**Year  Main Maths Long Term Planning**

| Week | Topic | Objectives | Vocabulary | Things to revisit |
|---|---|---|---|---|
| 1,2,3 | Place Value to 20 | Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward<br>Recognise the place value of each digit in a two-digit number (10s, 1s)<br>Identify, represent and estimate numbers using different representations, including the number line<br>Compare and order numbers from 0 up to 100; use <, > and = signs<br>Read and write numbers to at least 100 in numerals and in words<br>Use place value and number facts to solve problems | numbers to one hundred, hundreds, partition, tens and ones, recombine, more(than)/less(than), equal to, the same as, estimation | |
| 4,5,6 | Addition and Subtraction | Recall and use addition and subtraction facts to 20 fluently<br>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s and a two-digit number and 10 | number bonds, add, more, plus, make, sum, total, altogether, subtract, take away, minus, inverse, equals, is the same as, difference between | |

Addition



Subtraction



| 7 | Consolidation | See 'Things to revisit' | | |

**Year 2 Main Maths Long Term Planning**

| Week | Topic | Objectives | Vocabulary | Things to revisit |
|------|-------|-----------|-----------|-------------------|
| 8 | Addition and Subtraction | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 10 | number bonds, add, more, plus, make, sum, total, altogether, subtract, take away, minus, inverse, equals, is the same as, difference between | |
| 9,10, 11 | Addition and Subtraction | Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two 2-digit numbers | number bonds, add, more, plus, make, sum, total, altogether, subtract, take away, minus, inverse, equals, is the same as, difference between, column addition and subtraction | |

Addition

| | Concrete Year 2 & Year 3 | Pictorial Year 2 & Year 3 | Abstract Year 2 & Year 3 |
|---|---|---|---|
| Column method- no regrouping | 24 + 15= Add together the ones first then add the tens. Use the Base 10 blocks first before moving onto place value counters. | After practically using the base 10 blocks and place value counters, children can draw the counters to help them to solve additions. | Calculations 21 + 42 = 21 + 42 |

| | Concrete Year 2, Year 3 & Year 4 | Pictorial Year 2 (2 Digit numbers) Year 3 (3 Digit numbers) Year 4 (4 Digit numbers) | Abstract Year 2 & Year 3 – Without decimals. Year 4, 5 and 6 – With decimals. |
|---|---|---|---|
| Column method- regrouping | Make both numbers on a place value grid. 146 + 527. Add up the units and exchange 10 ones for one 10. 146 + 527. Add up the rest of the columns, exchanging the 10 counters from one column for the next place value column until every column has been added. This can also be done with Base 10 to help children clearly see that 10 ones equal 1 ten and 10 tens equal 100. As children move on to decimals, money and decimal place value counters can be used to support learning. | Children can draw a pictorial representation of the columns and place value counters to further support their learning and understanding. 7 1 5 1 | Clearly show the exchange below the addition. 536 + 85 621 1 1. As the children move on, introduce decimals with the same number of decimal places and different. Money can be used here. 72.8 + 54.6 127.4 1 1 |

Subtraction

| | Concrete Year 2 & Year 3 | Pictorial Year 2 & Year 3 | Abstract Year 2 & Year 3 |
|---|---|---|---|
| Column method without regrouping | Use Base 10 to make the bigger number then take the smaller number away. Show how you partition numbers to subtract. Again make the larger number first. | Draw the Base 10 or place value counters alongside the written calculation to help to show working. 54 – 22 32 | Clear written column subtraction. 32 – 12 20 |

| | Concrete Year 2 (2-digits), Year 3 & Year 4 | Pictorial Year 2 (2-digits), Year 3 & Year 4 | Abstract Year 2 & Year 3 – Without decimals. Year 4, 5 and 6 – With decimals. |
|---|---|---|---|
| Column method with regrouping | Use Base 10 to start with before moving on to place value counters. Start with one exchange before moving onto subtractions with 2 exchanges. Make the larger number with the place value counters. 234 - 88. Start with the ones, can I take away 8 from 4 easily? I need to exchange one of my tens for ten ones. 234 - 88. Now I can subtract my ones. Now look at the tens, can I take away 8 tens easily? I need to exchange one hundred for ten tens. | Draw the counters onto a place value grid and show what you have taken away by crossing the counters out as well as clearly showing the exchanges you make. When confident, children can find their own way to record the exchange/regrouping. Just writing the numbers as shown here shows that the child understands the method and knows when to exchange/regroup. | Children are to use the compact method. This will lead to an understanding of subtracting any number including decimals. |

| | | 234 - 88. Now I can take away eight tens and complete my subtraction. 234 - 88 146. Show children how the concrete method links to the written method alongside your working. Cross out the numbers when exchanging and show where we write our new amount. | | |
|---|---|---|---|---|

| 12 | Fractions | Recognise, find, name and write fractions 1/3 , 1/4 , 2/4 and 3/4 of a length, shape, set of objects or quantity | whole, equal parts, four equal parts, one half, two halves, a quarter, two quarters, three quarters, one third | |
| 13 | Assessments | | | |
| 14 | Consolidation | See 'Things to revisit' and QLA | | |