





# Numeracy Medium term planning with differentiation. Year 1 Autumn Term A 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> 
<b>01</b> 01/09/16- 01/09/16	<b>Number and Place Value</b>	<b>Number and Place Value:</b> Count, read and write numbers to 10 in numerals and words.	Count, read and write numbers to 20 in numerals and words.  Fluency: Using counters show me: 10, 8, 7 etc. Write the following numbers as numerals: Eight, six, seven etc. Write the numbers in words: 9, 1, 2 etc.  Reasoning: Using pictures to show the numeracy problems. Discuss and reason to solve the problems. Use drawings to model word problems.  Above all with adult guidance.	Count, read and write numbers to 20 in numerals and words.  Fluency: Using counters show me: 10, 8, 7 etc. Write the following numbers as numerals: Eight, six, seven etc. Write the numbers in words: 9, 1, 2 etc.  Reasoning: Using pictures to show the numeracy problems. Discuss and reason to solve the problems. Use drawings to model word problems.  Above all with adult guidance.	Count, read and write numbers to 20 in numerals and words.  Fluency: Using counters show me: 10, 8, 7 etc. Write the following numbers as numerals: Eight, six, seven etc. Write the numbers in words: 9, 1, 2 etc.  Reasoning: Using pictures to show the numeracy problems. Discuss and reason to solve the problems. Use drawings to model word problems.  Above all with adult modeling/guidance.

<p>02</p> <p>05/09/16-09/09/16</p>	<p>Number and Place Value</p>	<p>Number and Place Value:</p> <p>Given a number, identify one more or one less.</p>	<p>Fluency:</p> <p>Fill in the missing numbers: 9----- is one less than etc.</p> <p>How many fingers if I put one down?</p> <p>I roll the number that is one more, what number do I roll? (using a dice)</p> <p>(numbers to 20)</p> <p>Compare and order numbers up to 20. Solve: numbers over/bigger than/ more than 9 but under/lower than/less than 20; lying between 10 and 20.</p> <p>Reasoning:</p> <p>What comes next <math>6+1=7</math> <math>7+1=8</math>, <math>8+1=9</math> etc.</p> <p>True or false? 1 more than 7 is the same as 1 less than 9. Convince me.</p> <p>Harry says 1 more is the same as adding 1 and 1 less is the same as taking away, is he right?</p> <p>Problem Solving: A number line has been cut up can you find the missing numbers? - 5- - -8</p> <p>Above all with adult guidance.</p>	<p>Fluency:</p> <p>Fill in the missing numbers: 9----- is one less than etc.</p> <p>How many fingers if I put one down?</p> <p>I roll the number that is one more, what number do I roll? (using a dice)</p> <p>(numbers to 15)</p> <p>Compare and order numbers up to 20. Solve: numbers over/bigger than/ more than 9 but under/lower than/less than 20; lying between 10 and 20.</p> <p>Reasoning:</p> <p>What comes next <math>6+1=7</math> <math>7+1=8</math>, <math>8+1=9</math> etc.</p> <p>True or false? 1 more than 7 is the same as 1 less than 9. Convince me.</p> <p>Harry says 1 more is the same as adding 1 and 1 less is the same as taking away, is he right?</p> <p>Above all with adult guidance.</p>	<p>Fluency:</p> <p>Fill in the missing numbers: 9----- is one less than etc.</p> <p>How many fingers if I put one down:</p> <p>I roll the number that is one more, what number do I roll? (using a dice)</p> <p>(numbers to 10)</p> <p>Compare and order numbers up to 15. Solve: numbers over/bigger than/ more than 9 but under/lower than/less than 15; lying between 10 and 15.</p> <p>Reasoning:</p> <p>What comes next <math>6+1=7</math> <math>7+1=8</math>, <math>8+1=9</math> etc.</p> <p>True or false? 1 more than 7 is the same as 1 less than 9. Convince me.</p> <p>Above all with adult modeling/guidance</p>
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<p><b>03</b> 12/09/16-16/09/16</p>	<p><b>Number and Place Value</b></p>	<p><b>Number and Place Value:</b></p> <p>Count to twenty, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count in multiples of twos.</p>	<p>Count in multiples of 10 Recite in multiples of 2 to 20.</p> <p>Fluency: Finish the sequence, 8,9,10,11,12---- 20,19,18---</p> <p>Fill in the missing numbers: 11- 13—16 19—16—</p> <p>Count to twenty starting at 1. Count to twenty starting at 7.</p> <p>Reasoning: I am going to count to 20, I start at 6 will I say 11?</p> <p>Spot the mistake: 19, 18, 16, 15, 14 What is wrong with this sequence of numbers?</p> <p>I count backwards from 20 how many steps does it take me to get to 7?</p> <p>Discuss and reason the answers to the above. <i>(Problem solving if needed.)</i></p> <p>Above all with adult guidance.</p>	<p>Count in multiples of 10 Recite in multiples of 2 to 20.</p> <p>Fluency: Finish the sequence, 8,9,10,11,12---- 20,19,18---</p> <p>Fill in the missing numbers: 11- 13—16 19—16—</p> <p>Count to twenty starting at 1. Count to twenty starting at 7.</p> <p>Reasoning: I am going to count to 20, I start at 8 will I say 11?</p> <p>Spot the mistake: 14, 12, 11, 10, 09 What is wrong with this sequence of numbers?</p> <p>I count backwards from 15 how many steps does it take me to get to 7?</p> <p>Discuss and reason the answers to the above.</p> <p>Above all with adult guidance.</p>	<p>Count in multiples of 10 Recite in multiples of 2 to 20.</p> <p>Fluency: Finish the sequence, 8,9,10,11,12---- 20,19,18---</p> <p>Fill in the missing numbers: 11- 13—16 19—16—</p> <p>Count to twenty starting at 1. Count to twenty starting at 7.</p> <p>Reasoning: I am going to count to 15, I start at 8 I say 11?</p> <p>Spot the mistake: 11, 10, 8, 7, 6 What is wrong with this sequence of numbers?</p> <p>I count backwards from 15 how many steps does it take me to get to 7?</p> <p>Discuss and reason the answers to the above.</p> <p>Above all with adult modeling/guidance</p>
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<p><b>04</b></p> <p>19/09/16-23/09/16</p>	<p><b>Number and Place Value</b></p>	<p><b>Number and Place Value:</b></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>Identify number patterns on a 100 square.</p>	<p><b>Fluency:</b></p> <p>Using base 10, show me a number:</p> <ul style="list-style-type: none"> <li>&gt;More than 12</li> <li>&gt;Less than 20</li> <li>&gt;Equal to 10+10</li> </ul> <p>Look at the baskets of apples, which has the most? Which has the least? (Pictorial stage)</p> <p>Point to where 15 would be on the number track. Count from 11 to 18. Point to each number on the line as you count. (numbers up to 20)</p> <p><b>Reasoning:</b></p> <p>Fill the gaps:</p> <ul style="list-style-type: none"> <li>- is more than 15 but less than 20.</li> <li>- Is less than eighteen but more than twelve?</li> </ul> <p>Explain your answers.</p> <p>Time says 13 is more than twelve but less than eleven, is he correct? Why/why not?</p> <p>Look at the cubes are there more of one colour than another? Which colour has the most? If I added two more which would have the most?</p> <p><b>Problem Solving:</b></p> <p>Sarah has three bags of sweets. She says, bag A has the most sweets and Bag C has the least, if Bag A has 12 and C has 17 how many might be in Bag B?</p> <p style="text-align: center;">Above all with increasing independence.</p>	<p><b>Fluency:</b></p> <p>Using base 10, show me a number:</p> <ul style="list-style-type: none"> <li>&gt;More than 12</li> <li>&gt;Less than 20</li> <li>&gt;Equal to 10+10</li> </ul> <p>Look at the baskets of apples, which has the most? Which has the least? (Pictorial stage)</p> <p>Point to where 15 would be on the number track. Count from 11 to 18. Point to each number on the line as you count. (numbers up to 20)</p> <p><b>Reasoning:</b></p> <p>Fill the gaps:</p> <ul style="list-style-type: none"> <li>- is more than 15 but less than 20.</li> <li>- Is less than eighteen but more than twelve?</li> </ul> <p>Explain your answers.</p> <p>Time says 13 is more than twelve but less than eleven, is he correct? Why/why not?</p> <p>Look at the cubes are there more of one colour than another? Which colour has the most? If I added two more which would have the most?</p> <p style="text-align: center;">Above all with adult guidance.</p>	<p><b>Fluency:</b></p> <p>Using base 10, show me a number:</p> <ul style="list-style-type: none"> <li>&gt;More than 12</li> <li>&gt;Less than 20</li> <li>&gt;Equal to 10+10</li> </ul> <p>Look at the baskets of apples, which has the most? Which has the least? (Pictorial stage)</p> <p>Point to where 15 would be on the number track. Count from 11 to 15. Point to each number on the line as you count. (numbers up to 15)</p> <p><b>Reasoning:</b></p> <p>Fill the gaps:</p> <ul style="list-style-type: none"> <li>- is more than 15 but less than 20.</li> <li>- Is less than eighteen but more than twelve?</li> </ul> <p>Explain your answers.</p> <p>Time says 13 is more than twelve but less than eleven, is he correct? Why/why not?</p> <p>Look at the cubes are there more of one colour than another? Which colour has the most? If I added two more which would have the most?</p> <p style="text-align: center;">Above all with adult modeling/guidance</p>
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<p><b>05</b> 26.09.16- 30.09.16</p>	<p>Addition and Subtraction</p>	<p>Addition and Subtraction</p> <p>Represent and use number bonds and related subtraction facts (within 10)</p>	<p>Fluency: Explore a wide range of methods e.g missing boxes, fingers, counters, numericons etc. to explain bonds to 10 and 20.</p> <p>Use bonds to 20 patterns to complete number sentences.</p> <p>Understand the commutative law for addition (that it can be done in any order e.g. <math>4 + 6</math> or <math>6 + 4</math>).</p> <p>Use boxes and bar models to create inverse number sentences for number bonds to 10 and 20.</p> <p>Reasoning:</p> <p>Recognise and continue patterns in number sentences. Focus on making patterns for the number 10. Apply rules for number bonds to 10 when using larger numbers e.g 20.</p> <p>Solve missing number questions.</p> <p>Above all with increasing independence.</p>	<p>Fluency: Explore a wide range of methods e.g missing boxes, fingers, counters, numericons etc. to explain bonds to 10 and 20.</p> <p>Use bonds to 10 patterns to complete number sentences.</p> <p>Understand the commutative law for addition (that it can be done in any order e.g. <math>4 + 6</math> or <math>6 + 4</math>).</p> <p>Use boxes to create inverse number sentences.</p> <p>Reasoning:</p> <p>Recognise and continue patterns in number sentences. Focus on making patterns for the number 10. Apply rules for number bonds to 10 when using larger numbers e.g 20, 50, 100.</p> <p>Solve missing number questions.</p> <p>Above all with adult guidance.</p>	<p>Fluency: Explore a wide range of methods e.g missing boxes, fingers, counters, numericons etc. to explain bonds to 10.</p> <p>Use bonds to 10 patterns to complete number sentences.</p> <p>Understand the commutative law for addition (that it can be done in any order e.g. <math>4 + 6</math> or <math>6 + 4</math>).</p> <p>Use boxes to create inverse number sentences.</p> <p>Reasoning:</p> <p>Recognise and continue patterns in number sentences. Focus on making patterns for the number 10. Apply rules for number bonds to 10 when using larger numbers e.g 20, 50, 100.</p> <p>Solve missing number questions.</p> <p>Above all with adult modeling/guidance</p>
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<p><b>06</b> 03.10.16- 07.10.16</p>	<p>Addition and Subtraction</p>	<p>Addition and Subtraction</p> <p>Add and subtract one digit numbers (to 10), including zero.</p> <p>Count forwards and backwards to 20/50/100 from 0 and from any given number. Repeat counting in 2s, 5s and 10s.</p> <p>Reliably count up to 20/50/100 objects and write the number in numerals and words.</p> <p>Say the number one more or one less than any given number to 50/100.</p> <p>Count using songs and rhymes in 2s, 5s and 10s.</p>	<p>Fluency:</p> <p>Read and solve problems, which involve adding and subtracting using 2 single digit numbers together. Use pictorial representations and a number sentence to show workings.</p> <p>Reasoning:</p> <p>Add missing symbols + - and = to given number sentences.</p> <p>Use the commutative rule to show the associated facts to a given number sentence. E.g <math>16 + 3 = 20</math></p> <p>Show a link between 3 numbers (17, 13, 14 ) using number sentences.</p> <p>Problem solving:</p> <p>Show the different ways someone can score 7 in a bowling game.</p> <p>Use 2 or 3 numbers from 4 cards to make a total.</p> <p>Solve an 'egg' problem using cubes.</p> <p>Above all with increasing independence.</p>	<p>Fluency:</p> <p>Read and solve problem, which involve adding and subtracting using 2 single digit numbers together. Use pictorial representations and a number sentence to show workings.</p> <p>Reasoning:</p> <p>Add missing symbols + - and = to given number sentences.</p> <p>Use the commutative rule to show the associated facts to a given number sentence. E.g <math>16 + 3 = 20</math></p> <p>Show a link between 3 numbers (17, 13, 14 ) using number sentences.</p> <p>Problem solving:</p> <p>Show the different ways someone can score 7 in a bowling game.</p> <p>Use 2 or 3 numbers from 4 cards to make a total.</p> <p>Above all with adult guidance</p>	<p>Fluency:</p> <p>Read and solve problems, which involve adding and subtracting using 2 single digit numbers together. Use pictorial representations and a number sentence to show workings.</p> <p>Reasoning:</p> <p>Add missing symbols + - and = to given number sentences.</p> <p>Use the commutative rule to show the associated facts to a given number sentence. E.g <math>16 + 3 = 20</math></p> <p>Show a link between 3 numbers (17, 13, 14 ) using number sentences.</p> <p>Above all with adult modeling/guidance</p>
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<p><b>07</b> 10.10.16- 14.10.16</p>	<p>Addition and Subtraction</p>	<p>Addition and Subtraction</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Understand that different apparatus is used to measure weight/mass, length/height and capacity/volume.</p> <p>Begin to understand different units of measurement and how to write them. (E.g. g/kg, cm/m and cl/l).</p> <p>Order and compare weights to 100g.</p> <p>Order and compare lengths to 100cm.</p>	<p>Fluency: Read addition and subtraction problems and show workings through pictorial representations and number sentences independently.</p> <p>Reasoning: Use 3 numbers e.g 14, 5 and 19 to create number sentences. Fill in the missing symbols in the selected number sentences e.g 17, 3, 20 20, 5, 15.</p> <p>Problem solving: Write number sentences using a given picture. Explore problem solving skills using a dice. Roll a 1-6 dice twice and add the numbers together. Roll again and take this number away. Write the subtraction in a number sentence.</p> <p>Above all with increasing independence.</p>	<p>Fluency: Read addition and subtraction problems and show workings through pictorial representations and number sentences with adult guidance.</p> <p>Reasoning: Use 3 numbers e.g 14, 5 and 19 to create number sentences. Fill in the missing symbols in the selected number sentences e.g 17, 3, 20 20, 5, 15.</p> <p>Problem solving: Write number sentences using a given picture.</p> <p>Above all with adult guidance</p>	<p>Fluency: Read addition and subtraction problems and show workings through pictorial representations and number sentences with adult modelling/guidance.</p> <p>Reasoning: Use 3 numbers e.g 14, 5 and 19 to create number sentences. Fill in the missing symbols in the selected number sentences, e.g 17, 3, 20 20, 5, 15.</p> <p>Using practical apparatus and the outdoor environment.</p> <p>Above all with adult modeling/guidance</p>
<p><b>08</b> 17.10.16- 21.10.16</p>	<p><b>ASSESSMENT WEEK</b></p>				

