



SNOWDON SUMMER MATHS LONG TERM PLAN

| Week / Focus (WR Small Steps + Codes) | EYFS / Year 1 Objectives | Activities | Resources & Links | Assessment Questions (Reception / Year 1) | Expected Outcomes (Reception / Year 1) | Greater Depth / Challenge |
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| Week 1 – Reception Summer Block 1 Step 1–2: Building numbers beyond 10 (11–15) Year 1 Summer Block 1 Step 1–2: Place Value – Numbers to 100; | Reception (EYFS DM 2021): Explore numbers beyond 10 using tens frames and number tracks. Year 1 NC: Count to 100; partition numbers into tens and ones. | <ul style="list-style-type: none"> • Reception: Use cubes and number tracks to build 11–15. • Year 1: Use dienes and place value charts to partition numbers to 100. • Mixed: Number hunt outdoors to 20 and 100. | <ul style="list-style-type: none"> • Cubes, tens frames, number tracks, dienes. • [White Rose EYFS Beyond 10](https://whiteroseeducation.com/resources/early-years) • [White Rose Y1 Place Value to 100](https://whiteroseeducation.com/resources/primary/primary-maths/year-1/place-value-within-100) | Reception : Show me 13 on a tens frame. How many more than 10? Year 1: Partition 47 into tens and ones. | Reception : Build and represent numbers 11–15. Year 1: Confident partitioning numbers within 100. | <ul style="list-style-type: none"> • Reception: Show 14 in two different ways. • Year 1: Prove that 56 has 5 tens and 6 ones. |

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| Partitioning tens and ones | | | | | | |
| Week 2 – Reception Summer Block 1 Step 3–4: Counting patterns beyond 10 Year 1 Summer Block 1 Step 3–4: Place Value – Compare and order numbers to 100 | Reception (EYFS DM 2021): Continue counting beyond 10; recognise teen number patterns. Year 1 NC: Compare and order numbers to 100; use <, >, =. | <ul style="list-style-type: none"> Reception: Count steps, claps, objects to 20; spot patterns in 'teen' numbers. Year 1: Use number lines and 100 squares to compare numbers; play 'crocodile eats bigger number'. Mixed: Partner challenge comparing numbers within 20 and 100. | <ul style="list-style-type: none"> Number lines, counters, cubes, 100 square. [NRICH Ordering Numbers](https://nrich.maths.org/137) [TopMarks Place Value Games](https://www.topmarks.co.uk/mathsgames/5-7-years/place-value) | Reception : Count to 18. What comes after 12? Year 1: Which is greater, 76 or 67? Order 23, 45, 31. | Reception : Confident counting and recognising teen number patterns. Year 1: Confident comparing and ordering to 100. | <ul style="list-style-type: none"> Reception: Predict numbers after 19. Year 1: Create own comparison problem with 3 numbers. |
| Week 3 – Reception | Reception (EYFS DM 2021): Secure | <ul style="list-style-type: none"> Reception: Use counters/toys to | <ul style="list-style-type: none"> Counters, toys, number lines, coins. [White Rose EYFS Addition](https://whiteroseeducation.com/resource | Reception : 3 teddies + 2 | Reception : Confident | <ul style="list-style-type: none"> Reception: Show $5+4=9$ in two ways. |

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| <p>Summer Block 2 Step 1–2: Addition and subtraction within 10 recap Year 1 Summer Block 2 Step 1–2: Addition and subtraction within 20; Problem solving</p> | <p>addition and subtraction within 10. Year 1 NC: Represent and solve addition and subtraction problems within 20.</p> | <p>act out add/take away stories within 10. • Year 1: Solve addition/subtraction problems with cubes and number lines. • Mixed: Whole-class role play shop using money to practise add/subtract.</p> | <p>s/early-years) • [White Rose Y1 Addition & Subtraction](https://whiteroseeducation.com/resources/primary/primary-maths/year-1/addition-subtraction)</p> | <p>teddies = ? Year 1: 15-7=? Show on number line.</p> | <p>adding and subtracting within 10. Year 1: Secure solving problems within 20.</p> | <p>• Year 1: Create your own subtraction problem and solve it.</p> |
| <p>Week 4 – Reception Summer Block 2 Step 3–4: Doubling and</p> | <p>Reception (EYFS DM 2021): Explore doubling and halving numbers to 10. Year 1 NC:</p> | <p>• Reception: Double numbers with counters; share sets equally for halving. • Year 1: Fold paper shapes</p> | <p>• Counters, paper shapes, play food. • [TopMarks Fractions Games](https://www.topmarks.co.uk/maths-games/5-7-years/fractions) • White Rose Fractions worksheets.</p> | <p>Reception : Double 4. Half of 6 is? Year 1: Shade half of a square.</p> | <p>Reception : Confident doubling and halving within 10. Year 1:</p> | <p>• Reception: Explain how you know double 3=6. • Year 1: Prove that $2/4=1/2$</p> |

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| halving small numbers Year 1 Summer Block 2 Step 3–4: Fractions – Halves and quarters | Recognise, find and name halves and quarters of objects, shapes, and quantities. | into halves/quarters; share counters into groups. • Mixed: Picnic game – share food equally. | | Find $\frac{1}{4}$ of 12. | Secure finding halves and quarters. | using shapes. |
| Week 5 – Reception Summer Block 2 Step 5–6: Sharing and grouping within 10 Year 1 Summer Block 2 Step 5–6: Fractions – Find | Reception (EYFS DM 2021): Share and group objects within 10 fairly. Year 1 NC: Find half and quarter of a set of objects and small numbers. | • Reception: Share counters equally between 2 or 3. • Year 1: Find $\frac{1}{2}$ and $\frac{1}{4}$ of numbers up to 20 using cubes/counters. • Mixed: Group challenge – share sweets fairly between friends. | • Counters, cubes, small objects. • [White Rose EYFS Sharing Activities](https://whiteroseeducation.com/resources/early-years) • [White Rose Y1 Fractions](https://whiteroseeducation.com/resources/primary/primary-maths/year-1/fractions) | Reception : Share 6 counters between 2. How many each? Year 1: What is $\frac{1}{4}$ of 16? | Reception : Begin to share and group fairly within 10. Year 1: Confident finding half and quarter of small numbers. | • Reception: Show grouping 9 into 3 equal groups. • Year 1: Create a problem where the answer is $\frac{1}{2}$ of 20. |

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| half and quarter of quantities | | | | | | |
| Week 6 – Reception Summer Block 3 Step 1–2: Spatial reasoning – Matching, rotating, manipulating shapes Year 1 Summer Block 3 Step 1–2: Geometry – Position and | Reception (EYFS DM 2021): Explore spatial reasoning through building, matching and rotating shapes. Year 1 NC: Describe position, direction and movement including whole, half, quarter and three-quarter turns. | <ul style="list-style-type: none"> • Reception: Use pattern blocks and puzzles to rotate/match shapes. • Year 1: Use arrows and floor robots to practise describing turns and movements. • Mixed: Outdoor obstacle course using positional and directional language. | <ul style="list-style-type: none"> • Pattern blocks, puzzles, BeeBots, arrow cards. • [TopMarks Direction Game](https://www.topmarks.co.uk/maths-games/position-and-direction) • White Rose Geometry resources. | Reception : Can you rotate the triangle to make it fit? Year 1: Make a half turn. Which way are you facing now? | Reception : Begin to use spatial reasoning in practical activities. Year 1: Confident describing turns and movement with accuracy. | <ul style="list-style-type: none"> • Reception: Build a symmetrical model with blocks. • Year 1: Prove that two quarter turns equal a half turn. |

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| direction; Describe turns and moveme nt | | | | | | |
| Week 7 – Receptio n Summer Block 3 Step 3–4: Spatial reasoning – Composi ng and decompo sing shapes Year 1 Summer Block 3 Step 3–4: Geometr y – Recognis e and | Reception (EYFS DM 2021): Explore composing and decomposing shapes; recognise that shapes can combine to make new shapes. Year 1 NC: Recognise and create repeating patterns; solve practical geometry problems. | <ul style="list-style-type: none"> • Reception: Use 2D shapes to make pictures and talk about new shapes made. • Year 1: Create and extend repeating patterns with shapes and colours. • Mixed: Shape art project combining both aims. | <ul style="list-style-type: none"> • 2D shape cut-outs, tangrams, pattern blocks. • [NRICH Shape Composing Activities](https://nrich.maths.org/primary) • White Rose Geometry worksheets. | Reception : What shapes did you use to make a house? Year 1: Continue this pattern: circle, square, circle, square, ... | Reception : Begin recognisi ng how shapes can be combined and separated . Year 1: Confident ly create and extend repeating patterns. | <ul style="list-style-type: none"> • Reception: Decompose a rectangle into two triangles. • Year 1: Design your own pattern rule and explain it. |

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| create patterns; Problem solving | | | | | | |
| Week 8 – Reception Summer Block 4 Step 1–2: Numbers to 20 – Counting and representing Year 1 Summer Block 4 Step 1–2: Measurement – Money; Recognise and know | Reception (EYFS DM 2021): Count reliably to 20; represent numbers using objects and pictures. Year 1 NC: Recognise and know the value of different coins and notes. | <ul style="list-style-type: none"> • Reception: Count objects to 20; represent numbers with tens frames. • Year 1: Money sorting activities; identify and match coins to values. • Mixed: Role play shop using real coins. | <ul style="list-style-type: none"> • Counters, 10-frames, real/pretend coins. • [TopMarks Toy Shop](https://www.topmarks.co.uk/money/toy-shop) • White Rose Money resources. | Reception : Can you count 17 cubes? Show it on a tens frame. Year 1: Which coin is worth more, 10p or 20p? | Reception : Secure counting and representing to 20. Year 1: Recognise and know coin/note values. | <ul style="list-style-type: none"> • Reception: Show 18 in two different ways. • Year 1: Make 50p using at least 3 coins. |

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| coins/notes | | | | | | |
| <p>Week 9 – Reception</p> <p>Summer Block 4 Step 3–4: Numbers to 20 – Ordering and comparing</p> <p>Year 1 Summer Block 4 Step 3–4: Measurement – Money; Counting and making amounts</p> | <p>Reception (EYFS DM 2021): Order numbers to 20; compare which is more/less.</p> <p>Year 1 NC: Count, combine and make amounts using coins and notes.</p> | <ul style="list-style-type: none"> • Reception: Order number cards 1–20; play 'which is more' with cubes. • Year 1: Add coins to make amounts; practise exchanging coins. • Mixed: Money role play – buying items and checking change. | <ul style="list-style-type: none"> • Number cards, cubes, coins. • [TopMarks Money Games](https://www.topmarks.co.uk/money) • White Rose Reception & Y1 money worksheets. | <p>Reception : Which is greater, 12 or 16? Put these numbers in order.</p> <p>Year 1: Make 27p using coins. How many ways can you do it?</p> | <p>Reception : Secure ordering and comparing numbers to 20.</p> <p>Year 1: Confident making amounts with coins and notes.</p> | <ul style="list-style-type: none"> • Reception: Explain why 19 is more than 14. • Year 1: Prove that $10p+10p+5p=25p$. |

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| <p>Week 10 – Reception Summer Block 5 Step 1–2: Numerical patterns – Odds, evens, doubles Year 1 Summer Block 5 Step 1–2: Measurement – Time; O'clock and half past</p> | <p>Reception (EYFS DM 2021): Begin to notice odd and even numbers; explore doubles to 10. Year 1 NC: Tell the time to the hour and half past; draw hands on a clock face.</p> | <ul style="list-style-type: none"> • Reception: Sort numbers into odd/even using counters; double numbers with cubes. • Year 1: Use clock faces to practise showing o'clock and half past. • Mixed: Outdoor clock game – children become the hands of a clock. | <ul style="list-style-type: none"> • Counters, cubes, clocks (real/toy). • [TopMarks Teaching Clock](https://www.topmarks.co.uk/time/teaching-clock) • White Rose Time worksheets. | <p>Reception : Which numbers are odd? What is double 4? Year 1: Show half past 3 on the clock.</p> | <p>Reception : Begin to recognise odd/even numbers and doubles. Year 1: Tell o'clock and half past times confidently.</p> | <ul style="list-style-type: none"> • Reception: Prove that 2, 4, 6 are all even. • Year 1: Explain why the big hand must point to 6 for half past. |
| <p>Week 11 – Reception Summer</p> | <p>Reception (EYFS DM 2021): Secure recognition and</p> | <ul style="list-style-type: none"> • Reception: Play number games to recognise and order numbers | <ul style="list-style-type: none"> • Number cards, counters, clocks. • [White Rose EYFS Number to 20](https://whiteroseeducation.com/resources/early-years) • [TopMarks Time | <p>Reception : Put these numbers in order:</p> | <p>Reception : Secure numbers to 20 in order and</p> | <ul style="list-style-type: none"> • Reception: Show 19 in two different ways. |

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| <p>Block 5 Step 3–4: Consolidating numbers to 20 Year 1 Summer Block 5 Step 3–4: Measurement – Time; Quarter past/to</p> | <p>representation of numbers to 20. Year 1 NC: Tell the time to quarter past/to; draw hands on a clock face.</p> | <p>0–20. • Year 1: Use clocks to show and read quarter past/to times. • Mixed: Partner challenge – Reception counts to 20, Y1 links to time events.</p> | <p>Games](https://www.topmarks.co.uk/time/teaching-clock)</p> | <p>17, 12, 19. Year 1: Show quarter past 2 on the clock.</p> | <p>recognition. Year 1: Confident telling quarter past/to times.</p> | <p>• Year 1: Explain the difference between quarter past and quarter to.</p> |
| <p>Week 12 – Reception Summer Block 5 Step 5–6: Problem solving with numbers, shapes,</p> | <p>Reception (EYFS DM 2021): Apply number, shape and measure knowledge in problem solving. Year 1 NC: Solve practical problems</p> | <p>• Reception: Practical challenges using shapes, cubes, water, and sand. • Year 1: Create daily routine timelines with times; solve elapsed time problems. • Mixed: Whole</p> | <p>• Shapes, cubes, sand/water, clocks, daily schedule cards. • [NRICH Early Problem Solving](https://nrich.maths.org/primary) • White Rose Time worksheets.</p> | <p>Reception : Use blocks to solve 'make a tower of 8' challenge. Year 1: If school starts at 9:00 and</p> | <p>Reception : Apply learning flexibly in problem solving contexts. Year 1: Solve time- related word</p> | <p>• Reception: Explain more than one way to solve a practical problem. • Year 1: Prove that 60 minutes = 1 hour.</p> |

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| and measures Year 1 Summer Block 5 Step 5–6: Measurement – Time; Problem solving with hours and minutes | involving time (hours, minutes, sequencing). | class daily schedule activity. | | ends at 3:00, how many hours is that? | problems confidently. | |
| Week 13 – Reception Summer Review: Numbers to 20, Shape, Pattern, Measure Year 1 | Reception (EYFS DM 2021): Consolidate number, shape, and measure skills. Year 1 NC: Consolidate number, addition/subtraction, | <ul style="list-style-type: none"> • Reception: Carousel of play-based revision tasks. • Year 1: Mixed fluency, reasoning, and problem-solving tasks. • Mixed: Group maths | <ul style="list-style-type: none"> • White Rose end-of-block assessments. • [NRICH Investigations](https://nrich.maths.org/primary) | Reception : Observation and questioning during activities. Year 1: Mixed fluency and problem- | Reception : Secure understanding of core EYFS maths concepts. Year 1: Secure knowledge of Summer | <ul style="list-style-type: none"> • Reception: Extend patterns using numbers and shapes. • Year 1: Write and solve own reasoning problems. |

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| Summer Review: Place Value to 100, Fractions, Time, Money, Geometry | fractions, and measurement skills. | quiz/investigations. | | solving questions. | objectives . | |
| Week 14 – Reception Summer Assessment & Investigation Week Year 1 Summer Assessment & Investigation Week | Reception (EYFS DM 2021): Assessment of summer EYFS learning. Year 1 NC: Assess Summer objectives across number, fractions, time, money, geometry. | <ul style="list-style-type: none"> • Reception: Play-based summative assessments. • Year 1: White Rose assessments and investigations. • Mixed: Outdoor maths challenge/investigation. | <ul style="list-style-type: none"> • White Rose assessments. • [NRICH Open Investigations](https://rich.maths.org/primary) | Reception : Teacher observations and practical number/s hape checks. Year 1: White Rose assessments and investigations. | Reception : Summative EYFS maths outcomes for Summer. Year 1: Summative NC maths outcomes for Summer. | <ul style="list-style-type: none"> • Reception: Represent solutions in their own way. • Year 1: Extended investigation across multiple topics. |