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

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 2

Week	Activities and groups adapted as necessary following ongoing formative assessments.	Starters	Group A □ Extension group Target-Exp 1 9	Group B △ Main group Target-Emg/Exp 1 7	Group C ○ Support group Target-Emg 1 5	Group D ☆ Foundation level Target-Emg 1 6
9 Red 31st Oct -4th Nov.	**Subtraction** *Continue from week 8.* Subtraction of a single digit from a single digit and then from a 2 digit number to 20. Aim to secure concrete and pictorial. Begin mental calculations.	Counting forwards and backwards from different starting numbers to 20. Extend to 40 to support HA groups with next 2 weeks.	Subtract a single digit number from a 2 digit number to 20 using pictorial methods to remove smaller number by crossing out, and then by counting back on a number line. Which is best? Solve missing number problems with subtraction eg 17-□ =12. Reasoning – how will we calculate this? Problem solving questions.	Subtract a single digit number from a 2 digit number to 20using pictorial methods to remove smaller number by crossing out, and then by counting back on a number line. Which is best? Solve missing number problems with subtraction eg 17-□ =12. Reasoning – how will we calculate this? Problem solving questions.	Subtract a single digit from a single digit number using concrete methods- tens frames and counters. Practice until fluent. Move onto pictorial methods- dotting on tens frames then cross out dots. Practice to become secure to ten then use twenty frames to subtract a single digit from a teens number. Reasoning questions.	Practice counting back from ten to become secure. Order numbers in reverse and recognise the number that is one less from a number to ten. Subtract a single digit from a single digit number understanding the number is being made less, using concrete methods- tens frames and counters. Practice until independently fluent.
10 Yellow 7th-11th Nov.	**Number: Place value** Count to 20/40 forwards and backwards, from 0 or 1, or any given starting number. Fluency and reasoning	Recall odd and even numbers to ten, and then to twenty. Practice counting in 2's- odd and even.	Correctly count, read and write numbers to 40, including spelling number names. Complete written and oral sequences and identify missing numbers in sequences forwards and backwards. Complete reasoning questions- eg spot the mistake, how many steps etc	Correctly count, read and write numbers to 40, including spelling number names. Complete written and oral sequences and identify missing numbers in sequences forwards and backwards. Complete reasoning questions- eg spot the mistake, how many steps etc	Correctly count, read and write numbers to 20, including spelling number names to ten correctly, reading number names to 20. Complete written and oral sequences with aids eg number lines, and identify missing numbers in sequences forwards and backwards.	With minimal adult support eg 12/20 correctly count, read and write numbers to 20, including reading and writing number names to ten correctly. Complete written and oral sequences with aids eg number lines, and identify missing numbers in sequences forwards and backwards.
11 Green *Display week* 14th-18th Nov.	**Number: Place value** Identify and represent numbers using objects and pictorial representations including number line, use language of equal more/less/most/least.	Doubles and halves. Reciting and beginning to recall eg double 2 is 4 and half of 4 is 2.	Represent 2 digits to 40 using a variety of blank and partially numbered number lines/tracks. Learn to use Dienes (Base 10) to partition teens numbers and then tens numbers to 40, into tens and ones. Represent using Dienes concretely and pictorially.	Represent 2 digits to 40 using a variety of blank and partially numbered number lines/tracks. Learn to use Dienes (Base 10) to partition teens numbers and then tens numbers to 40, into tens and ones. Represent using Dienes concretely and pictorially.	Represent a single or 2 digit number to 20 using a variety of blank and partially numbered number lines/ tracks. Learn to use Dienes (Base 10) to partition teens numbers into tens and ones. Represent using Dienes concretely and pictorially.	Represent a single or 2 digit number to 20 using a variety of blank and partially numbered number lines/ tracks. Learn to use Dienes (Base 10) to partition teens numbers into tens and ones. Represent using Dienes concretely and pictorially.

12 Blue 21st-25th Nov.	**Addition & subtraction** Represent and use number bonds to 20. Fluency.	2 digit numbers- partitioning.	Using the part part whole method, concretely and then pictorially to calculate and represent number bonds to 10 with related addition and subtraction facts. Then calculate and represent number bonds to 20.	Using the part part whole method, concretely and then pictorially to calculate and represent number bonds to 10 with related addition and subtraction facts. Then calculate and represent number bonds to 20.	Use the part part whole method concretely to represent number bonds to ten. Practise to become fluent understanding how two parts combine to make the whole. Use method to represent all number bonds to ten. Begin to represent pictorially – make pictorial display of bonds in class.	Use the part part whole method concretely to represent number bonds to ten. Practise to become fluent understanding how two parts combine to make the whole. Use method to represent all number bonds – make concrete display in classroom. Begin if ready to represent pictorially.
13 *Assessment week* 28th- 2nd Dec.	**Addition & subtraction** Represent and use number bonds to 20. Reasoning.	Number bonds to 10 and 20.	Begin to recall number bonds to 20. Recognise and continue patterns. Use part part whole method to answer reasoning questions, and calculate missing box problems.	Begin to recall number bonds to 20. Recognise and continue patterns. Use part part whole method to answer reasoning questions, and calculate missing box problems.	Play games such as pairs or puzzles to begin to recall bonds to ten. Practice calculating using pictorial methods until fluent. Use to solve missing box problems.	Play games such as pairs or puzzles to begin to recall bonds to ten. Practice calculating using concrete or pictorial methods until fluent. Use to solve missing box problems with support.
14 *Christmas week* 5th-9th Dec.	**Geometry** Recognise, name and describe properties of common 2d and 3d shapes- fluency & reasoning.	Mental addition and subtraction.	Recognise and name all common 2d and 3d shapes consistently in different positons and contexts. Describe features including edges, vertices and faces, number of sides etc. Create 3d shapes from 2d shapes-using Polygon and also using straws. Use correct vocabulary throughout learning.	Recognise and name all common 2d and 3d shapes consistently in different positons and contexts. Describe features including edges, vertices and faces, number of sides etc. Create 3d shapes from 2d shapes-using Polygon and also using straws. Use correct vocabulary throughout learning.	Recognise and name all common 2d and 3d shapes consistently in different positons and contexts. In discussion with an adult describe features including edges, vertices and faces, number of sides etc. Create 3d shapes from 2d shapes-showing resilience and problem solving when using Polygon and straws. Understand vocabulary.	Recognise and name all common 2d and some 3d shapes consistently including some in different positons and contexts. In discussion with an adult begin to describe features including edges, vertices and faces, number of sides etc. Create 3d shapes from 2d shapes-using Polygon and also using straws. Understand vocabulary.
15 *Christmas week* 12th-16th Dec.	**Geometry** Position, direction. including rotation/turns and symmetry.	Vocabulary of maths – number names, ordinal numbers, months etc.	Recognise symmetry in a 2d shape or picture. Add a line of symmetry to a picture or image. Complete/create a symmetrical picture or 3d model. Recognise quarter, half and three quarter turns using objects or pictures to represent. Recognise right angles. Understand postion vocab.	Recognise symmetry in a 2d shape or picture. Add a line of symmetry to a picture or image. Complete/create a symmetrical picture or 3d model. Recognise quarter, half and three quarter turns using objects or pictures to represent. Recognise right angles. Understand postion vocab.	Create a symmetrical picture or model using 2d/ 3d shapes. Find out if a picture is symmetrical using a mirror, add a line of symmetry to the picture. Recognise whole, half, quarter and three quarter turns with selves or object eg a car. Understand postion vocabulary.	With adult support and prompts create a symmetrical picture or model using 2dshapes. Find out if a picture is symmetrical using a mirror, add a line of symmetry to the picture. Recognise whole, half, quarter and three quarter turns with selves or object eg a car. Understand postion.

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