





Numeracy Medium term planning with differentiation. Year 1 Autumn Term B 2016

Activities and groups adapted as necessary following ongoing formative assessments.

<u>Week</u>	<u>Unit</u>	<u>Starters</u>	<u>Blue Squares</u> 	<u>Red Circles and Yellow Diamonds</u>  	<u>Green Triangles</u> 
<p style="text-align: center;">9</p> <p>31/10/16-4/11/16</p>	<p>Geometry: Shape:</p>	<p>Geometry: Shape:</p> <p>Given a number, identify one more or one less.</p>	<p>Recognizes, names common 2D and 3D shapes.</p> <p>Fluency activities: guess the shape games, feely bags, sorting 2D and 3D shapes.</p> <p>On a set of 3D shapes, can identify some 2D shapes.</p> <p>Making 2D shapes using ear buds.</p> <p>Making 3D shapes from paper.</p> <p>Identifying similarities and differences between shapes (reasoning skills)</p> <p style="text-align: center;">Above all with adult support.</p>	<p>Recognizes, names common 2D and 3D shapes.</p> <p>Fluency activities: guess the shape games, feely bags, sorting 2D and 3D shapes.</p> <p>On a set of 3D shapes, can identify some 2D shapes.</p> <p>Making 2D shapes using ear buds.</p> <p style="text-align: center;">Above all with adult guidance.</p>	<p>Recognizes, names common 2D and 3D shapes.</p> <p>Fluency activities: guess the shape games, feely bags, sorting 2D and 3D shapes.</p> <p>On a set of 3D shapes, can identify some 2D shapes.</p> <p>Making 2D shapes using ear buds.</p> <p style="text-align: center;">Above all with adult modeling/guidance.</p>

10

7/11/16-
11/11/16

**Geometry:
Shape:**

*Geometry:
Shape:*

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.

Position and direction activities too.

Above all with adult guidance.

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.

Position and direction activities too.

Above all with adult guidance.

3D shapes - printing with 3D shapes - what 2D shapes do they make?

Using 3D shapes to build a home for a Wild thing - encourage language of shape.

Making shape pictures - tap-a-shape.
Shape patterns.

Identifying similarities and differences between 2D and 3D shapes.

Position and direction activities too.

Above all with adult modeling/guidance.

<p>11</p> <p>14/11/16-18/11/16</p>	<p>Number and Place Value</p>	<p>Number and Place Value:</p> <p>Recognising numbers on a 100 square.</p> <p>Counting sounds or objects.</p>	<p>Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.</p> <p>Count read ad write numbers from 1-20 in numerals and words.</p> <p>Recap identifying one more or one less.</p> <p>Above all with adult guidance.</p>	<p>Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.</p> <p>Count read ad write numbers from 1-20 in numerals and words.</p> <p>Recap identifying one more or one less.</p> <p>Above all with adult guidance.</p>	<p>Count to twenty, forwards and backwa beginning with 0 or 1, from any giv number.</p> <p>Count read ad write numbers from 1-20 in numerals and words.</p> <p>Recap identifying one more or one less.</p> <p>Above all with adult modeling/guidance</p>
<p>12</p> <p>21/11/16-25/11/16</p>	<p>Number and Place Value</p>	<p>Number and Place Value:</p> <p>Say the number one more or one less than any given number to 20.</p> <p>Identify various patterns in numbers when counting in 2s, 5s or 10s.</p>	<p>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.</p> <p>Count in multiples of twos and fives.</p> <p>Use objects and fingers and build to counting from memory.</p> <p>Noticing patterns in the times tables.</p> <p>Above all with increasing independence.</p>	<p>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.</p> <p>Count in multiples of twos and fives.</p> <p>Use objects and fingers and build to counting from memory.</p> <p>Noticing patterns in the times tables.</p> <p>Above all with adult guidance.</p>	<p>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.</p> <p>Count in multiples of twos and fives.</p> <p>Use objects and fingers.</p> <p>Noticing patterns in the time tables.</p> <p>Above all with adult modeling/guidance</p>

<u>13</u> 28/11/16- 02/12/16	Assessment Week		ASSESSMENT WEEK		
<u>14</u> 05/12/16- 09/12/16	Addition and Subtraction	Addition and Subtraction	Christmas week		
<u>15</u> 12/12/16- 16/12/16 Christmas week			Christmas week		