

Cl. 4 Numeracy Medium term planning with differentiation

Autumn Term 2016

<u>Week</u>	Activities and groups adapted as necessary following ongoing formative assessments.	<u>Squares Group</u> Extension group Working towards level 1	<u>Rectangles groups</u> Main group Working below level 1	<u>Circles / Triangles Group</u> Reception Groups (Working within 40-60 and ELG)
1 01.09.16 (2 days)	Number: Place Value Baseline ax. (R)	Counts, writes and reads numbers to 20 in numerals and words. Counts to 20 forwards / backwards from any given number. Uses counters / objects to show and represent quantities to 20 (fluency) Practices writing numerals. Practices reading / writing numbers in words.	Counts, writes and reads numbers to 10 in numerals and words. Counts to 10 forwards / backwards from any given number. Uses counters / objects to show quantities (fluency) Practices writing numerals. Practices reading / writing numbers in words	Orders numbers to 10. Recognizes numbers of personal significance. Matches numicon to numbers and counts out quantities to match to numicon. Creating a class number line. Number hunt around the school.
2 05.09.16 Harry & The Dinosaurs	Number: Place Value Baseline ax. (R)	Replacing missing numbers on a number line to 20. Ordering numbers to 20. Reasoning skills - matching quantities and numerals, answering questions. Identifying more / less / equal groups using objects. Counts in groups of 2 using objects e.g. pairs of socks etc. Represents numbers using pictures and objects.	Replacing missing numbers on a number line to 10. Ordering numbers to 10 and beyond. Reasoning skills - matching quantities and numerals, answering questions e.g. "The bear is four bricks high - true / false?". Saying one more / one less than a number to 10 and finding on a number line.	Ordering numbers to 10 using number cards / numicon / objects. Saying the number that is one more / one less than a given number. Replacing missing numbers on a number line to 5 or 10. Counting out groups of objects to 10 and identifying when they are the same. Which group of objects has more / less.
3 12.09.16 This is the bear	Number: Place Value Baseline ax. (R)	Problem solving skills: Finding numbers to match the criteria e.g. "a number bigger than 12" (to 20). Reading numbers to 20 in words and matching them to numerals. Snap with words / numerals. Matching words / numerals to groups of objects to 20. Counting in 2's.	Problem solving skills: Finding numbers to match the criteria (to 10 and beyond) e.g. "A bigger number than 7". Practise reading numbers in words to 10 and matching to quantities and numerals. Continue to consolidate reasoning skills - matching quantities, objects and pictures.	Ordering numbers to 10 using number cards / numicon / objects. Replacing missing numbers on a number line to 5 or 10. Counting out groups of objects to 10 and identifying when they are the same. Which group of objects has more / less.

<p>4 19.09.16 This is the bear</p>	<p>Number: Addition and Subtraction (Y1)</p> <p>Numbers: Counting and recognition (R)</p>	<p>Number bonds to 10 - represent and use number bonds and related subtraction facts within 10. Using number resources e.g. bead strings, numicon, ten frames to find out number pairs to 10. Write number bonds to 10 as number sentences. Practise solving missing number problems using counting on / resources e.g. $2 + _ = 10$. Practise using pictures / part-part-whole to find and write number sentences - corresponding addition / subtraction facts.</p>	<p>Number bonds to 10 - represent and use number bonds and related subtraction facts within 10. Using 10 frames / numicon and counters to make addition facts to 10 and practice recording using pictures / number sentences. Using part-part-whole with objects to solve number pairs to 10 in a range of ways. Using objects to practice solving missing number problems.</p>	<p>1 more / 1 less. (numbers to 10) Simple number problems using teddy bears. Can chn. use practical resources to demonstrate their working. Teddy bear picnic (teddy bears on picnic mat - adding / taking away).</p>
<p>5 26.09.16 This is the bear</p>	<p>Number: Addition and Subtraction (Y1)</p> <p>Numbers: Counting and recognition (R)</p>	<p>Reasoning with addition and subtraction facts to 10. Finding patterns in number bonds up to 10 - investigating how many different ways they can find to make the same number. Picking a number card (to 10) and using counters / part-part-whole to make the number in different ways and write as a number sentence. Missing number questions with number bonds to 10.</p>	<p>Reasoning with addition and subtraction facts to 10. Consolidate number bonds to 10 - recall and fluency using objects / 10 frames / completing number sentences etc. Looking for number patterns e.g. $0+8 = 8$, $1+7 = 8$, $2+7=8$ etc. Using objects to practice solving missing number problems - with adult support and modeling. Using fingers to solve and recall number bonds to 10.</p>	<p>Saying 1 more or 1 less than any given number between 0-10 and then 0-20 as able using objects / numicon. Sequencing numbers correctly and replacing missing numbers on a number line. Identifying smaller / larger groups of objects - check by counting. Selecting the correct numeral to represent an answer. Counting objects which cannot be moved. Hopscotch games, counting jumps along a number line etc.</p>
<p>6 03.10.16 Penguin facts</p>	<p>Number: Addition and Subtraction (Y1)</p> <p>Numbers: Counting and recognition (R)</p>	<p>Problem solving using number bonds to 10. Using number bonds to 10 in different contexts e.g. money - how many objects can I buy with 10p? Investigating different ways to make 10 and write corresponding addition and subtraction facts. Using pictures / 10 frames - colour frames in different ways to make 10 in different ways - writing number facts</p>	<p>Problem solving using number bonds to 10. Continue to consolidate reasoning using number bonds to 10. Using fingers / objects / 10 frames/ numicon and pictures to find different ways to make 10. Recalling number facts to 10 and their corresponding subtraction facts. Simple problem solving with adult support (see White-Rose planning -</p>	<p>Counts, writes and reads numbers to 10 in numerals. Counts to 10 forwards / backwards from any given number. Uses counters / objects to show quantities (fluency) Practices writing numerals. Practices simple addition problems using objects.</p>

		(see white-rose planning - term by term objectives).	term by term objectives).	
<p>7 10.10.16 Penguin facts</p>	<p>Geometry: Shape (Y1 & R)</p>	<p>Recognizes, names common 2D and 3D shapes. Fluency activities: guess the shape games, feely bags, sorting 2D and 3D shapes. On a set of 3D shapes, can identify some 2D shapes. Making 3D shapes using cocktail sticks and plastercine. Identifying similarities and differences between shapes (reasoning skills)</p>	<p>Recognizes, names common 2D and 3D shapes. Fluency activities: guess the shape games, feely bags, sorting 2D and 3D shapes. On a set of 3D shapes, can identify some 2D shapes. Making 3D shapes using cocktail sticks and plastercine.</p>	<p>Recognising and naming common 2D shapes. Shape bingo. Matching shapes to their names. Discussing features of shapes - sides, corners etc. Teddy bear pictures using shapes.</p>
<p>8 17.10.16 Assessment week.</p>	<p>Geometry: Shape (Y1 & R)</p>	<p>Reasoning skills - finding the odd one out for a group of shapes - explaining their answers. Problem solving using pictures - how many shapes can you see in the picture? How many shapes are the same? Children to make own shape pictures and describe to others and identify own problems.</p>	<p>Describes position, direction and movements. Identifying similarities and differences between 2D and 3D shapes. Problem solving using pictures - how many shapes can you see in the picture? How many shapes are the same? Children to make own shape pictures and describe to others and identify own problems.</p>	<p>3D shapes - printing with 3D shapes - what 2D shapes do they make? Using 3D shapes to build a home for a teddy bear - encourage language of shape. Making shape pictures - tap-a-shape. Shape patterns.</p>