including timetables
- *illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- ♣ interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average.



										SCHOOLS PAR	THE NOTICE OF TH
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
					time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to						
					three decimal places						
					convert between miles and kilometres						
Geometry: Pr	operties of shape	Geometry:	Y5: Consolida	tion: Four Operations		Y5: Consolida		Y5: consolida	ation: Measures	Consolidation	
cubes and oth representation		Position and Direction *identify, describe and represent the	Use assessme	ent data to consolidate	e gaps in learning	assessment d gaps in learnir	ata to consolidate ng	Use assessn consolidate (nent data to gaps in learning		
degrees: estir acute, obtuse	es are measured in mate and compare and reflex angles	position of a shape following a reflection or									
them in degre	angles, and measure es (°)	translation, using the									
 identify: and one whole turn at a point on a 	gles at a point and n (total 360°) angles a straight line and ½ a 0°), other multiples of	appropriate language, and know that the shape has not changed		ent ne, it is likely that e undertaking their	Year 6 Investigations						
to deduce rela	perties of rectangles ated facts and find ns and angles	describe positions on the full coordinate grid (all four									
irregular polyg	between regular and gons based on out equal sides and	quadrants) * draw and translate simple									
♣draw 2-D sh dimensions a	napes using given nd angles	shapes on the coordinate plane, and									
	describe and build papes, including	reflect them in the axes									
shapes based and sizes and	nd classify geometric d on their properties d find unknown angles es, quadrilaterals, and ons										
meet at a poil	angles where they nt, are on a straight ertically opposite, and angles										

Maths Year 5 and 6: Medium term maths overview, with National Curriculum references, based on the White Rose Maths SOL





LSP Maths Plans 2020-2021

Year Specific Medium Term Plans



Medium Term Plan Year 1

	We	ek 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 Week 11	Week 12
Autimn	Nur *cc with *cc mul *gi	mber and Place ount to and addeduced here on the count, read and litiples of 2s, 5 iven a number dentify and repersentations is guage of: equ	ce Value – veross 10, forom any given described write numbers and 10s er, identify 1 present numbers and the coluding the	within 10 rwards and bace on number bers to 10 in num more and 1 les bers using object number line, a	ckwards, beginning umerals; count in ss ects and pictorial	Addition and sub- *read, write and subtraction (-) ar *represent and u *add and subtraction *solve one-step	traction – within 10 interpret mathemath dequals (=) signs use number bonds act one-digit and two problems that involvand pictorial repres	ical statements involuded in the contract of t	olving addition (+), tion facts within 10 0, including 0 otraction, using	Shape *recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] *recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	Number and Place Value – within 20 *count to and across 20 forwards and backwards, beginning with 0 of 1, or from any given number *count, read and write numbers to 20 in numerals and words *given a number, identify 1 more and 1 less *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	r
Spring	*re add *re fact *act incli *sc	Addition and subtraction – within 20 *read, write and interpret mathematical statements involved addition (+), subtraction (-) and equals (=) signs *represent and use number bonds and related subtract facts within 20 *add and subtract one-digit and two-digit numbers to 2 including 0 *solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as -9 Multiplication and division Fractions				 count to and acceptance beginning with 0 count, read and words; count in multiple given a number; identify and representations 	, identify 1 more and resent numbers using tations including the of: equal to, more t	nd backwards, ven number 0 in numerals and d 1 less ng objects and e number line, and	problems for length long/short, longer/s double/half]	gin to record the following:	Measurement 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 the following: mass/weight capacity and volume	Consolidation
Simmer	*Co *so mul the pict the	Itiplication and count in multiplove one-step Itiplication and answer using torial represers support of the	oles of 2,5 and problems in division, by concrete on tations and	nvolving y calculating bjects,	*recognise, find as 1 of 2 equal pashape or quantity *recognise, find a quarter as 1 of 4 object, shape or compare, descriptractical problems heights [for exam longer/shorter, taldouble/half] *Compare, descriptractical problems [for example, heave than, lighter than]	and name a equal parts of an quantity ribe and solve s for lengths and ple, long/short, ll/short, ibe and solve s for mass/weight	Position and direction direction direction, direction and movement, including whole, half, quarter and three-quarter turns	*count to and ac and backwards, but 1, or from any gives acount, read and 100 in numerals; of 2s, 5s and 10s. *given a number and 1 less. *identify and repusing objects and representations in	write numbers to count in multiples , identify 1 more resent numbers I pictorial ncluding the use the language than, less than	Money *recognise and know the value of different denominations of coins and notes	Time Measure and begin to record time [for example, quicker, slower, earlier, later] 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] Precognise and use language relating to dates, including days of the week, weeks, months and years Stell the time to the hour and half past the hour and draw the hands on a clock face to show these times	





	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	Number and place value ♣count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward ♣ recognise the place value of each digit in a two-digit number (tens, ones) ♣ identify, represent and estimate numbers using different	Number: Addition and Sul *solve problems with additi pictorial representations, ind measures * applying their increasing * recall and use addition ar use related facts up to 100 * add and subtract number and mentally, including:	btraction ion and subtraction: using of cluding those involving numbers and ones and tens per lambers can be done in a ber from another cannot verse relationship between	concrete objects and nbers, quantities and written methods uently, and derive and pictorial representations, any order (commutative) addition and subtraction	Measurement ar ♣recognise and use and pence (p); context involving money of the same are change		Multiplication and division ♣ calculate mathematical simultiplication and division multiplication tables and with the multiplication (x), division equals (=) signs ♣ show that multiplication numbers can be done in a (commutative) and division number by another cannot have problems involving and division, using material repeated addition, mental multiplication and division problems in contexts. ♣ recall and use multiplicated division facts for 2,5,and 1 including recognising odd numbers	statements for within the rite them using ion (÷) and of two my order of one grant methods, and facts, including tion and times tables,



											M	
	Wee	k 1 Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Mult	iplication and	Number and S	Statistics	Geometry: Pr	operty of Shape	•	Number: Fract	ions	•	Length and height	
	divis		♣interpret and		1	describe the prope	arties of 2-D	1		e fractions ½, 1/3, 2/4, and ¾	*choose and use appropriate	
		all and use	simple pictogra			ing the number of			pe, set of objects		standard units to estimate	
						•	Sides and line	1 .			I	
		plication and	charts, block d	lagrams and	symmetry in a					ple, $\frac{1}{2}$ of 6 = 3 and recognise	and measure length/height in	
		ion facts for the 2	′ •			describe the prop		the equivalence	of $2/4$ and $\frac{1}{2}$.		any direction (m/cm); using	
		d 10 multiplication	1		shapes, includ	ing the number of	edges, vertices				rulers, scales, &compare and	
	table	s, including	questions by co	ounting the	and faces						order lengths	
	reco	gnising odd and	number of obje	ects in each	♣ identify 2-D	shapes on the sur	face of 3-D				and record the results using	
		numbers	category and s			ample, a circle on					>, < and =	
		lculate	categories by		triangle on a p		a cymnaen ana a				, , , , , , , , , , , , , , , , , , , ,	
		ematical	ask and ans	•		d sort common 2-l	D and 2 D					
		ments for	questions abou				ט-מוט ט-ט					
				•	snapes and ev	eryday objects						
		plication and	and comparing	categorical								
		ion within the	data.									
		plication tables										
		write them using										
		nultiplication (x),										
	divis	ion (÷) and										
Spring	equa	ıls (=) signs										
്	♣ sh	ow that										
	multi	plication of two										
		bers can be done										
		y order										
		mutative) and										
	`	ion of one										
		ber by another										
	cann											
		lve problems										
		ving multiplicatior	າ									
		division, using										
		erials, arrays,										_
	repe	ated addition,										<u>.</u>
	men	tal methods, and										dation
		plication and										
		ion facts,										os
		ding problems in										onsoli
	conte	• .										ပိ
		metry: position a	and direction	Problem s	olving efficient	Measurement:	Time	Measurement:	Mass. Capacity	and temperature	Investigations	1
		der and arrange o		methods	g oo.o.it	♣ compare and	-			andard units to estimate and		
		nematical objects				intervals of time	ooquorioo); capacity (litres/ml) to the		
		•	iii pall e iiis ailu				ha tima a ta fii ca					
		ences				♣ tell and write t			nate unit, using th	ermometers and measuring		
e e	♣ us	e mathematical v				minutes, includir		vessels		, , , , , , , , , , , , , , , , , , , ,		
J.L	desc	ribe position, dire				past/to the hour				ume/capacity and record the		
Summer	move	ement, including r				hands on a clock	k face to show	results using >,	< and =			
S	Straig		guishing between			these times						
		ion as a turn and				A know the num	ber of minutes					
	angle	es for quarter, hal	f and three-			in an hour and th	ne number of					
		ter turns (clockwis				hours in a day						
	•	lockwise).										
		/-				1		1			1	

Year 2: Medium term maths overview, with National Curriculum references, based on the White Rose Maths SOL.





	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	Number and Place Nacount from 0 in mush find 10 or 100 mo recognise the place number (hundreds, it compare and order identify, represent different representation read and write number solve number profinvolving these ideas	Value Iltiples of 4, 8, 50 a re or less than a give value of each dig tens, ones) er numbers up to 10 t and estimate num tions mbers up to 1000 i blems and practicals	nd 100; ven number git in a three-digit 000 bers using n numerals and in	Addition and seadd and subtraction a three a three a three and and subtraction	subtraction otract numbers e-digit number e-digit number e-digit number obtract number olumnar additive answer to a ems, including and more com	s mentally, includi	ng: digits, using for the se inverse open problems, using subtraction.	ormal written erations to check ng number facts,	Number: Multiplication *count from 0 in recall and use mand 8 multiplication *write and calculation multiplication and that they know, including the methods *solve problems, involving multiplication methods integer scaling prowhich nobjects ar	ation and Division nultiples of 4, 8 pultiplication and not tables ate mathematical division using the cluding for two-day mental and pultiplication and division and corrected to reconnected to resulting the connected to resulting and corrected to resultiplication.	division facts for the 3, 4 al statements for e multiplication tables igit numbers times one-rogressing to formal and number problems, in including positive espondence problems in mobjects.	Consolidation
Spring	Number: Multiplicatio *recall and use mul 4 and 8 multiplicatio * write and calculate multiplication and di that they know, inclu- one-digit numbers, use formal written metho * solve problems, in involving multiplicati integer scaling problems in which n objects and	tiplication and divising tables e mathematical state vision using the muding for two-digit nusing mental and prods and division, including missing nusing and division, including and correspondents.	tements for ultiplication tables numbers times rogressing to umber problems, cluding positive ndence problems	Measuremen t: Money *add and subtract amounts of money to give change, using both £ and p in practical contexts	using bar of pictograms solve one step question 'How many 'How many	and tables e-step and two- ons [for example, more?' and fewer?'] using presented in charts and	*measure, (m/cm/mm); (I/mI)	nt: Length and Perin compare, add and some mass (kg/g), volume the perimeter of sim	ubtract: lengths e and capacity	recognise that dividing an ob and in dividing quantities by a recognise, f a discrete set and non-unit f denominators recognise a numbers: unit fractions with	d down in tenths; t tenths arise from ject into 10 equal parts g one-digit numbers or 10 ind and write fractions of of objects: unit fractions ractions with small and use fractions as fractions and non-unit small denominators	Consolidation
Summer	Number: Fractions recognise and sho fractions with small of add and subtract to within one whole [for compare and orde the same denominated solve problems the	denominators fractions with the s r example, 5/7 + 1/ er unit fractions, an tors	ame denominator 7 = 6/7 d fractions with	*tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks * estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight * know the number of seconds in a minute and the number of days in each month, year and leap year * compare durations of events [for example to calculate the time taken by particular events or tasks].			*draw 2-D s 3-D shapes materials; *recognise different orie describe the * recognise property of s description of * identify rig recognise th make a half- three quarte four a comp whether and than or less * identify ho	etry: Properties of Shape 2-D shapes and make apes using modelling als; gnise 3-D shapes in ant orientations and Measurement: Capacity *measure, compare, add and subtract: mass (kg/g); volume/capacity (I/mI)			tract: mass (kg/g);	Consolidation



Maths Medium Term Plan Year 4

	Week 1 Week 2 Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9 Week	.10 W	eek 11	Week 12
Autumn	Number and Place Value count in multiples of 6, 7, 9, 25 and find 1000 more or less than a giver count backwards through zero to in numbers recognise the place value of each of number (thousands, hundreds, tens, order and compare numbers beyon identify, represent and estimate nu different representations round any number to the nearest 1 solve number and practical problem the above and with increasingly large read Roman numerals to 100 (I to over time, the numeral system chang concept of zero and place value.	n number nclude negative digit in a four-digit and ones) and 1000 mbers using 0, 100 or 1000 ms that involve all of a positive numbers C) and know that ed to include the	formal written met subtraction where subtraction where setimate and us answers to a calcuston a contexts, deciding use and why	et numbers wit thods of colun e appropriate se inverse ope ulation and subtraction y which opera		Measurement: Length and Perimeter *Convert between different units of measure [for example, kilometre to metre; hour to minute] * measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	Number: Multiplication arecall multiplication tables up to 12 x 12 solve problems invincluding using the conumbers by one digital harder corresponder connected to mobile count in multiples of use place value, k and divide mentally, dividing by 1; multiples	n and division factors of the color of the c	g and adding, multiply two digit problems and th as n objects are 1000 d facts to multiply lying by 0 and 1;	Consolidation
Spring	Number: Multiplication and Division *recall multiplication and division facts for multiplication tables up to 12 x 12 * use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers * recognise and use factor pairs and commutativity in mental calculations * multiply two-digit and three-digit numbers by a one-digit number using formal written layout * solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	Measurement: Area In find the area of rectilinear shapes by counting squares	 count up and do an object by one h solve problems fractions to divide whole number 	how, using dia own in hundre hundred and d involving incr quantities, in	dividing tenths by ten.	redths arise when dividing o calculate quantities, and	*recognise and write of tenths or hundred find the effect of d 10 and 100, identifying answer as ones, tender as solve simple measurement fractions and decimal Convert between d to kilometres.	ths ividing a one- or the ng the value of the ths and hundredte sure and money pals to two decimal	two-digit number by ne digits in the hs problems involving I places.	Consolidation



						SCHOOLS TANTINE IS IN	
	Week 1	Week 2 Week 3 Week 4	Week 5 Week 6	Week 7	Week 8 Week 9 Week 10	Week 11	Week 12
S. S	Number: Decimals *compare numbers with the same number of decimal places up to two decimal places *round decimals with one decimal place to the nearest whole number * recognise and write decimal equivalents to ¼, ½, ¾	Measurement: Money state estimate, compare and calculate different measures, including money in pounds and pence solve simple measure and money problems involving fractions and decimals to two decimal places.	Week 5 Measurement: Time ♣ read, write and convert time between analogue and digital 12- and 24-hour clocks ♣ solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	Week 7 Statistics Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	Week 8 Week 9 Week 10 Geometry: Properties of Shape *compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes * identify acute and obtuse angles and compare and order angles up to two right angles by size * identify lines of symmetry in 2-D shapes presented in different orientations * complete a simple symmetric figure with respect to a specific line of symmetry		Week 12
	find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths						Consolidation

Year 4: Medium term maths overview, with National Curriculum references, based on the White Rose Maths SOL.





	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	Number and Place read, write, order at least 1 000 000 each digit count forwards or powers of 10 for an 000 interpret negative forwards and back negative whole nu zero round any number nearest 10, 100, 1 solve number pr problems that invo read Roman nur recognise years w	e Value or and comparand determinate backwards or backwards or y given num or numbers in wards with propers, included and the merals to 100 or the merals to	are numbers to the the value of a in steps of the rup to 1 000 in context, count to sitive and ding through 100 000 to the and 100 000 practical above 100 (M) and an numerals.	Addition and so add and subtraction muppers with digits, includin written method addition and so add and subtraction answers to calculate a solve addition and solve addition and solve addition answers to calculate a solve addition and subtraction muppers and which operation to use and which	bubtraction otract whole more than 4 g using formal ds (columnar ubtraction) otract numbers ncreasingly g to check lculations and the context of a s of accuracy on and ulti-step ontexts, deciding ons and methods y.	Statistics	parison, sum and roblems using presented in a read and presented in tables,	Number: Multiplicate multiply and divide mentally drawing up multiply by 10,100 identify multiples a including finding all number, and commonumbers know and use the prime numbers, pring composite (nonprime numbers up to 19) recognise and use numbers up to 19 recognise and use numbers and cube notation for squared solve problems in multiplication and dusing their knowled multiples, squares and scaling by simple fragroblems involving	ion and Division le numbers con known facts o and 1000 and factors, factor pairs of a con factors of two e vocabulary of me factors and ne) numbers r a number up to call prime se square numbers, and the d (²) and cubed (³) nvolving ivision including ge of factors and and cubes nvolving ivision, including actions and	Measurement: A	Area and Perimeter calculate the perimeter of inear shapes in centimetres compare the area of uding squares), and including units, square centimetres (cm²) res (m²) and estimate the area pes.	Consolidation
Spring	Number: Multiplica multiply number two-digit number u method, including digit numbers multiply and divi drawing upon know divide numbers number using the short division and appropriately for the solve problems subtraction, multip combination of the the meaning of the	s up to 4 digits sing a formal long multiplication and context involving additional witter and context involving additional context	its by a one- or I written cation for two-mentally by a one-digit method of ainders dition, division and a understanding	 identify, nantenths and hur to the other and 1 1/5] add and subsame number multiply prophiagrams read and wr solve problem 	d order fractions was and write equivalently recognised write mathematic tractions with the per fractions and write decimal numb	valent fractions hise mixed nur tical statement h the same de mixed number ers as fractions tiplication and	s of a given fraction mbers and impropers > 1 as a mixed not enominator and delease by whole numbers [for example, 0.7]	ples of the same number, represented visually fractions and converted umber [for example, nominators that are marked are supported by maters, supported by maters, supported by maters, scaling by simple fractions.	ly, including ert from one form 2/5 + 4/5 = 6/5 = nultiples of the erials and	 ♣ read, write, or with up to three ♣ recognise and them to tenths, lequivalents ♣ round decimal the nearest who place ♣ solve problem decimal places ♣ recognise the understand that parts per hundre fraction with der decimal ♣ solve problem percentage and 1/5, 2/5, 4/5 and 	als and Percentages der and compare numbers decimal places d use thousandths and relate hundredths and decimal ls with two decimal places to le number and to one decimal as involving number up to three per cent symbol (%) and per cent relates to 'number of ed', and write percentages as a nominator 100, and as a as which require knowing decimal equivalents of ½, ¼, d those fractions with a a multiple of 10 or 25.	Consolidation



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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Number: Decima	als			Geometry: P	roperties of Shap	е	Geometry: Position	Measurement	t: Converting Units	Measurement: Volume	
Summer	♣Find the effect 100, identify the and hundredths ♣Solve simple r and decimals to	ecognise and write decimal equivalents of any number of ns or hundredths nd the effect of dividing a one or two-digit number to 10 of identify the value of the digits in the answer as ones, te				reflex angles A draw given angles, and measure them in			 and Direction identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed convert between different units of metric measure (for example, kilometre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre converting between units of time understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints 			
					use the properties of rectangles to deduce related facts and find missing lengths and angles							dation
				_	n between regular sed on reasoning ngles.	_					Consolic	



Maths Medium Term Plan Year 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Number and Place	Value	Number: Addi	ition, subtraction a	nd Multiplication	and Division	Number: Fractions				Geometry: Position and	
				ti-digit numbers up	0 ,	ū	♣use common factor			non multiples to	Direction	
	♣read, write, order	•	_	the formal written	•	•	express fractions in t				describe positions on	
	numbers up to 10 (bers up to 4 digits l			compare and orde	•	•		the full coordinate grid	
	determine the value	•	_	nal written method	•	•	add and subtract fr			tors and mixed	(all four quadrants)	
	round any whole			s whole number re		ns, or by	numbers, using the o	•			♣ draw and translate	
	required degree of	-	_	appropriate for the			multiply simple pai		•	answer in its	simple shapes on the	
	use negative nur		1	bers up to 4 digits l		•	simplest form [for exa	•	-		coordinate plane, and	
	context, and calcula	ate intervals		method of short di		•	divide proper fracti	ons by whole nu	mbers [for exar	nple, $1/3 \div 2 =$	reflect them in the axes	
	across zero			emainders accordin	•		1/6]					
	solve number an	•		ental calculations, in	ncluaing with mix	ded operations	 associate a fraction 					
Autumn	problems that invol above	ve all of the	and large nun			al	equivalents [for exam	nple, 0.375] for a	simple fraction	Itor example,		
Au	above		numbers	nmon factors, com	non multiples an	ia prime	1/8]					
			1	nowledge of the ord	•	to carry out						
			1	nvolving the four op								
				on and subtraction								
			_	h operations and n		•						
				ems involving addi	tion, subtraction,	multiplication						o
			and division									lati
				tion to check answ								olidation
				the context of a pro	obiem, an approp	priate degree of						Ō
	accuracy.									Con		



												AVX	
	Week 1	Veek 2	Week 3	Week 4	Week 5		Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Spring	Number: Decimals identify the value of in numbers given to the places and multiply an numbers by 10, 100 a giving answers up to decimal places multiply one-digit nup to two decimal places use written division cases where the answers to two decimal places solve problems which answers to be rounded specified degrees of a	hree decimal nd divide and 1000 three umbers with aces by methods in wer has up sich require ed to	calculation of example, of m 15% of 360] a percentages for recall and u between simp	ms involving the percentages [for neasures, and such a	as des seconul algerent algerent with a concept concept and a concept algerent alger	generate scribe lire quences express imber progebraical find pairs at satisfy th two ur enumeral ssibilities	e and near number s missing oblems lly s of numbers an equation nknowns	Measures: Converting Units solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places convert between miles and kilometres	and Volume *recognise with the sar have differe and vice ve * recognise possible to for area and shapes * calculate parallelogra triangles * calculate compare vo and cuboids standard ur cubic centir and cubic n and extendi	e that shapes me areas can ent perimeters ersa e when it is use formulae d volume of the area of ams and e, estimate and olume of cubes s using nits, including metres (cm³) metres (m³),	sizes of two quavalues can be formultiplication and solve problem where the scale found solve problem.	ns involving the relative antities where missing ound by using integer and division facts as involving similar shapes a factor is known or can be ans involving unequal puping using knowledge of aultiples	Consolidation



Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
♣draw 2-D s dimensions♣ recognise simple 3-D s	Geometry: Properties of Shape *draw 2-D shapes using given dimensions and angles * recognise, describe and build simple 3-D shapes, including making nets		Problem Solving			and name parts of circles, adius, diameter and nee and know that the twice the radius and construct pie charts	Investigations		T T S S N T S		
shapes base and sizes ar angles in an	and classify geometric ed on their properties ad find unknown				and line graphs and use these to solve problems • calculate and interpret the mean as an average.						ation
meet at a po	angles where they int, are on a straight ertically opposite, sing angles										Consolidat

Year 6: Medium term maths overview, with National Curriculum references, based on the White Rose Maths SOL.