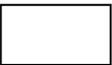


Numeracy Medium term planning with differentiation.

Spring Term 2017 **A**

Week	Activities and groups adapted as necessary following ongoing formative assessments.	<u>Starters</u> Possibly whole class or group, depending on activity and level.	<u>Group A</u>  40-60m+/ELG	<u>Group B</u>  40-60/40-60m+	<u>Group C</u>  40-60m	<u>Group D</u>  22-36/30-50m
1	Revise and consolidate 2d shape and 3d shape names and properties. Revise and consolidate halves and quarters of basic shapes.	Counting to 20 forwards and backwards. Starting on different numbers.	Revise and consolidate 2d shape and 3d shape names and describing properties. Identify in different contexts. Match 2d to 3d shape faces. Revise and consolidate halves and quarters of basic 2d shapes.	Revise and consolidate 2d shape and 3d shape names and properties. Identify in different contexts. Match 2d to 3d shape. Revise and consolidate halves of basic 2d shapes.	Revise and consolidate naming 2d and some 3d basic shapes eg can you find the cone? Can you find me a shape with four corners etc. Use shapes to create models and pictures. Use vocab. of straight and curved, round and corner.	Match and identify 2d and 3d shapes. Begin to recognise basic shapes consistently eg can you pass me a cube? Use shapes to create models and pictures. Use vocabulary of straight and curved, round and corners.
2	Revise time vocabulary. Measures- Compare, describe and solve practical problems for length and height. Measure and begin to record lengths and heights.	Sing days of the week song, adapt This is the way we ... song by replacing cold and frosty morning with different times of day. ICT- Espresso KS1 English EAL vocabulary days of the week/ months of the year.	Begin to know the months of the year. Measures-. Measure and begin to record lengths and heights using non-standard and then standard units. Solve practical problems and use mathematical vocabulary to make comparisons eg long longest.	Begin to know the months of the year. Measures-. Measure and begin to record lengths and heights using non-standard and then standard units. Solve practical problems and use mathematical vocabulary to make comparisons eg long longest.	Revision of days of the week. Compare length and height beginning to use some non-standard measures. Use mathematical vocabulary long longer longest etc to describe and solve practical problems.	Revision of days of the week. Compare length and height beginning to use some non-standard measures. Use mathematical vocabulary of opposites eg long and short and tall and short to describe and solve practical problems.
3 Red	Addition Add 2 single digits using concrete methods and pictorially. Add a single digit to a 2 digit number to 20 concretely and pictorially.	Counting in two's and tens - reciting altogether -IWB games.	Addition Add 2 single digits using concrete methods and add a single digit to a 2 digit number to 20 concretely. Then add pictorially independently and confidently. Begin to use number lines to aid counting on mentally.	Addition Add 2 single digits using concrete methods and add a single digit to a 2 digit number to 20 concretely. Then add pictorially independently and confidently.	Addition Add 2 single digits using concrete methods. Begin to work from written sums, knowing and explaining the process of addition, and begin to record the answers. Use single counter resources to practise 1-1 correspondence.	Continue number recognition up to 10, counting counters up to 10 accurately, and counting on from a smaller number within 10. Begin to recall and recognise one more than... numbers up to 10.

<p>4 Yellow</p>	<p>Addition- begin to represent and use number bonds to 10, concretely and pictorially. Introduce part-part whole. Begin to work out the value of a missing number.</p>	<p>Join in with counting on fingers to match the spoken count. Show me six fingers. Identifying missing numbers in a sequence.</p>	<p>Addition- begin to represent and use number bonds to 10, concretely and pictorially. Introduce part-part whole to begin to work out the value of a missing number.</p>	<p>Addition- begin to represent and use number bonds to 10, concretely and pictorially. Introduce part-part whole to begin to work out the value of a missing number.</p>	<p>Number bonds to 10. Counting to 10 - give children a starting number - single digit - how many more? Count on to 10. Use real objects eg apples. Practise counting to 20.</p>	<p>Number bonds to 10. Counting to 10 - give children a starting number - single digit - how many more? Count on to 10. Use real objects eg apples.</p>
<p>5 Green</p>	<p>Subtraction Subtract 2 single digit numbers concretely and pictorially. Subtract a single digit from a 2 digit number to 20 concretely then pictorially.</p>	<p>Identifying largest and smallest numbers. Know the number that is one more or less.</p>	<p>Subtraction Subtract 2 single digit numbers concretely and a single digit from a 2 digit number to 20 concretely. Once secure and confident to process independently including reading sums and writing answers, then move onto pictorial methods. Ask children to record own smarties to cross out, and also work from printed pictures.</p>	<p>Subtraction Subtract 2 single digit numbers concretely and a single digit from a 2 digit number to 20 concretely. Support children to become independent with the process including reading sums and writing answers. Begin to move onto pictorial representations once secure.</p>	<p>Subtraction Subtract 2 single digit numbers concretely. Begin to work from written sums, knowing and explaining the process of subtraction and begin to record answers. Use single counter resources. Move onto pictorially representations where children cross out the number to be subtracted when children are confident and accurate with counters.</p>	<p>Continue number recognition up to 10, counting backwards from 10 and from another single digit. Begin to recall and recognise one less than... numbers up to 10.</p>
<p>6 Blue</p>	<p>Subtraction Begin to use related subtraction facts for number bonds to 10. Continue to use part-part whole</p>	<p>What comes next? Count up to six, for example, what comes next? What would come before? Use language of next and before alongside language of one more and one less.</p>	<p>Subtraction Begin to use related subtraction facts for number bonds to 10. Continue to work with part-part whole to understand the relationship between addition and subtraction. Work concretely with counters and plates to represent the recorded method.</p>	<p>Subtraction Begin to use related subtraction facts for number bonds to 10. Continue to work with part-part whole to understand the relationship between addition and subtraction. Work concretely with counters and plates to represent the recorded method.</p>	<p>Subtraction Continue to practise subtraction of 2 single digits and then a single digit from a 2 digit number. Consolidate number recognition and counting back from 20.</p>	<p>Subtraction Continue to practise and consolidate one less than and number recognition and sequencing with numbers in reverse order from 10.</p>

