

 Long Term Plan		Subject area - Mathematics		Area of learning –Using number skills/ Developing Numerical reasoning		Department- KS3	Year-1
Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Theme or Topic	Use number facts and relationships	Fractions, decimals, percentages and ratio		Calculate using mental and written methods	Use number facts and relationships	Calculate using mental and written methods	Identify processes and connections
Knowledge and skill areas covered	<p>H-read and write numbers to 1 000</p> <p>G-count sets of objects by grouping in 2s, 5s or 10s</p> <p>F-count reliably up to 20 objects</p> <p>E-count reliably up to 10 objects</p> <p>D- count reliably up to 5 objects</p>	<p>H-use halves and quarters</p> <p>H-recognise a quarter as a half of a half</p> <p>G-find halves and quarters in practical situations</p> <p>F-find halves in practical situations</p>		<p>H-find differences within 100</p> <p>G-find small differences within 20 by using 'counting on strategies</p> <p>F-use 'counting on' strategies to add 2 collections ...</p> <p>E-combine two groups of objects to find 'how many altogether?'</p>	<p>H-read and write numbers to 1 000</p> <p>G-read and write numbers to at least 100</p> <p>F- read and write numbers to at least 20 forming and orientating them correctly</p> <p>E-read and write numbers to at least 10</p> <p>D-recognise numbers 0 to 5 and relate a number 0 to 5 to its respective quantity</p>	<p>G-mentally add 10 or 20 to a given number up to 100</p> <p>G-mentally subtract 10 or 20 to a given number up to 100</p> <p>F-mentally recall 'one more' of a number within 20</p> <p>F-mentally recall 'one less' of a number within 20</p> <p>E-mentally recall 'one more' of a number within 10</p> <p>E-mentally recall 'one less' of a number within 10</p> <p>D-understand and use the concept of 'one more/less' in their play</p>	<p>H - transfer mathematical skills to a variety of contexts and everyday situations</p> <p>D to G steps - transfer mathematical skills to play and classroom activities</p> <p>C - use counting and comparing sometimes outside focused teaching activities</p>
LNF Links	Knowledge and skill areas taken from LNF framework. Letters relate to steps / levels	Knowledge and skill areas taken from LNF framework. Letters relate to steps / levels		Knowledge and skill areas taken from LNF framework. Letters relate to steps / levels	Knowledge and skill areas taken from LNF framework. Letters relate to steps / levels	Knowledge and skill areas taken from LNF framework. Letters relate to steps / levels	Knowledge and skill areas taken from LNF framework. Letters relate to steps / levels
DCF Links	Data and computational thinking - 4.1 problem solving and modelling	Producing - 3.2 creating		Data and computational thinking - 4.1 problem solving and modelling	Data and computational thinking - 4.2 Data and information literacy	Producing – 3.3-evaluating and improving	Interacting and collaborating – 2.2 collaborating
Cross curricular links	<p>PE – counting scores</p> <p>ICT – use counting software / games</p>	<p>ILS – Dividing food / ingredients</p> <p>Art – creating symmetrical patterns</p>		<p>Music – counting beats</p> <p>DT – sorting and counting elements for creating an object</p>	<p>Literacy – writing numbers connected to a story</p> <p>Humanities – writing numbers connected to history / geography</p>	<p>ILS – using money</p> <p>Science – using measurements in experiments</p>	<p>PE – using maths in games</p> <p>All areas of the curriculum – transferring maths skills to various contexts.</p>
4 Purposes of the curriculum	<p>Ambitious, capable learners who:</p> <ul style="list-style-type: none"> • are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts 	<p>Enterprising, creative contributors who</p> <ul style="list-style-type: none"> • connect and apply their knowledge and skills to create ideas and products 		<p>Enterprising, creative contributors who</p> <ul style="list-style-type: none"> • think creatively to reframe and solve problems 	<p>Ambitious, capable learners who</p> <ul style="list-style-type: none"> • can use number effectively in different contexts 	<p>Ambitious, capable learners who</p> <ul style="list-style-type: none"> • can use number effectively in different contexts 	<p>Ethical, informed citizens who</p> <ul style="list-style-type: none"> • find, evaluate and use evidence in forming views