

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 Recognise the place value of each digit in a two-digit number (10s, 1s) 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	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 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

Objective and Strategies	Concrete Reception & Year 1	Pictorial Reception, Year 1 & year 2	Abstract Year 1 & Year 2
Combining two parts to make a whole: part-whole model	Use cubes to add two numbers together as a group or in a bar.	Use pictures to add two numbers together as a group or in a bar.	$4 + 3 = 7$ $10 = 6 + 4$ Use the part-part whole diagram as shown above to move into the abstract.
Starting at the bigger number and counting on	Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.	$12 + 5 = 17$ Start at the larger number on the number line and count on in ones or in one jump to find the answer.	$5 + 12 = 17$ Place the larger number in your head and count on the smaller number to find your answer.
Regrouping to make 10.	Start with the bigger number and use the smaller number to make 10.	Use pictures or a number line. Regroup or partition the smaller number to make 10. $9 + 5 = 14$	$7 + 4 = 11$ If I am at seven, how many more do I need to make 10. How many more do I add on now?

Subtraction

Objective and Strategies	Concrete Reception & Year 1	Pictorial Reception & Year 1	Abstract Year 1
Taking away ones	Use physical objects: counters, cubes etc to show how objects can be taken away. $6 - 2 = 4$	Cross out drawn objects to show what has been taken away. $15 - 3 = 12$	$18 - 3 = 15$ $8 - 2 = 6$
Counting back	Make the larger number in your subtraction. Move the beads along your bead string as you count backwards in ones. $13 - 4$ Use counters and move them away from the group as you take them away counting backwards as you go.	Count back on a number line or number track. $9 \ 10 \ 11 \ 12 \ 13 \ 14 \ 15$ Start at the bigger number and count back the smaller number showing the jumps on the number line.	Put 13 in your head, count back 4. What number are you at? Use your fingers to help.
Find the difference	Compare amounts and objects to find the difference. Use cubes to build towers or make bars to find the difference. Use basic bar models with items to find the difference.	Compare amounts and objects to find the difference. Count on to find the difference. Draw bars to find the difference between 2 numbers. Use 13 years old. Her sister is 22 years old. Find the difference in age between them.	Hannah has 23 sandwiches. Helen has 15 sandwiches. Find the difference between the number of sandwiches.
Part Part Whole Model	Link to addition- use the part whole model to help explain the inverse between addition and subtraction. If 10 is the whole and 6 is one of the parts. What is the other part? $10 - 6 =$	Use a pictorial representation of objects to show the part part whole model.	10 5 Move to using numbers within the part whole model.
Make 10	Make 14 on the ten frame. Take away the four first to make 10 and then take away one more so you have taken away 5. You are left with the answer of 9. $14 - 9 =$	Start at 13. Take away 3 to reach 10. Then take away the remaining 4 so you have taken away 7 altogether. You have reached your answer. $13 - 7 = 6$	$16 - 8 =$ How many do we take off to reach the next 10? How many do we have left to take off?

7	Consolidation	See 'Things to revisit'		
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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	<p>21 + 42 =</p> <p>Add together the ones first then add the tens. Use the Base 10 blocks first before moving onto place value counters.</p>	<p>After practically using the base 10 blocks and place value counters, children can draw the counters to help them to solve additions.</p>	<p>Calculations</p> $\begin{array}{r} 21 \\ + 42 \\ \hline \end{array}$
Column method- regrouping	<p>Year 2, Year 3 & Year 4</p> <p>Make both numbers on a place value grid.</p> <p>Add up the units and exchange 10 ones for one 10.</p> <p>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.</p> <p>This can also be done with Base 10 to help children clearly see that 10 ones equal 1 ten and 10 tens equal 100.</p> <p>As children move on to decimals, money and decimal place value counters can be used to support learning.</p>	<p>Year 2 (2 Digit numbers) Year 3 (3 Digit numbers) Year 4 (4 Digit numbers)</p>	<p>Year 2 & Year 3 – Without decimals. Year 4, 5 and 6 – With decimals.</p> <p>Clearly show the exchange below the addition.</p> $\begin{array}{r} 536 \\ + 85 \\ \hline 621 \\ 11 \end{array}$ <p>As the children move on, introduce decimals with the same number of decimal places and different. Money can be used here.</p> $\begin{array}{r} 72.8 \\ + 54.6 \\ \hline 127.4 \\ 11 \end{array}$ $\begin{array}{r} 2.3 \\ + 3.6 \\ \hline 5.9 \\ 11 \end{array}$

Subtraction

	Concrete Year 2 & Year 3	Pictorial Year 2 & Year 3	Abstract Year 2 & Year 3
Column method without regrouping	<p>Use Base 10 to make the bigger number then take the smaller number away.</p> <p>Show how you partition numbers to subtract. Again make the larger number first.</p>	<p>Draw the Base 10 or place value counters alongside the written calculation to help to show working.</p>	<p>Clear written column subtraction</p> $\begin{array}{r} 32 \\ - 12 \\ \hline 20 \end{array}$
Column method with regrouping	<p>Year 2 (2-digits), Year 3 & Year 4</p> <p>Use Base 10 to start with before moving on to place value counters. Start with one exchange before moving onto subtractions with 2 exchanges.</p> <p>Make the larger number with the place value counters.</p> <p>Start with the ones, can I take away 8 from 4 easily? I need to exchange one of my tens for ten ones.</p> <p>Now I can subtract my ones.</p> <p>Now look at the tens, can I take away 8 tens easily? I need to exchange one hundred for ten tens.</p>	<p>Year 2 (2-digits), Year 3 & Year 4</p> <p>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.</p> <p>When confident, children can find their own way to record the exchange/regrouping.</p> <p>Just writing the numbers as shown here shows that the child understands the method and knows when to exchange/regroup.</p>	<p>Year 2 & Year 3 – Without decimals. Year 4, 5 and 6 – With decimals.</p> <p>Children are to use the compact method.</p> <p>This will lead to an understanding of subtracting any number including decimals.</p> $\begin{array}{r} 234 \\ - 88 \\ \hline 146 \end{array}$
	<p>Now I can take away eight tens and complete my subtraction</p> <p>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.</p>		

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		