

Numeracy Medium term planning with differentiation. Year 1 Spring Term A 2017

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>  |
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| <p>16</p> <p>05/01/17- 06/01/17</p> | <p>Time</p> | <p>Time</p> <p>Sing time song.</p> <p>Sing days of the week song.</p> | <p>Sequence events in chronological order using language before, after, next, afternoon, yesterday etc.</p> <p>Above all with increasing independence.</p> | <p>Sequence events in chronological order using language before, after, next, afternoon, yesterday etc.</p> <p>Above all with adult support.</p> | <p>Sequence events in chronological order using language before, after, next, afternoon, yesterday etc.</p> <p>Above all with adult modeling/guidance.</p> |

17

9/01/17-
13/01/17

Time

Time:
Sing time song.
Use mini clocks to place hands on the carpet.
Recognize the order of the days of the week.

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Compare, describe and solve practical problems for time e.g. slower, quicker etc. and measure and begin to record time (hours, minutes and seconds)

Recognize and use language relating to dates, including days of the week, months and years.

Problem solving using pictures of activities.

Ordering time connective language.
Providing reasons for answers given.

Above all with increasing independence.

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Compare, describe and solve practical problems for time e.g. slower, quicker etc. and measure and begin to record time (hours, minutes and seconds)

Recognize and use language relating to dates, including days of the week, months and years.

Above all with adult support.

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Compare, describe and solve practical problems for time e.g. slower, quicker etc. and measure and begin to record time (hours, minutes and seconds)

Recognize and use language relating to dates, including days of the week, months and years.

Lots of fluency based problems filling the missing answers within a question. Putting the days of the week in the correct order.

Moving on to reasoning when ready.

Above all with adult modeling/guidance

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| <p>18</p> <p>16/01/17-20/01/17</p> | <p>Place Value</p> | <p>Place Value:</p> <p>Recognising numbers on a 100 square.</p> <p>Counting sounds or objects.</p> | <p>Count to 40 forwards and backwards beginning with 0 or 1 or from any number.</p> <p>Count, read and write numbers from 1-40 in numerals and words.</p> <p>Identify and represent numbers using objects and pictorial drawings.</p> <p>Given a number identify 1 more or 1 less to 40.</p> <p>Above all with increasing independence.</p> | <p>Count to 40 forwards and backwards beginning with 0 or 1 or from any number.</p> <p>Count, read and write numbers from 1-40 in numerals and words.</p> <p>Identify and represent numbers using objects and pictorial drawings.</p> <p>Given a number identify 1 more or 1 less to 40.</p> <p>Above all with adult support.</p> | <p>Count to 20 forwards and backwards beginning with 0 or 1 or from any number.</p> <p>Count, read and write numbers from 1-20 in numerals and words.</p> <p>Identify and represent numbers using objects and pictorial drawings.</p> <p>Given a number identify 1 more or less to 20.</p> <p>Above all with adult modeling/guidance.</p> |
| <p>19</p> <p>23/01/17-27/01/17</p> | <p>Addition and Subtraction</p> | <p>Addition and Subtraction:</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>Add and subtract one digit and two digit numbers to 40 including 0.</p> <p>Add and subtract numbers using concrete objects, pictorial representations and mentally including a two digit number and ones, a two digit number and tens, two, two digit numbers and adding three digit numbers.</p> <p>Above all with increasing independence.</p> | <p>Add and subtract one digit and two digit numbers to 40 including 0.</p> <p>Add and subtract numbers using concrete objects, pictorial representations and mentally including a two digit number and ones, a two digit number and tens, two, two digit numbers and adding three digit numbers.</p> <p>Above all with adult support.</p> | <p>Add and subtract one digit and two digit numbers to 20 including 0.</p> <p>Add and subtract numbers using concrete objects, pictorial representations and mentally including a two digit number and ones, a two digit number and tens, two, two digit numbers.</p> <p>Above all with adult modeling/guidance.</p> |

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| <p style="text-align: center;"><u>20</u></p> <p>30/01/17- 03/02/17</p> | <p>Addition and Subtraction</p> | <p>Addition and Subtraction:</p> <p>Recognise the signs shown.</p> <p>Count in 10's.</p> | <p>Read, write and interpret mathematical statements involving addition, subtractions and equals signs.</p> <p>Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems.</p> <p>Numbers to 40.</p> <p style="background-color: yellow;">Above all with increasing independence.</p> | <p>Read, write and interpret mathematical statements involving addition, subtractions and equals signs.</p> <p>Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems.</p> <p>Numbers to 40.</p> <p style="background-color: yellow;">Above all with adult support.</p> | <p>Read, write and interpret mathematical statements involving addition, subtractions and equals signs.</p> <p>Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems.</p> <p>Numbers to 20.</p> <p style="background-color: yellow;">Above all with adult modeling/guidance</p> |
| <p style="text-align: center;"><u>21</u></p> <p>06/02/17- 10/02/17</p> | <p>Assessment Week</p> <p>Length and height</p> | <p>Length and height:</p> <p>Recognise amounts when displayed on the IWB. Understand what tool we could use for measuring a certain item. E.g. beaker. Ruler etc.</p> | <p>Compare, describe and solve practical problems for lengths and heights e.g. long, short, tall, double, half etc.</p> <p>Measure and record lengths and heights.</p> <p style="background-color: yellow;">Above all with increasing independence.</p> | <p>Compare, describe and solve practical problems for lengths and heights e.g. long, short, tall, double, half etc.</p> <p>Measure and begin to record lengths and heights.</p> <p style="background-color: yellow;">Above all with adult support.</p> | <p>Compare, describe and solve practical problems for lengths and heights e.g. long, short, tall, double, half etc.</p> <p>Measure and begin to record lengths and heights.</p> <p><i>Lots of practical problems and understanding how to use a ruler correctly.</i></p> <p style="background-color: yellow;">Above all with adult modeling/guidance</p> |

