





## Numeracy Medium term planning with differentiation. Class 8. Year 2 (MA) Autumn 2 (Term 2)

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>Odd and even numbers.</p> <p>Counting backwards in 1s from 100.</p> <p>Place value bingo with 2-digit numbers.</p> <p>Write numbers to 20 in words.</p>	<p><b>Number: Place value</b></p> <p>Counting in steps of 2 forwards mentally and independently.</p> <p>Count in steps of 2 backwards from 20 mentally and independently.</p> <p>Counting in steps of 5 forwards mentally and independently.</p> <p>Counting in steps of 5 backwards from 50 mentally and independently.</p> <p>Counting in steps of 10 forwards mentally and independently.</p> <p>Counting in steps of 10 backwards from 100 mentally and independently.</p> <p>Counting in steps of 3 forwards mentally and independently.</p> <p>Partition numbers into 10s and 1s, independently, using concrete objects and write number sentences for partitioning.</p> <p>Partition numbers in different ways. E.g. <math>23 = 20 + 3</math>, <math>23 = 10</math> and 13, independently.</p> <p>Begin to understand place value of 2-digit numbers.</p> <p>Compare numbers from 0 – 100 using mathematical language independently.</p> <p>Begin to use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> when comparing and ordering numbers independently.</p> <p>Be secure with language ‘equal to’, ‘more than’, ‘less than’, ‘most’ and ‘least’.</p> <p>Read and write numbers to at least</p>	<p><b>Number: Place value</b></p> <p>Counting in steps of 2 forwards mentally with support if necessary.</p> <p>Count in steps of 2 backwards from 20 mentally with support if necessary.</p> <p>Counting in steps of 5 forwards mentally with support if necessary.</p> <p>Counting in steps of 5 backwards from 50 mentally with support if necessary.</p> <p>Counting in steps of 10 forwards mentally with support if necessary.</p> <p>Counting in steps of 10 backwards from 100 mentally with support if necessary.</p> <p>Counting in steps of 3 forwards mentally with support if necessary.</p> <p>Partition numbers into 10s and 1s, with support if necessary, using concrete objects and write number sentences for partitioning.</p> <p>Partition numbers in different ways. E.g. <math>23 = 20 + 3</math>, <math>23 = 10</math> and 13, with support if necessary.</p> <p>Begin to understand place value of 2-digit numbers.</p> <p>Compare numbers from 0 – 100 using mathematical language with support if necessary.</p> <p>Begin to use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> when comparing and ordering numbers with support if necessary.</p> <p>Be secure with language ‘equal to’, ‘more than’, ‘less than’, ‘most’ and ‘least’.</p>	<p><b>Number: Place value</b></p> <p>Counting in steps of 2 forwards mentally with support if necessary.</p> <p>Count in steps of 2 backwards from 20 mentally with support if necessary.</p> <p>Counting in steps of 5 forwards mentally with support if necessary.</p> <p>Counting in steps of 5 backwards from 50 mentally with support if necessary.</p> <p>Counting in steps of 10 forwards mentally with support if necessary.</p> <p>Counting in steps of 10 backwards from 100 mentally with support if necessary.</p> <p>Counting in steps of 3 forwards mentally with support if necessary.</p> <p>Partition numbers into 10s and 1s, with support if necessary, using concrete objects and write number sentences for partitioning.</p> <p>Partition numbers in different ways. E.g. <math>23 = 20 + 3</math>, <math>23 = 10</math> and 13, with support if necessary.</p> <p>Begin to understand place value of 2-digit numbers.</p> <p>Compare numbers from 0 – 100 using mathematical language with support if necessary.</p> <p>Begin to use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> when comparing and ordering numbers with support if necessary.</p> <p>Be secure with language ‘equal to’, ‘more than’, ‘less than’, ‘most’ and ‘least’.</p>	<p><b>Number: Place value</b></p> <p>Counting in steps of 2 forwards mentally with support.</p> <p>Count in steps of 2 backwards from 20 mentally with support.</p> <p>Counting in steps of 5 forwards mentally with support.</p> <p>Counting in steps of 5 backwards from 50 mentally with support.</p> <p>Counting in steps of 10 forwards mentally with support.</p> <p>Counting in steps of 10 backwards from 100 mentally with support.</p> <p>Counting in steps of 3 forwards mentally with support.</p> <p>Partition numbers into 10s and 1s, with support, using concrete objects and write number sentences for partitioning.</p> <p>Partition numbers in different ways. E.g. <math>23 = 20 + 3</math>, <math>23 = 10</math> and 13, with support.</p> <p>Begin to understand place value of 2-digit numbers.</p> <p>Compare numbers from 0 – 100 using mathematical language with support.</p> <p>Begin to use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> when comparing and ordering numbers with support.</p> <p>Be secure with language ‘equal to’, ‘more than’, ‘less than’, ‘most’ and ‘least’.</p> <p>Read and write numbers to at least 100.</p>

		100.	Read and write numbers to at least 100.	Read and write numbers to at least 100.	
<b>2</b>	<p>Odd and even numbers.</p> <p>Counting backwards in 1s from 100.</p> <p>Place value bingo with 2-digit numbers.</p> <p>Write numbers to 20 in words.</p>	<p><b>Measurement: Time</b></p> <p>Tell the time to the hour and half past independently.</p> <p>Tell the time to quarter hours independently.</p> <p>Write the time to the quarter hours independently.</p> <p>Tell the time to five minutes independently.</p> <p>Write the time to five minutes independently.</p> <p>Draw the hands on a clock face to show the hour and half past independently.</p> <p>Draw the hands on a clock face to show time to quarter hours independently.</p> <p>Draw the hands on a clock face to show time to five minutes independently.</p> <p>Know the amount of minutes in an hour.</p> <p>Know the number of hours in a day.</p> <p>Work out durations of time that do not go over the hour – half, quarter independently.</p> <p>Compare and sequence intervals of time independently.</p>	<p><b>Measurement: Time</b></p> <p>Tell the time to the hour and half past independently.</p> <p>Tell the time to quarter hours with support if necessary.</p> <p>Write the time to the quarter hours with support if necessary.</p> <p>Begin to tell the time to five minutes.</p> <p>Begin to write the time to five minutes.</p> <p>Draw the hands on a clock face to show the hour and half past independently.</p> <p>Draw the hands on a clock face to show time to quarter hours with support if necessary..</p> <p>Begin to draw the hands on a clock face to show time to five minutes.</p> <p>Know the amount of minutes in an hour.</p> <p>Know the number of hours in a day.</p> <p>Work out durations of time that do not go over the hour – half, quarter with support if necessary.</p> <p>Compare and sequence intervals of time with support if necessary.</p>	<p><b>Measurement: Time</b></p> <p>Tell the time to the hour and half past independently.</p> <p>Tell the time to quarter hours with support if necessary.</p> <p>Write the time to the quarter hours with support if necessary.</p> <p>Begin to tell the time to five minutes.</p> <p>Begin to write the time to five minutes.</p> <p>Draw the hands on a clock face to show the hour and half past independently.</p> <p>Draw the hands on a clock face to show time to quarter hours with support if necessary..</p> <p>Begin to draw the hands on a clock face to show time to five minutes.</p> <p>Work out durations of time that do not go over the hour – half, quarter with support if necessary.</p> <p>Compare and sequence intervals of time with support if necessary.</p>	<p><b>Measurement: Time</b></p> <p>Tell the time to the hour and half past with support if necessary.</p> <p>Tell the time to quarter hours with support.</p> <p>Write the time to the quarter hours with support.</p> <p>Draw the hands on a clock face to show the hour and half past with support if necessary.</p> <p>Draw the hands on a clock face to show time to quarter hours with support.</p> <p>Know the amount of minutes in an hour.</p> <p>Know the number of hours in a day.</p> <p>Work out durations of time that do not go over the hour – half, quarter with support.</p> <p>Compare and sequence intervals of time with support.</p>
<b>3</b>	<p>Odd and even numbers.</p> <p>Counting backwards in 1s from 100.</p> <p>Place value bingo with 2-digit numbers.</p> <p>Write numbers to 20 in words.</p>	<p><b>Number: Multiplication</b></p> <p>Solve one step multiplication problems using arrays independently.</p> <p>Record work in a written form using mathematical symbols <math>x, =</math></p> <p>Recall doubles to 20 independently.</p> <p>Recall and use multiplication facts for the 10 times tables independently.</p>	<p><b>Number: Multiplication</b></p> <p>Solve one step multiplication problems using arrays with support if necessary.</p> <p>Record work in a written form using mathematical symbols <math>x, =</math></p> <p>Recall doubles to 20 with support if necessary.</p> <p>Recall and use multiplication facts for the 10 times tables</p>	<p><b>Number: Multiplication</b></p> <p>Solve one step multiplication problems using arrays with support if necessary.</p> <p>Record work in a written form using mathematical symbols <math>x, =</math></p> <p>Recall doubles to 20 with support if necessary.</p> <p>Recall and use multiplication facts for the 10 times tables</p>	<p><b>Number: Multiplication</b></p> <p>Solve one step multiplication problems using arrays with support. Record work in a written form using mathematical symbols <math>x, =</math></p> <p>Recall doubles to 20 with support.</p> <p>Recall and use multiplication facts for the 10 times tables with support if necessary.</p>

		<p>Recall and use multiplication facts for the 5 times tables independently.</p> <p>Recall and use multiplication facts for the 2 times tables independently.</p> <p>Recognise odd and even numbers to 100 independently.</p>	<p>independently.</p> <p>Recall and use multiplication facts for the 5 times tables with support if necessary.</p> <p>Recall and use multiplication facts for the 2 times tables with support if necessary.</p> <p>Recognise odd and even numbers to 50 independently.</p>	<p>independently.</p> <p>Recall and use multiplication facts for the 5 times tables with support if necessary.</p> <p>Recall and use multiplication facts for the 2 times tables with support if necessary.</p> <p>Recognise odd and even numbers to 50 independently.</p>	<p>Recall and use multiplication facts for the 5 times tables with support.</p> <p>Recall and use multiplication facts for the 2 times tables with support.</p> <p>Recognise odd and even numbers to 20 independently.</p>
4	<p>Odd and even numbers.</p> <p>Counting backwards in 1s from 100.</p> <p>Place value bingo with 2-digit numbers.</p> <p>Write numbers to 20 in words.</p>	<p><b>Number: Division</b></p> <p>Solve one step multiplication problems using sharing circles, mentally and independently.</p> <p>Record work in a written form using mathematical symbols</p> <p>Recall halves from 20 independently.</p> <p>Recall and use division facts for the 10 times tables independently.</p> <p>Recall and use division facts for the 5 times tables independently.</p> <p>Recall and use division facts for the 2 times tables independently.</p> <p>Recognise odd and even numbers to 100 independently.</p>	<p><b>Number: Division</b></p> <p>Solve one step multiplication problems using sharing circles, using pictorial representations independently.</p> <p>Record work in a written form using mathematical symbols</p> <p>Recall halves from 20 with support if necessary.</p> <p>Recall and use division facts for the 10 times tables with support if necessary.</p> <p>Recall and use division facts for the 5 times tables with support if necessary.</p> <p>Recall and use division facts for the 2 times tables with support if necessary.</p> <p>Recognise odd and even numbers to 50 independently.</p>	<p><b>Number: Division</b></p> <p>Solve one step multiplication problems using sharing circles, using pictorial representations independently.</p> <p>Record work in a written form using mathematical symbols</p> <p>Recall halves from 20 with support if necessary.</p> <p>Recall and use division facts for the 10 times tables with support if necessary.</p> <p>Recall and use division facts for the 5 times tables with support if necessary.</p> <p>Recall and use division facts for the 2 times tables with support if necessary.</p> <p>Recognise odd and even numbers to 50 independently with support if necessary.</p>	<p><b>Number: Division</b></p> <p>Solve one step multiplication problems using sharing circles, using pictorial representations with support as necessary.</p> <p>Record work in a written form using mathematical symbols</p> <p>Recall halves from 20 with support.</p> <p>Recall and use division facts for the 10 times tables with support.</p> <p>Recall and use division facts for the 5 times tables with support.</p> <p>Recall and use division facts for the 2 times tables with support.</p> <p>Recognise odd and even numbers to 20 independently.</p>
5	<b>Assessment week – White Rose autumn progress checks.</b>				
6	<b>Christmas week</b>				

7

Christmas week