EYFS and KS1 maths yearly planner

Autumn term EYFS													
1	2	3	4	5	6	7	8	9	10	11	12	13	14
C saying numbers 1 L 1	C actual counting 1 L 1	C saying numbers 1 L 1	C actual counting 1 L 1	C saying numbers 1 L 1	C actual counting 1 L 1	C saying numbers 1 L 1	C saying numbers 1 L 1	C actual counting 1 L 1	C saying numbers 1 L 1	C actual counting 1 L 1	C saying numbers 1 L 1	C actual counting 1 L 1	C saying numbers 1 L 1
Geometry: Shape		**Measures: length and height**		**Addition**	**Measures: Time**		**Measures: capacity and volume**	**Number: place value**	**Assessment wk**	**Geometry: position and direction**	**Number**		**Consolidation**
40-60: Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes.		40-60: Orders two or three items by length or height.		40-60: In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.	40-60: Uses everyday language related to time.		40-60: Orders two items by weight or capacity.	Number recognition Ordering numbers Counting		40-60: Can describe their relative position such as 'behind' or 'next to'.	Number recognition 1-20 One more/less than a given number Number formation.		

Safe challenge 1

Autumn term Y1													
1	2	3	4	5	6	7	8	9	10	11	12	13	14
C saying numbers 3 L 4 I PIM 1 C addition 5	C reading numbers 3 L 4 I doubling and halving 1 C subtraction 5	C counting multiples 2 L 4 I jigsaw numbers 1 C multiplication 3	C saying numbers 3 L 4 I PIM 1 C division 5	C reading numbers 3 L 4 I doubling and halving 1 C addition 5	C counting multiples 2 L 4 I jigsaw numbers 1 C subtraction5	C saying numbers 4 L 4 I PIM 1 C multiplication 4	C reading numbers 4 L 4 I doubling and halving 1 C division 5	C counting multiples 2 L 4 I jigsaw numbers 1 C addition 5	C saying numbers 4 L 4 I PIM 1 C subtraction 5	C reading numbers 4 L 4 I doubling and halving 1 C multiplication 4	C counting multiples 2 L 4 I jigsaw numbers 1 C division 5	C saying numbers 4 L 4 I PIM 1 C addition 5	C reading numbers 3 L 4 I doubling and halving 1 C subtraction 5
Geometry: 2D shape		**Measures: Length and height**		**Addition**	**Measures: Time - order and dates**		**Measures: capacity and volume**	**Number: place value**	**Assessment wk**	**Geometry: position and direction**	**Number: Fractions**		**Consolidation**
Recognise and name common 2-D shapes (e.g. rectangles (including squares), circles and triangles)		Compare describe and solve problems for lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half). Measure and begin to record lengths and heights.		Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9	Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening Recognise and use language relating to dates, including days of the week, weeks, months and years		Measure, compare, describe and solves problems for capacity/volume (full/empty, more than, less than, quarter) Measure and begin to record capacity and volume	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		Describe position, directions and movements, including half, quarter and three-quarter turns.	Recognise, find and name a half as one of two equal parts of an object, shape or quantity		

Safe challenge 4

EYFS and KS1 maths yearly planner

Autumn term Y2													
1	2	3	4	5	6	7	8	9	10	11	12	13	14
C Squiggleswarth 1 L 7 I PIM1 C addition 13	C reading numbers 5 L 7 I doubling and halving (without) 3 C subtraction 13	C CORE numbers 2 L 7 I jigsaw numbers 1 C multiplication 7	C Squiggleswarth 1 L 7 I fact families 2 C division 12	C count fourways 100s L 7 I doubling and halving (with) 2 C addition 14	C counting multiples 3 L 7 I jigsaw numbers 1 C subtraction 14	C Squiggleswarth 1 L 7 I fact families 2 C multiplication 8	C reading numbers 5 L 7 I doubling and halving (half) 2 C division 12	C counting multiples 3 L 7 I jigsaw numbers 1 C addition 15	C CORE numbers 2 L 7 I doubling and halving (without) 3 C subtraction 15	C count fourways 100s L 7 I doubling and halving (with) 2 C multiplication 8	C counting multiples 3 L 7 I jigsaw numbers 1 C division 12	C squigglesworth 1 L 7 I PIM 1 C addition 15	C reading numbers 5 L 7 I doubling and halving (half) 2 C subtraction 15
Geometry: 2D shape		Measures: Length and height		Addition	Measures: Time - telling the time		Measures: capacity and volume	Number: place value	Assessment wk	Geometry: position and direction	Number: Fractions		Consolidation/ evidence gathering
identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line. Compare and sort common 2-D		Choose and use appropriate standard units to estimate and measure Compare, describe and solve problems for length/height in any direction (m/cm) to the nearest appropriate unit, using rulers. Compare and order lengths.		Using concrete objects and pictorial representations, including those involving numbers, quantities and measures Applying their increasing knowledge of mental and written methods Adding 3 one-digit numbers	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.		Capacity (litres/ml) to the nearest appropriate unit using measuring vessels.	Identify, represent and estimate numbers using different representations, including the number line		Order and arrange combinations of mathematical objects in patterns	Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity		

Safe challenge 7

EYFS and KS1 maths yearly planner

Spring term EYFS											
1	**2**	**3**	**4**	**5**	**6**	**8**	**9**	**10**	**11**	**12**	
C saying numbers 1 L 2 I doubling and halving 1	C reading numbers 1 L 2 C adding 1	C core numbers 1 L 2 I doubling and halving 1	C actual counting 2 L 2 C subtraction 1	C counting on 1 L 2 I doubling and halving 1	C actual counting 3 L 2 C division 1	C saying numbers 1 L 2 I doubling and halving 1	C actual counting 4 L 2 C adding 2	C reading numbers 1 L 2 I doubling and halving 1	C core numbers 1 L 2 C subtraction 2	C actual counting 5 L 2 I doubling and halving 1	
Geometry: 3d shapes		**Measures: weight and mass**		**Number: multiplication and division**		**Measures: money**		**Number**	**Geometry: Pattern**	**Consolidation**	
ELG: They explore characteristics of everyday objects and shapes and use mathematical language to describe them.		ELG: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.		They solve problems, including doubling, halving and sharing.		ELG: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.		Number recognition 1-20 One more/less than a given number Number formation.	ELG: They recognise, create and describe patterns.		

Safe challenge 2

Spring term Y1											
1	**2**	**3**	**4**	**5**	**6**	**8**	**9**	**10**	**11**	**12**	
C saying numbers 4 L 5 I PIM 1 C addition 6	C reading numbers 5 L 5 I doubling and halving 2 C subtraction 6	C CORE numbers 1 L 5 I jigsaw numbers 1 C addition 7	C Counting multiples 2 L 5 I PIM 1 C subtraction 7	C saying numbers 4 L 5 I doubling and halving 2 C multiplication 4	C reading numbers 5 L 5 I jigsaw numbers 1 C division 6	C CORE numbers 1 L 5 I PIM 1 C addition 8	C Counting multiples 2 L 5 I doubling and halving 2 C subtraction 8	C saying numbers 4 L 5 I jigsaw numbers 1 C addition 9	C reading numbers 5 L 5 I PIM 1 C subtraction 9	C CORE numbers 1 L 5 I doubling and halving 2 C multiplication 4	
Geometry: 3d shapes		**Measures: Weight and mass**		**Number: multiplication and division**		**Measures: money**		**Number: fractions**	**Geometry: pattern**	**Consolidation**	
Recognise and name 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).		Measures compare, describe and solve practical problems for mass or weight (e.g. heavy/light, heavier than, lighter than). Measure and begin to record mass/weight		Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher		Recognise and know the value of different denominations of coins and notes		Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Order and arrange combinations of objects and shapes in patterns		

Safe challenge 5

EYFS and KS1 maths yearly planner

Spring term Y2											
1	2	3	4	5	6	8	9	10	11	12	
C Squigglesworth 1 L 8 I PIM 1 C addition 16	C reading numbers 6 L 8 I doubling and halving (without) 3 C subtraction 16	C CORE numbers 2 L 8 I jigsaw numbers 2 C addition 17	C counting multiples 3 L 8 I adding with PIM C subtraction 17	C counting fourways 50, 500, 5000 L 8 I doubling and halving (with) 2 C multiplication 8	C reading numbers 6 L 8 I jigsaw numbers 2 C division 13&14	C CORE numbers 2 L 8 I where's Mully? C addition 18	C counting multiples 3 L 8 I doubling and halving (half) 2 C subtraction 18	C Squigglesworth 1 L 8 I adding with PIM C addition 19	C counting fourwyays 1/2s L 8 I fact families 2 C subtraction 19	C CORE numbers 2 L 8 I doubling and halving (without) 3 C division 15	
Geometry: 3d shapes		**Measures: Weight and mass**		**Number: multiplication and division**		**Measures: money**		**Number: Fractions**	**Data**	**Consolidation/ evidence gathering**	
Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid. Compare and sort common 3-D shapes and everyday objects		Measures compare, describe and solve practical problems for mass (kg/g) to the nearest appropriate unit using scales. Compare and order mass, and record the results using >, < and =. Read relevant scales to the nearest numbered unit.		Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts		Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value and match different combinations of coins to equal the same amounts of money; add and subtract money of the same unit, including giving change.		write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of two quarters and one half.	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Ask and answer questions about totalling and compare categorical data.		

Safe challenge 8

EYFS and KS1 maths yearly planner

Summer term EYFS												
1	2	3	4	5	6	7	8	9	10	11	12	13
C saying numbers 2 **L** 3 **I** PIM principle 1 **C** addition 3	C reading numbers 2 L 3 I C subtraction 3	C counting on 2 L 3 I doubling and halving 1 C multiplication 1	C CORE numbers 1 L 3 I C division 2	C actual counting 6 L 3 I PIM principle 1 C addition 4	C counting on 3 L 3 I C subtraction 4	C counting multiples 1 L 3 I doubling and halving 1 C multiplication 2	C saying numbers 2 L 3 I C division 3	C counting on 4 L 3 I PIM principle 1 C addition 5	C reading numbers 2 L 3 I C subtraction 5	C CORE numbers 1 L 3 I doubling and halving 1 C division 4	C counting on 5 L 3 I C addition 5	C Counting multiples 1 L 3 I PIM principle 1 C division 5
Measures: time		**Number**		**Measure: capacity**		**Measure: money**		**Assessment week**	**Geometry: position and direction**	**Problem solving**		**Consolidation**
ELG: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.		Number recognition Number ordering Number formation		Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.		Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.			ELG: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.	Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.		

Safe challenge 3

Summer term Y1												
1	2	3	4	5	6	7	8	9	10	11	12	13
C counting fourways 1s L 6 I PIM principle 1 C addition 10	C saying numbers 5 L 6 I doubling and halving without 2 C subtraction 10	C reading numbers 5 L 6 I doubling and having with 1 C division 7	C counting fourways 10s L 6 I doubling and halving (halving) 1 C addition 11	C Squigglesworth 1 L 6 I jigsaw numbers 1 C subtraction 11	C CORE numbers 2 L 6 I fact families 1 C multiplication 5	C count fourways 2s L 6 I PIM principle 1 C division 8	C Counting multiplies 3 L 6 I doubling and halving without 2 C division 9	C saying numbers 5 L 6 I doubling and having with 1 C addition 12	C reading numbers 5 L 6 I doubling and halving (halving) 1 C subtraction 12	C counting fourways 5s L 6 I jigsaw numbers 1 C division 10	C Squigglesworth 1 L 6 I fact families 1 C multiplication 6	C CORE numbers 2 L 6 I doubling and halving without 2 C division 11
Measures: time		**Number: fractions**		**Measure: capacity**		**Measure: money**		**Assessment week**	**Geometry: position and direction**	**Mixed problem solving**		**Consolidation**
Measure and begin to record time (hours, minutes, seconds) Measure and begin to record time (hours, minutes, seconds) Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.		Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.		Measure and begin to record capacity and volume.		Recognise and know the value of different denominations of coins and notes Spr			Describe position, directions and movements, including half, quarter and three-quarter turns.	Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs. Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays		

						with the support of the teacher	

Safe challenge 6

Summer term Y2												
1	2	3	4	5	6	7	8	9	10	11	12	13
C count fourways 20s, 200s, 2000s L 9 I Plm principle 1 C addition 20	C counting along 1 L 9 I doubling and halving without 3 C subtraction 20&21	C reading numbers 6 L 9 I coin multiplication 1 C division 16	C count fourways 1/4s L 9 I where's Mully? 1 C addition 21	C squigglesworth 1 L 9 I jigsaw numbers 3 C subtraction 22&23	C CORE numbers 3 L 9 I fact families 3 C multiplication 9	C count fourways 20s, 200s, 2000s L 9 I x and ÷ 10 1 C division 17	C counting multiples 4 L 9 I doubling and halving with 3 C addition 22	C counting along 1 L 9 I adding with PIM 3 C addition 23	C reading numbers 6 L 9 I coin multiplicatio n 2 C subtraction 24&25	C count fourways 1/4s L 9 I x and ÷ 0 1 C addition 24	C squigglesw orth 1 L 9 I fact families 4 C subtraction 26&27	C CORE numbers 3 L 9 I doubling and halving 3 C multiplication 9
Measures: time		Measures: temperature		Number: fractions	Measure: capacity and volume		Measure: money		Assessment week	Geometry: position and direction	Mixed problem solving	Consolidation
Solve simple problems in a practical context involving addition 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		Temperature (°C) to the nearest appropriate unit using thermometer Reading scales		Write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of two quarters and one half.	Compare and order volume/capacity and record the results using >, < and = Read relevant scales to the nearest numbered unit		Solve simple problems in a practical context involving addition and subtraction of money			Use mathematic al vocabulary to describe position, direction and movement,	Use place value and number facts to solve problems throughout	

Safe challenge 9