





All groups will begin with the same planning with differentiation through adult support and expectation. This may change depending on pace of progress in different groups. The Mastery approach is to enable children to become secure at each stage before moving on – concretely, pictorially and mentally in Fluency, Reasoning and Problem solving.

Numeracy Medium term planning with differentiation.

Autumn Term 2016 1

Week	Activities and groups adapted as necessary following ongoing formative assessments.	Starters	Group A  Extension group Target-Exp 1 7	Group B  Main group Target-Exp 1 7	Group C  Support group Target-Exp 1/Emg 1 7	Group D  Foundation level Target-Emg 1 6
1 1 st -2 nd Sept. (2 days)	Consolidation of White Rose Year one objectives- Autumn term Number: Place value Count, read and write numbers from 1-10 in numerals and words- fluency.	Joining in with counting practice for fluency to and from 10. Counting in groups etc to practice starting on different numbers. Class count to 40.	Write numbers to 10, forwards, backwards, missing number sequences. Read and write number words to ten, including 0. Add number words to number lines to keep in resource boxes on tables.	Write numbers to 10, forwards, backwards, missing number sequences. Read and write number words to ten, including 0. Add number words to number lines to keep in resource boxes on tables.	Write numbers to 10, forwards, backwards, missing number sequences. Read and write number words to ten, including 0. Add number words to number lines to keep in resource boxes on tables.	Write numbers to 10, forwards, backwards, missing number sequences. Read and write number words to ten, including 0. Add number words to number lines to keep in resource boxes on tables.
2 Red 5 th -9 th Sept.	Number: Place value Count, read and write numbers from 1-10 in numerals and words- fluency and reasoning.	Counting on and back to and from 10. Starting on different numbers. Recognising and ordering numbers to 10.	Count given sets of objects accurately up to 10. Count out a given number accurately from a bank of counters. Ask questions eg How do you know that is 7? Count on/back eg give me two less than six etc. Use ten frames. Move on from concrete to pictorial, looking for accuracy and method. Ask reasoning questions eg- show me four- how many more will you need to make it seven? Is six more than nine? If I count back three from eight, what number will I be on? See White Rose qu's. Extend to problem solving if group is ready. Revise odd and even.	Count given sets of objects accurately up to 10. Count out a given number accurately from a bank of counters. Ask questions eg How do you know that is 7? Count on/back eg give me two less than six etc. Use ten frames. Move on from concrete to pictorial, looking for accuracy and method. Ask reasoning questions eg- show me four- how many more will you need to make it seven? Is six more than nine? If I count back three from eight, what number will I be on? See White Rose qu's. Extend to problem solving if group is ready. Revise odd and even.	Count given sets of objects accurately up to 10. Count out a given number accurately from a bank of counters. Ask questions eg How do you know that is 7? Count on/back eg give me two less than six etc. Use ten frames. Aim to move on from concrete to pictorial, looking for accuracy and method. Ask reasoning questions eg- show me four- how many more will you need to make it seven? Is six more than nine? If I count back three from eight, what number will I be on? See White Rose qu's. Extend to problem solving if group is ready. Revise odd and even.	Count given sets of objects accurately up to 10. Count out a given number accurately from a bank of counters. Ask questions eg How do you know that is 7? Count on/back eg give me two less than six etc. Use ten frames. Aim to move on from concrete to pictorial, looking for accuracy and method. Ask reasoning questions eg- show me four- how many more will you need to make it seven? Is six more than nine? If I count back three from eight, what number will I be on? See White Rose qu's. Extend to problem solving if group is ready. Revise odd and even.

<p>3 Yellow 12th-16th Sept</p>	<p>Number: Place value Given a number, identify one more or less- fluency/reasoning.</p>	<p>Continue to practice reading and spelling number words. Practice quick recall of odd and even numbers.</p>	<p>Starting on different numbers and counting both forwards and backwards. Missing number sequences to 10. Ask reasoning questions - how do you know that should be 5 etc? Use a range of different number resources eg dice, fingers, real objects to support counting- see White Rose planning. Use both numerals and words. Move on from concrete to pictorial eg show me one more than six eggs - a child may draw seven.</p>	<p>Starting on different numbers and counting both forwards and backwards. Missing number sequences to 10. Ask reasoning questions - how do you know that should be 5 etc? Use a range of different number resources eg dice, fingers, real objects to support counting- see White Rose planning. Use both numerals and words. Move on from concrete to pictorial eg show me one more than six eggs - a child may draw seven.</p>	<p>Starting on different numbers and counting both forwards and backwards. Missing number sequences to 10. Ask reasoning questions - how do you know that should be 5 etc? Use a range of different number resources eg dice, fingers, real objects to support counting- see White Rose planning. Use both numerals and words. Move on from concrete to pictorial eg show me one more than six eggs - a child may draw seven.</p>	<p>Starting on different numbers and counting both forwards and backwards. Missing number sequences to 10. Ask reasoning questions - how do you know that should be 5 etc? Use a range of different number resources eg dice, fingers, real objects to support counting- see White Rose planning. Use both numerals and words. Move on from concrete to pictorial eg show me one more than six eggs - a child may draw seven.</p>
<p>4 Green 19th-23rd Sept</p>	<p>Number: Place value Given a number, identify one more or less- reasoning/problem solving.</p>	<p>Number confidence games. Digit cards - swap if your number is larger than 6. Show me a number that is even. Hide your number behind your back and describe it. Find a partner - show me the least and most etc. Find another pair - put yourselves in order from smallest to largest. Can you do that largest to smallest?</p>	<p>See White Rose reasoning questions. Sequencing-what comes next? True or false questions. Prove it questions eg 1 more is the same as add 1 and 1 less is the same as taking away 1. Work through from concrete to pictorial methods. Move onto problem solving questions as children are ready.</p>	<p>See White Rose reasoning questions. Sequencing-what comes next? True or false questions. Prove it questions eg 1 more is the same as add 1 and 1 less is the same as taking away 1. Work through from concrete to pictorial methods. Move onto problem solving questions as children are ready.</p>	<p>See White Rose reasoning questions. Sequencing-what comes next? True or false questions. Prove it questions eg 1 more is the same as add 1 and 1 less is the same as taking away 1. Work through from concrete to pictorial methods. Move onto problem solving questions as children are ready.</p>	<p>See White Rose reasoning questions. Sequencing-what comes next? True or false questions. Prove it questions eg 1 more is the same as add 1 and 1 less is the same as taking away 1. Work through from concrete to pictorial methods. Move onto problem solving questions as children are ready.</p>

Plan in detail for week 5 to 8 following assessment of number and place value from weeks 1-4.

<p>5 <i>Blue</i></p> <p>26th -30th</p> <p>Sept</p>	<p>Number: <u>Addition and subtraction</u> Represent and use number bonds and related addition facts (within 10)-fluency</p>						
<p>6</p> <p>3rd -7th</p> <p>Oct.</p>	<p>Number: <u>Addition and subtraction</u> Represent and use number bonds and related addition facts (within 10)-reasoning</p>						
<p>7</p> <p>10th -14th</p> <p>Oct.</p>	<p>Number: <u>Addition and subtraction</u> Read, write and interpret mathematical statements involving addition, subtraction and equals signs-fluency.</p>						
<p>8</p> <p><i>Assessment week</i></p> <p>17th -21st</p> <p>Oct</p>	<p>Number: <u>Addition and subtraction</u> Read, write and interpret mathematical statements involving addition, subtraction and equals signs-reasoning.</p>						

Class 9 MW – Year 2 (LA) Children achieving from ELG to Emg 1 with two exceptions – one at Exp 1 and one at 40-60m+

Planning taken from White Rose Year 1 Autumn term