

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

<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 $6+1=7$ $7+1=8$, $8+1=9$ 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 $6+1=7$ $7+1=8$, $8+1=9$ 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 $6+1=7$ $7+1=8$, $8+1=9$ 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>03 12/09/16-16/09/16</p>	<p>Number and Place Value</p>	<p>Number and Place Value:</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>04</p> <p>19/09/16-23/09/16</p>	<p>Number and Place Value</p>	<p>Number and Place Value:</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>Fluency:</p> <p>Using base 10, show me a number:</p> <ul style="list-style-type: none"> >More than 12 >Less than 20 >Equal to 10+10 <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>Reasoning:</p> <p>Fill the gaps:</p> <ul style="list-style-type: none"> - is more than 15 but less than 20. - Is less than eighteen but more than twelve? <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>Problem Solving:</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>Fluency:</p> <p>Using base 10, show me a number:</p> <ul style="list-style-type: none"> >More than 12 >Less than 20 >Equal to 10+10 <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>Reasoning:</p> <p>Fill the gaps:</p> <ul style="list-style-type: none"> - is more than 15 but less than 20. - Is less than eighteen but more than twelve? <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>Fluency:</p> <p>Using base 10, show me a number:</p> <ul style="list-style-type: none"> >More than 12 >Less than 20 >Equal to 10+10 <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>Reasoning:</p> <p>Fill the gaps:</p> <ul style="list-style-type: none"> - is more than 15 but less than 20. - Is less than eighteen but more than twelve? <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>05 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. $4 + 6$ or $6 + 4$).</p> <p>Use boxes and bar models to create inverse number sentences for number bonds to 10 and 20.</p> <p>Reasoning: 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. $4 + 6$ or $6 + 4$).</p> <p>Use boxes to create inverse number sentences.</p> <p>Reasoning: 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. $4 + 6$ or $6 + 4$).</p> <p>Use boxes to create inverse number sentences.</p> <p>Reasoning: 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>06 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 $16 + 3 = 20$</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 $16 + 3 = 20$</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 $16 + 3 = 20$</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>07 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>08 17.10.16- 21.10.16</p>	<p>ASSESSMENT WEEK</p>				

