

# Numeracy Medium term planning with differentiation.

Class 8. Year 2 (MA) Autumn 1 (Term 1)

Activities and groups adapted as necessary following ongoing formative assessments.

<u>Week</u>	<u>Starters</u>	<u>Yellow Stars</u> 	<u>Green Triangles</u> 	<u>Blue Squares</u> 	<u>Red Circles</u> 
1	<p><b>EMC:</b> Count to 100 forwards and backwards from 0 and any given number.</p> <p>Read numbers from 1 to 20 in words. Write numbers from 1 to 20 in words.</p> <p><b>Starter:</b> Count aloud in 1s, 2s, 5s and 10s, from 0 and from a given number.</p> <p>Count sounds (clicking/clapping) to 20/50/100.</p> <p>Match the number label to the amount of items (digits and words).</p> <p>Count forwards and backwards to 20/50/100 from 0 and from any given number.</p> <p>Reliably count up to 20/50/100 objects.</p>	<p>Monday, Tuesday and Wednesday = Summer Holiday.</p> <p><b>Number - Place Value.</b> Count to 100 forwards from 0. Count from 100 backwards to 0 independently. Count to 100 forwards from any given number independently. Count backwards from any given number under 100 independently. Count across 100 forwards from 0 independently. Count across 100 backwards to 0 independently.</p> <p>Read numbers to 100 in numerals independently. Write numbers to 100 in numerals independently.</p>	<p>Monday, Tuesday and Wednesday = Summer Holiday.</p> <p><b>Number - Place Value.</b> Count to 100 forwards from 0. Count from 100 backwards to 0 independently. Count to 100 forwards from any given number independently. Count backwards from any given number under 100 independently. Count across 100 forwards from 0 independently. Count across 100 backwards to 0 independently.</p> <p>Read numbers to 100 in numerals independently. Write numbers to 100 in numerals independently.</p>	<p>Monday, Tuesday and Wednesday = Summer Holiday.</p> <p><b>Number - Place Value.</b> Count across 20 to 50 forwards from 0 independently. Count backwards from 50 to 0, independently. Count backwards from any given number under 50 independently. Read numbers to 50 in numerals independently. Write numbers to 50 in numerals independently.</p> <p>Begin to count to 100 forwards and backwards from 0 and any given number with support.</p> <p>Begin to read and write numbers to 100 in numerals with support.</p>	<p>Monday, Tuesday and Wednesday = Summer Holiday.</p> <p><b>Number - Place Value.</b> Count across 20 to 50 forwards from 0 independently. Count backwards from 50 to 0, independently. Count backwards from any given number under 50 independently. Read numbers to 50 in numerals independently. Write numbers to 50 in numerals independently.</p> <p>Begin to count to 100 forwards and backwards from 0 and any given number with support.</p> <p>Begin to read and write numbers to 100 in numerals with support.</p>

<p>2</p>	<p><b>EMC:</b> Count to 100 forwards and backwards from 0 and any given number.</p> <p>Read numbers from 1 to 20 in words. Write numbers from 1 to 20 in words.</p> <p><b>Starter:</b> Estimate the number of items shown.</p> <p>Identify what each digit is worth in a 2-digit number by partitioning.</p> <p>Develop quick recall of addition facts to 10 (and beyond) and use + and = symbols to record.</p> <p>Understand ordinal numbers (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> first, second, third etc.).</p> <p>Develop quick recall of subtraction facts to 10 and use - and = symbols to record.</p>	<p><b>Number - Place Value.</b> Read numbers to 100 in numerals independently. Write numbers to 100 in numerals independently.</p> <p>Count in multiples of 10 independently. Count in multiples of 5 independently. Count in multiples of 2 independently.</p>	<p><b>Number - Place Value.</b> Read numbers to 100 in numerals independently. Write numbers to 100 in numerals independently.</p> <p>Count in multiples of 10 independently. Count in multiples of 5 independently. Count in multiples of 2 independently.</p>	<p><b>Number - Place Value.</b> Read numbers to 50 in numerals independently. Write numbers to 50 in numerals independently.</p> <p>Begin to read and write numbers to 100 in numerals with support.</p> <p>Count in multiples of 10 independently. Count in multiples of 5 independently.. Begin to count in multiples of 2 with support.</p>	<p><b>Number - Place Value.</b> Read numbers to 50 in numerals independently. Write numbers to 50 in numerals independently.</p> <p>Begin to read and write numbers to 100 in numerals with support.</p> <p>Count in multiples of 10 independently. Count in multiples of 5 independently.. Begin to count in multiples of 2 with support.</p>
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<p>3</p>	<p><b>EMC:</b></p> <p>Count to 100 forwards and backwards from 0 and any given number.</p> <p>Read numbers from 1 to 20 in words. Write numbers from 1 to 20 in words.</p> <p><b>Starter:</b></p> <p>Count through rhymes and songs. Count sounds (clicking/clapping) to 20/50/100.</p> <p>Count aloud in ones and continue the count after given a sequence.</p> <p>Say the number one more or one less than any given number to 20.</p> <p>Give instructions to place a number on a number line or hundred square using mathematical language.</p>	<p><b>Number – Place Value.</b></p> <p>Recognize teen numbers as a ten + ones e.g. <math>17 = 10 + 7</math> independently.</p> <p>Partition numbers into 10s and 1s using concrete objects and write number sentences for partitioning independently.</p> <p>Compare numbers from 0 to 100 using mathematical language independently.</p> <p>Given a number, identify 1 more or less to 100 independently.</p> <p>Identify and represent numbers using objects and pictorial representations including the numberline and be secure with language 'equal to', 'more than' and 'less than' in different contexts, independently.</p>	<p><b>Number – Place Value.</b></p> <p>Recognize teen numbers as a ten + ones e.g. <math>17 = 10 + 7</math> independently.</p> <p>Partition numbers into 10s and 1s using concrete objects and write number sentences for partitioning independently.</p> <p>Compare numbers from 0 to 100 using mathematical language independently.</p> <p>Given a number, identify 1 more or less to 100 independently.</p> <p>Identify and represent numbers using objects and pictorial representations including the numberline and be secure with language 'equal to', 'more than' and 'less than' in different contexts, independently.</p>	<p><b>Number – Place Value.</b></p> <p>Begin to count teen numbers from 10 onwards (i.e. not going back to 1) independently.</p> <p>Begin to use concrete objects to count in multiples of 10, 5 &amp; 2 independently.</p> <p>Given a number, identify 1 more or less to 50 independently.</p> <p>Use language 'equal to', 'more than' and 'less than' independently.</p> <p>Use the language 'most' and 'least' independently.</p> <p>Read 1 to 10 in words independently.</p> <p>Write 1 to 10 in words independently.</p>	<p><b>Number – Place Value.</b></p> <p>Begin to count teen numbers from 10 onwards (i.e. not going back to 1) independently.</p> <p>Begin to use concrete objects to count in multiples of 10, 5 &amp; 2 independently.</p> <p>Given a number, identify 1 more or less to 50 independently.</p> <p>Use language 'equal to', 'more than' and 'less than' independently.</p> <p>Use the language 'most' and 'least' independently.</p> <p>Read 1 to 10 in words independently.</p> <p>Write 1 to 10 in words independently.</p>
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<p>4</p>	<p><b>EMC:</b> Count to 100 forwards and backwards from 0 and any given number.</p> <p>Read numbers from 1 to 20 in words. Write numbers from 1 to 20 in words.</p> <p><b>Starter:</b> Explain the meaning of 'pattern' and identify patterns in everyday life (in classroom, playground, clothes, architecture etc.).</p> <p>Give instructions (without looking) to enable a partner to reproduce their pattern.</p> <p>Identify various number patterns on a hundred square.</p> <p>Identify various patterns in numbers when counting in 2s, 5s or 10s.</p>	<p><b>Number: Addition and Subtraction.</b> Use number bonds to 20. Add 2 single digit numbers mentally. Add a single digit number to a 2-digit number mentally. Add two 2-digit numbers which are under 20 (e.g. 12+15) using pictorial representations.</p> <p>Read, write and interpret mathematical statements involving additon (+), subtraction (-) and equals (=) signs. Show that addition is commutative and subtraction is not.</p>	<p><b>Number: Addition and Subtraction.</b> Use number bonds to 20. Add 2 single digit numbers mentally. Add a single digit number to a 2-digit number mentally. Add two 2-digit numbers which are under 20 (e.g. 12+15) using pictorial representations.</p> <p>Read, write and interpret mathematical statements involving additon (+), subtraction (-) and equals (=) signs. Show that addition is commutative and subtraction is not.</p>	<p><b>Number: Addition and Subtraction.</b> Represent number bonds to 20. Begin to use number bonds to 20. Add 2 single digit numbers using pictorial representation. Add a single digit number to a 2-digit number using pictorial representations. Begin to add two 2-digit numbers which are under 20 (E.g. 12 + 16) using pictorial representations.</p> <p>Read, write and interpret mathematical statements involving additon (+), subtraction (-) and equals</p>	<p><b>Number: Addition and Subtraction.</b> Represent number bonds to 20. Begin to use number bonds to 20. Add 2 single digit numbers using pictorial representation. Add a single digit number to a 2-digit number using pictorial representations. Begin to add two 2-digit numbers which are under 20 (E.g. 12 + 16) using pictorial representations.</p> <p>Read, write and interpret mathematical statements involving additon (+), subtraction (-) and equals</p>
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<p>5</p>	<p><b>EMC:</b></p> <p>Count to 100 forwards and backwards from 0 and any given number.</p> <p>Read numbers from 1 to 20 in words. Write numbers from 1 to 20 in words.</p> <p><b>Starter:</b></p> <p>Find examples of shapes in the classroom and playground.</p> <p>Understand and explain the difference between 2-D and 3-D shapes. Recognise 2-D and 3-D shapes in different orientations.</p> <p>Describe patterns made with shapes.</p> <p>Select shapes that match a description.</p>	<p><b>Number: Addition and Subtraction.</b></p> <p>Use related subtraction facts within 20. Subtract 2 single digit numbers mentally.</p> <p>Subtract a single digit number from a 2-digit number mentally. Subtract two 2-digit numbers which are under 20 (E.g. 12-16) using pictorial representations.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Show that addition is commutative and subtraction is not.</p>	<p><b>Number: Addition and Subtraction.</b></p> <p>Use related subtraction facts within 20. Subtract 2 single digit numbers mentally.</p> <p>Subtract a single digit number from a 2-digit number mentally. Subtract two 2-digit numbers which are under 20 (E.g. 12-16) using pictorial representations.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Show that addition is commutative and subtraction is not.</p>	<p><b>Number: Addition and Subtraction.</b></p> <p>Begin to use related subtraction facts within 20. Subtract 2 single digit numbers using pictorial representations. Subtract a single digit number from a 2-digit number using pictorial representations. Begin to subtract 2-digit numbers which are under 20 (E.g. 16-12) using pictorial representations.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals</p>	<p><b>Number: Addition and Subtraction.</b></p> <p>Begin to use related subtraction facts within 20. Subtract 2 single digit numbers using pictorial representations. Subtract a single digit number from a 2-digit number using pictorial representations. Begin to subtract 2-digit numbers which are under 20 (E.g. 16-12) using pictorial representations.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals</p>
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<p>6</p>	<p><b>EMC:</b> Count to 100 forwards and backwards from 0 and any given number.</p> <p>Read numbers from 1 to 20 in words. Write numbers from 1 to 20 in words.</p> <p><b>Starter:</b> 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><b>Number: Addition and Subtraction.</b> Solve one step problems which involve addition mentally Solve missing number questions such as <math>7 = ? - 9</math> Solve one step problems which involve subtraction mentally.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Show that addition is commutative and subtraction is not.</p>	<p><b>Number: Addition and Subtraction.</b> Solve one step problems which involve addition mentally Solve missing number questions such as <math>7 = ? - 9</math> Solve one step problems which involve subtraction mentally.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Show that addition is commutative and subtraction is not.</p>	<p><b>Number: Addition and Subtraction.</b> Solve one step problems which involve addition using pictorial representations. Solve missing number questions such as <math>30 - ? = 24</math></p> <p>Solve one step problems which involve subtraction using pictorial representations.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals</p>	<p><b>Number: Addition and Subtraction.</b> Solve one step problems which involve addition using pictorial representations. Solve missing number questions such as <math>30 - ? = 24</math></p> <p>Solve one step problems which involve subtraction using pictorial representations.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals</p>
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<p>7</p>	<p><b>EMC:</b> Count to 100 forwards and backwards from 0 and any given number.</p> <p>Read numbers from 1 to 20 in words. Write numbers from 1 to 20 in words.</p> <p><b>Starter:</b> 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><b>Measurement: Length and Mass.</b> Compare, describe and solve practical problems for length, know the terminology long/short, longer/shorter and double/half.</p> <p>Compare, describe and solve practical problems for height, know the terminology tall/short and taller/shorter.</p> <p>Compare, describe and solve practical problems for mass/weight, know the terminology heavy/light and heavier than/lighter than.</p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (cm/m) and mass (g/kg) to the nearest appropriate unit, using rulers and scales.</p> <p>Compare and order length and mass and record the results using &lt; , &gt; and =</p>	<p><b>Measurement: Length and Mass.</b> Compare, describe and solve practical problems for length, know the terminology long/short, longer/shorter and double/half.</p> <p>Compare, describe and solve practical problems for height, know the terminology tall/short and taller/shorter.</p> <p>Compare, describe and solve practical problems for mass/weight, know the terminology heavy/light and heavier than/lighter than.</p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (cm/m) and mass (g/kg) to the nearest appropriate unit, using rulers and scales.</p> <p>Compare and order length and mass and record the results using &lt; , &gt; and =</p>	<p><b>Measurement: Length and Mass.</b> Begin to solve practical problems for length, know the terminology long/short, longer/shorter and double/half.</p> <p>Begin to solve practical problems for height, know the terminology tall/short and taller/shorter.</p> <p>Begin to solve practical problems for mass/weight, know the terminology heavy/light and heavier than/lighter than.</p> <p>Record measurements in non-standard units and begin to in standard units.</p>	<p><b>Measurement: Length and Mass.</b> Begin to solve practical problems for length, know the terminology long/short, longer/shorter and double/half.</p> <p>Begin to solve practical problems for height, know the terminology tall/short and taller/shorter.</p> <p>Begin to solve practical problems for mass/weight, know the terminology heavy/light and heavier than/lighter than.</p> <p>Record measurements in non-standard units and begin to in standard units.</p>
<p>8</p>	<p><b>Assessment Week</b></p>				