

# Numeracy Medium term planning with differentiation. Class 6 Year 1. Autumn Term 2 2016

Activities and groups adapted as necessary following ongoing formative assessments.

<u>Week</u>	<u>Unit</u>	<u>Starters</u>	<u>Green Stars</u> 	<u>Yellow Triangles</u> 	<u>Blue Squares</u> 	<u>Red Circles</u> 
1	Geometry: Shape	<p><b>Count in twos</b></p> <p><b>Mental: Addition number sentences and subtraction number sentences</b></p> <p><b>What shape is the odd one out?</b></p> <p><b>Shape mastery questions</b></p> <p><b>Read and write numerals 1-10 in words.</b></p>	<p>2D / 3D shape</p> <p>Recognise and name common 2D shape and 3D shapes including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.</p> <p>Children to use a feely bag and put their hand in the bag. Can they find a triangle etc?</p> <p>Name 2D and 3D shapes in different orientations.</p> <p>Position, direction, direction and movement, including whole, half, quarter and three quarter turns.</p> <p>Show children the picture. Identify the position of each item. Top, middle or bottom? The blue square is in the _____ row.</p> <p>Show children the pictures to show whole, half, quarter and three quarter turns.</p> <p><i>Independently</i></p>	<p>2D / 3D shape</p> <p>Recognise and name common 2D shape and 3D shapes including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.</p> <p>Children to use a feely bag and put their hand in the bag. Can they find a triangle etc?</p> <p>Name 2D and 3D shapes in different orientations.</p> <p>Position, direction, direction and movement, including whole, half, quarter and three quarter turns.</p> <p>Show children the picture. Identify the position of each item. Top, middle or bottom? The blue square is in the _____ row.</p> <p>Show children the pictures to show whole, half, quarter and three quarter</p> <p><i>With support where necessary turns.</i></p>	<p>2D / 3D shape</p> <p>Recognise and name common 2D shape and 3D shapes including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.</p> <p>Children to use a feely bag and put their hand in the bag. Can they find a triangle etc?</p> <p>Name 2D and 3D shapes in different orientations.</p> <p>Position, direction, direction and movement, including whole, half, quarter and three quarter turns.</p> <p>Show children the picture. Identify the position of each item. Top, middle or bottom? The blue square is in the _____ row.</p> <p>Show children the pictures to show whole, half, quarter and three quarter turns.</p> <p><i>With support where necessary</i></p>	<p>2D / 3D shape</p> <p>Recognise and name common 2D shape and 3D shapes including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.</p> <p>Children to use a feely bag and put their hand in the bag. Can they find a triangle etc?</p> <p>Name 2D and 3D shapes in different orientations.</p> <p>Position, direction, direction and movement, including whole, half, quarter and three quarter turns.</p> <p>Show children the picture. Identify the position of each item. Top, middle or bottom? The blue square is in the _____ row.</p> <p>Show children the pictures to show whole, half, quarter and three quarter turns.</p> <p><i>With support where necessary</i></p>
2		Count, read and write numbers to 20 in numerals	Number place value: Count across 20 to 50 forwards and backwards with	Count to twenty, forwards	Count to twenty, forwards and backwards from 0 and	Count to twenty, forwards

5-9 <sup>th</sup> Sep	Number: Place Value	<p>and words.</p> <p>Count in 2's</p> <p>Count forwards and backwards to 20/50/100 from 0 and from any given number.</p> <p>what's missing in the sequence?</p> <p>Given a number, identify one more or one less.</p> <p>Give instructions to place a number on a number line or hundred square using mathematical language.</p>	<p>from 0 and any given number.</p> <p>Count read and write numbers from 1 to 20 in numerals and words.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line. And use of language of equal to, more than, less than (fewer), most, least.</p> <p><b>Mastery:</b> point to the third object in the line.</p> <p>Write the numbers in order of size: 15, 16, 5, 71, 50</p> <p>Explain the odd one out: 40, 71, 65</p> <p>I am going to count on from 20. Will I say the number 19? Convince me. I am going to count backwards from 20. How many steps will it take to reach 0?</p> <p>Gemma thought of a number. One more than her number was 18. What was her number?</p> <p><i>Independently</i></p>	<p>and backwards from 0 and any given number.</p> <p>Count read and write numbers from 1 to 20 in numerals and words.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line. And use of language of equal to, more than, less than (fewer), most, least.</p> <p><b>Mastery:</b> point to the third object in the line.</p> <p>Write the numbers in order of size: 15, 16, 5, 71, 50</p> <p>Explain the odd one out: 40, 71, 65</p> <p>I am going to count on from 20. Will I say the number 19? Convince me. I am going to count backwards from 20. How many steps will it take to reach 0?</p> <p>Gemma thought of a number. One more than her number was 18. What was her number?</p> <p><i>With support where necessary</i></p>	<p>any given number.</p> <p>Count read and write numbers from 1 to 20 in numerals and words.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line. And use of language of equal to, more than, less than (fewer), most, least.</p> <p><b>Mastery:</b> point to the third object in the line.</p> <p>Write the numbers in order of size: 15, 16, 5, 71, 50</p> <p>Explain the odd one out: 40, 71, 65</p> <p>I am going to count on from 20. Will I say the number 19? Convince me. I am going to count backwards from 20. How many steps will it take to reach 0?</p> <p>Gemma thought of a number. One more than her number was 18. What was her number?</p> <p><i>With support where necessary</i></p>	<p>and backwards from 0 and any given number.</p> <p>Read and write numerals 1 to 10 in words.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line. And use of language of equal to, more than, less than (fewer), most, least.</p> <p><b>Mastery:</b> point to the third object in the line.</p> <p>Write the numbers in order of size: 15, 16, 5, 71, 50</p> <p>Explain the odd one out: 40, 71, 65</p> <p>I am going to count on from 20. Will I say the number 19? Convince me. I am going to count backwards from 20. How many steps will it take to reach 0?</p> <p>Gemma thought of a number. One more than her number was 18. What was her number?</p> <p><i>Begin as a group and then move to pairs and independent.</i></p>
3		What is the odd one out and why?	Write numerals 1 to 20 in	Write numerals 1 to 20 in	Write numerals 1 to 20 in	Write numerals 1 to 20 in

<p>13<sup>th</sup>- 16<sup>th</sup>Sep</p>	<p>Number: Place Value / links with multiplication</p>	<p>50, 61, 75 62, 63, 78</p> <p>What is wrong with the following sequence?</p> <p>Count in 2's, 5's 10's</p> <p>Understand ordinal numbers 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> first, second, third etc.).</p>	<p>words.</p> <p>Count in multiples of 2, 5, 10</p> <p>Count number of groups on their fingers as they skip counting.</p> <p>Use concrete objects. Show multiplication problems using repeated addition.</p> <p>Mastery: <b>I am going to count on in twos from 3. Will I say an even number? Convince met.</b></p> <p>I am going to count backwards in 20s from 20. How many steps will it take to reach 0? Convince me.</p> <p>Independently</p>	<p>words.</p> <p>Count in multiples of 2, 5, 10</p> <p>Use concrete objects and pictorial representation. Show multiplication problems using repeated addition.</p> <p>Mastery: <b>I am going to count on in twos from 3. Will I say an even number? Convince met.</b></p> <p>I am going to count backwards in 20s from 20. How many steps will it take to reach 0? Convince me.</p> <p>With support where necessary</p>	<p>words.</p> <p>Count in multiples of 2, 5, 10</p> <p>Use concrete objects and pictorial representation. Show multiplication problems using repeated addition.</p> <p>Mastery: <b>I am going to count on in twos from 3. Will I say an even number? Convince met.</b></p> <p>I am going to count backwards in 20s from 20. How many steps will it take to reach 0? Convince me.</p> <p>With support where necessary</p>	<p>words.</p> <p>Count in multiples of 2, 5, 10</p> <p>Use concrete objects and pictorial representation. Show multiplication problems using repeated addition.</p> <p>Mastery: <b>I am going to count on in twos from 3. Will I say an even number? Convince met.</b></p> <p>I am going to count backwards in 20s from 20. How many steps will it take to reach 0? Convince me.</p> <p>Explore as a group and then children to apply skills independently.</p>
<p>4 19<sup>th</sup>-23<sup>rd</sup> Sep</p>	<p>Number: Addition</p>	<p>Count backwards from a given number.</p> <p>Count, read and write numbers to 20 in numerals and words.</p> <p>Mental addition.</p> <p>Inverse operation starters.</p> <p>Missing number starters.</p>	<p>Number: addition: Represent and use number bonds to 20. Add two 2 digit numbers under 20 including zero using pictorial representation and mentally.</p> <p>Read, write and interpret mathematical statements involving addition, subtraction and equal signs. Solve one step problems that</p>	<p>Number: addition: Represent and use number bonds to 20. Add a single digit number to a two digit number under 20 including zero using pictorial representation.</p> <p>Read, write and interpret mathematical statements involving addition, subtraction and equal signs.</p>	<p>Number: addition: Represent and use number bonds to 20. Add a single digit number to a two digit number under 20 including zero using pictorial representation.</p> <p>Read, write and interpret mathematical statements involving addition, subtraction and equal signs. Solve one step problems that</p>	<p>Number: addition: Represent number bonds to 10 and then begin to represent number bonds to 20. Add a single digit number to a two digit number under 20 including zero using concrete objects or pictorial representation.</p> <p>Read, write and interpret mathematical statements</p>

		<p>Count sounds (clicking/clapping) to 20/50/100.</p> <p>Reliably count up in 2's and 5's across 20/50/100</p> <p>Say the number one more or one less than any given number.</p>	<p>involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as <math>7 = ? - 9</math></p> <p>Relationship between facts e.g <math>6 + 4 = 10</math> <math>4 + 6 = 10</math> <math>10 - 6 = 4</math> <math>10 - 4 = 6</math></p> <p>Use part part whole methods to relate to oral problems.</p>	<p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as <math>7 = ? - 9</math></p> <p>Relationship between facts e.g <math>6 + 4 = 10</math> <math>4 + 6 = 10</math> <math>10 - 6 = 4</math> <math>10 - 4 = 6</math></p> <p>Use part part whole methods to relate to oral problems.</p>	<p>involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as <math>7 = ? - 9</math></p> <p>Relationship between facts e.g <math>6 + 4 = 10</math> <math>4 + 6 = 10</math> <math>10 - 6 = 4</math> <math>10 - 4 = 6</math></p> <p>Use part part whole methods to relate to oral problems.</p>	<p>involving addition, subtraction and equal signs.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as <math>7 = ? - 9</math></p> <p>Relationship between facts e.g <math>6 + 4 = 10</math> <math>4 + 6 = 10</math> <math>10 - 6 = 4</math> <math>10 - 4 = 6</math></p> <p>Use part part whole methods to relate to oral problems.</p>
<p><b>5</b> 26<sup>th</sup>-30<sup>th</sup> Sep</p>	<p>Number: Subtraction</p>	<p>Quick recall of number bonds to 10 and then 20.</p> <p>Quick recall of commutative law for addition.</p> <p>Solve missing number problems.</p> <p>How many items can you get for 20p</p>	<p>Represent and use number bonds to 20.</p> <p>Subtract two digit numbers which are under 20 using pictorial representation.</p> <p>Subtract a single digit number from a two digit number using pictorial representation and mentally.</p> <p>Use counting back method to subtract.</p> <p>Subtract using objects.</p> <p>Subtract by crossing out.</p> <p>Explore part part whole method.</p> <p>Read, write and interpret mathematical statements involving addition,</p>	<p>Represent and use number bonds to 20.</p> <p>Subtract two digit numbers which are under 20 using pictorial representation.</p> <p>Subtract a single digit number from a two digit number using pictorial representation and mentally.</p> <p>Use counting back method to subtract.</p> <p>Subtract using objects.</p> <p>Subtract by crossing out.</p> <p>Explore part part whole method.</p> <p>Read, write and interpret mathematical statements involving addition,</p>	<p>Represent and use number bonds to 20.</p> <p>Subtract two digit numbers which are under 20 using objects or pictorial representation.</p> <p>Subtract a single digit number from a two digit number using pictorial representation.</p> <p>Use counting back method to subtract.</p> <p>Subtract using objects.</p> <p>Subtract by crossing out.</p> <p>Explore part part whole method.</p> <p>Read, write and interpret mathematical statements</p>	<p>Represent number bonds to 10 and then begin to represent number bonds to 20.</p> <p>Subtract a single digit number from a two digit number using objects and pictorial representation.</p> <p>Use counting back method to subtract.</p> <p>Subtract using objects.</p> <p>Subtract by crossing out.</p> <p>Explore part part whole method.</p> <p>Read, write and interpret mathematical statements involving addition, subtraction and equal signs.</p>

			<p>subtraction and equal signs. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as <math>7 = ? - 9</math></p> <p><i>Independent</i></p>	<p>subtraction and equal signs. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as <math>7 = ? - 9</math></p> <p><i>Support where necessary</i></p>	<p>involving addition, subtraction and equal signs. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as <math>7 = ? - 9</math></p> <p><i>Support where necessary</i></p>	<p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems such as <math>7 = ? - 9</math></p> <p><i>Explore subtraction as a group using objects and then independently select own methods.</i></p>
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**ASSESSMENT WEEK**

**CHRISTMAS WEEK.**

**REVISION & CONSOLIDATION OF TEACHING THIS TERM TO BE PLANNED BASED ON OUTCOMES OF WEEKS 1 TO 5.**