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.

Week	Starters	Yellow Stars	Green Triangles	Blue Squares	Red Circles
		Bold statements are the key statements on the interim assessment framework analysis sheets.			
		All below to be done mentally and independently.	All below to be done to be done with support as necessary, using pictorial representations initially then moving to mentally and independently.	All below to be done to be done with support as necessary, using pictorial representations initially then moving to mentally and independently.	All below to be done with support initially, using concrete apparatus, then moving to pictorial representations and finally mentally and independently.
1	**EMC:** Count to 100 forwards and backwards from 0 and any given number. **Starter:** Count aloud in 1s, 2s, 5s and 10s, from 0 and from a given number. Count sounds (clicking/clapping) to 100. Match the number labels digits and words to 100. Reliably count up to 100 objects.	Number – Place Value. Count objects to 100. Represent numbers to 100. **Use counting strategies to solve problems.** Begin to understand place value of 2-digit numbers. **Partition numbers into 10s and 1s using concrete objects and write number sentences for partitioning.** **Partition two-digit numbers (May include using apparatus)** **Partition numbers in different ways. E.g. 23=23+3, 23=10+13** Identify and represent	Number – Place Value. Count objects to 100. Represent numbers to 100. **Use counting strategies to solve problems.** Begin to understand place value of 2-digit numbers. **Partition numbers into 10s and 1s using concrete objects and write number sentences for partitioning.** **Partition two-digit numbers (May include using apparatus)** **Partition numbers in different ways. E.g. 23=23+3, 23=10+13** Identify and represent	Number – Place Value. Count objects to 100. Represent numbers to 100. **Use counting strategies to solve problems.** Begin to understand place value of 2-digit numbers. **Partition numbers into 10s and 1s using concrete objects and write number sentences for partitioning.** **Partition two-digit numbers (May include using apparatus)** **Partition numbers in different ways. E.g. 23=23+3, 23=10+13** Identify and represent	Number – Place Value. Count objects to 100. Represent numbers to 100. **Use counting strategies to solve problems.** Begin to understand place value of 2-digit numbers. **Partition numbers into 10s and 1s using concrete objects and write number sentences for partitioning.** **Partition two-digit numbers (May include using apparatus)** **Partition numbers in different ways. E.g. 23=23+3, 23=10+13** Identify and represent

		numbers using different representations including number lines. Estimate number using different representations including number lines. **Read numbers from 1 to at least 100 in numerals.** **Write numbers from 1 to at least 100 in numerals.** Read numbers from 1 to at least 100 in words. Write numbers from 1 to at least 100 in words.	numbers using different representations including number lines. Estimate number using different representations including number lines. **Read numbers from 1 to at least 100 in numerals.** **Write numbers from 1 to at least 100 in numerals.** Read numbers from 1 to at least 100 in words. Write numbers from 1 to at least 100 in words.	numbers using different representations including number lines. Estimate number using different representations including number lines. **Read numbers from 1 to at least 100 in numerals.** **Write numbers from 1 to at least 100 in numerals.** Read numbers from 1 to at least 100 in words. Write numbers from 1 to at least 100 in words.	numbers using different representations including number lines. Estimate number using different representations including number lines. **Read numbers from 1 to at least 100 in numerals.** **Write numbers from 1 to at least 100 in numerals.** Read numbers from 1 to at least 100 in words. Write numbers from 1 to at least 100 in words.
2	<mark>EMC:</mark> Count to 100 forwards and backwards in 5s. <mark>Starter:</mark> Revise quick recall of addition facts to 10 (and beyond). Revise quick recall of subtraction facts to 10 (and beyond), Match the number labels digits and words to 100. Estimate the number of items shown.	<u>Number – Place Value.</u> Identify and represent numbers using different representations including number lines. Estimate number using different representations including number lines. Compare numbers from 0 to 100 using mathematical language. **Compare and order numbers from 0 up to 100 using < > =** **Use counting strategies to solve problems.** **Read numbers from 1 to at least 100 in numerals.** **Write numbers from 1 to at least 100 in numerals.**	<u>Number – Place Value.</u> Identify and represent numbers using different representations including number lines. Estimate number using different representations including number lines. Compare numbers from 0 to 100 using mathematical language. **Compare and order numbers from 0 up to 100 using < > =** **Use counting strategies to solve problems.** **Read numbers from 1 to at least 100 in numerals.** **Write numbers from 1 to at least 100 in numerals.**	<u>Number – Place Value.</u> Identify and represent numbers using different representations including number lines. Estimate number using different representations including number lines. Compare numbers from 0 to 100 using mathematical language. **Compare and order numbers from 0 up to 100 using < > =** **Use counting strategies to solve problems.** **Read numbers from 1 to at least 100 in numerals.** **Write numbers from 1 to at least 100 in numerals.**	<u>Number – Place Value.</u> Identify and represent numbers using different representations including number lines. Estimate number using different representations including number lines. Compare numbers from 0 to 100 using mathematical language. **Compare and order numbers from 0 up to 100 using < > =** **Use counting strategies to solve problems.** **Read numbers from 1 to at least 100 in numerals.** **Write numbers from 1 to at least 100 in numerals.**

		Read numbers from 1 to at least 100 in words. Write numbers from 1 to at least 100 in words.	Read numbers from 1 to at least 100 in words. Write numbers from 1 to at least 100 in words.	Read numbers from 1 to at least 100 in words. Write numbers from 1 to at least 100 in words.	Read numbers from 1 to at least 100 in words. Write numbers from 1 to at least 100 in words.
3	**EMC:** Count in steps of 2 forwards to 100 and backwards from 20. **Starter:** Count through rhymes and songs. Count sounds (clicking/clapping) to 100 in 2s, 5s and 10s. Count forwards in 3s to 36. Count aloud in 3s and continue the count after given a sequence. Give instructions to place a number on a number line or hundred square using mathematical language.	Number – Place Value. **Count in steps of 2 forwards from 0.** Count in steps of 2 backwards from 20. Count in steps of 2 from any given number using manipulatives. **Count in steps of 5 forwards from 0.** Count in steps of 5 backwards from 50. Count in steps of 5 from any given number using manipulatives. **Count in steps of 10 forwards from 0.** Count in steps of 10 forwards from any number. Count in steps of 10 backwards from 100. Count in steps of 10 backwards from any number. Count in steps of 3 forwards from 0. Count in steps of 3 from any given number using manipulatives. **Use counting strategies to solve problems.** **Read numbers from 1 to at**	Number – Place Value. **Count in steps of 2 forwards from 0.** Count in steps of 2 backwards from 20. Count in steps of 2 from any given number using manipulatives. **Count in steps of 5 forwards from 0.** Count in steps of 5 backwards from 50. Count in steps of 5 from any given number using manipulatives. **Count in steps of 10 forwards from 0.** Count in steps of 10 forwards from any number. Count in steps of 10 backwards from 100. Count in steps of 10 backwards from any number. Count in steps of 3 forwards from 0. Count in steps of 3 from any given number using manipulatives. **Use counting strategies to solve problems.** **Read numbers from 1 to at**	Number – Place Value. **Count in steps of 2 forwards from 0.** Count in steps of 2 backwards from 20. Count in steps of 2 from any given number using manipulatives. **Count in steps of 5 forwards from 0.** Count in steps of 5 backwards from 50. Count in steps of 5 from any given number using manipulatives. **Count in steps of 10 forwards from 0.** Count in steps of 10 forwards from any number. Count in steps of 10 backwards from 100. Count in steps of 10 backwards from any number. Count in steps of 3 forwards from 0. Count in steps of 3 from any given number using manipulatives. **Use counting strategies to solve problems.** **Read numbers from 1 to at**	Number – Place Value. **Count in steps of 2 forwards from 0.** Count in steps of 2 backwards from 20. Count in steps of 2 from any given number using manipulatives. **Count in steps of 5 forwards from 0.** Count in steps of 5 backwards from 50. Count in steps of 5 from any given number using manipulatives. **Count in steps of 10 forwards from 0.** Count in steps of 10 forwards from any number. Count in steps of 10 backwards from 100. Count in steps of 10 backwards from any number. Count in steps of 3 forwards from 0. Count in steps of 3 from any given number using manipulatives. **Use counting strategies to solve problems.** **Read numbers from 1 to at**

		least 100 in numerals. **Write numbers from 1 to at least 100 in numerals.** Read numbers from 1 to at least 100 in words. Write numbers from 1 to at least 100 in words.	least 100 in numerals. **Write numbers from 1 to at least 100 in numerals.** Read numbers from 1 to at least 100 in words. Write numbers from 1 to at least 100 in words.	least 100 in numerals. **Write numbers from 1 to at least 100 in numerals.** Read numbers from 1 to at least 100 in words. Write numbers from 1 to at least 100 in words.	least 100 in numerals. **Write numbers from 1 to at least 100 in numerals.** Read numbers from 1 to at least 100 in words. Write numbers from 1 to at least 100 in words.
4	==EMC:== Count to 100 forwards and backwards from 0 and any given number. ==Starter:== Identify various number patterns on a hundred square. Identify various patterns in numbers when counting in 2s. Identify various patterns in numbers when counting in 5s. Identify various patterns in numbers when counting in 10s.	<u>Number: Addition.</u> Show that addition is commutative and subtraction is not. **Recognise and use the inverse relationship between addition and subtraction.** **Recall and use addition facts to 20 fluently.** Derive and use related facts up to 100. Make all related number sentences. E.g. 6+8=14, 8+6=14, 14-8=6, 14-6=8 **Add a 2-digit number and 1s using concrete methods.** Add a 2-digit number and 1s pictorially. Add a 2-digit number and 1s mentally. **Add a 2-digit number and 10s using concrete methods.** Add a 2-digit number and 10s pictorially. Add a 2-digit number and 10s mentally. Add two 2-digit numbers using	<u>Number: Addition.</u> Show that addition is commutative and subtraction is not. **Recognise and use the inverse relationship between addition and subtraction.** **Recall and use addition facts to 20 fluently.** Derive and use related facts up to 100. Make all related number sentences. E.g. 6+8=14, 8+6=14, 14-8=6, 14-6=8 **Add a 2-digit number and 1s using concrete methods.** Add a 2-digit number and 1s pictorially. Add a 2-digit number and 1s mentally. **Add a 2-digit number and 10s using concrete methods.** Add a 2-digit number and 10s pictorially. Add a 2-digit number and 10s mentally. Add two 2-digit numbers using	<u>Number: Addition.</u> Show that addition is commutative and subtraction is not. **Recognise and use the inverse relationship between addition and subtraction.** **Recall and use addition facts to 20 fluently.** Derive and use related facts up to 100. Make all related number sentences. E.g. 6+8=14, 8+6=14, 14-8=6, 14-6=8 **Add a 2-digit number and 1s using concrete methods.** Add a 2-digit number and 1s pictorially. Add a 2-digit number and 1s mentally. **Add a 2-digit number and 10s using concrete methods.** Add a 2-digit number and 10s pictorially. Add a 2-digit number and 10s mentally. Add two 2-digit numbers using	<u>Number: Addition.</u> Show that addition is commutative and subtraction is not. **Recognise and use the inverse relationship between addition and subtraction.** **Recall and use addition facts to 20 fluently.** Derive and use related facts up to 100. Make all related number sentences. E.g. 6+8=14, 8+6=14, 14-8=6, 14-6=8 **Add a 2-digit number and 1s using concrete methods.** Add a 2-digit number and 1s pictorially. Add a 2-digit number and 1s mentally. **Add a 2-digit number and 10s using concrete methods.** Add a 2-digit number and 10s pictorially. Add a 2-digit number and 10s mentally. Add two 2-digit numbers using

		concrete methods. **Add two 2-digit numbers pictorially.** Add two 2-digit numbers mentally and draw pictures if needed. **Add two 2-digit numbers mentally where there is no regrouping required.** **Add two 2-digit numbers where regrouping is required mentally drawing pictorial representations if necessary.** Add three 1-digit numbers using concrete methods. Add three 1-digit numbers pictorially. Add three 1-digit numbers mentally. **Use inverse to check calculations.** **Reason about addition.**	concrete methods. **Add two 2-digit numbers pictorially.** Add two 2-digit numbers mentally and draw pictures if needed. **Add two 2-digit numbers mentally where there is no regrouping required.** **Add two 2-digit numbers where regrouping is required mentally drawing pictorial representations if necessary.** Add three 1-digit numbers using concrete methods. Add three 1-digit numbers pictorially. Add three 1-digit numbers mentally. **Use inverse to check calculations.** **Reason about addition.**	concrete methods. **Add two 2-digit numbers pictorially.** Add two 2-digit numbers mentally and draw pictures if needed. **Add two 2-digit numbers mentally where there is no regrouping required.** **Add two 2-digit numbers where regrouping is required mentally drawing pictorial representations if necessary.** Add three 1-digit numbers using concrete methods. Add three 1-digit numbers pictorially. Add three 1-digit numbers mentally. **Use inverse to check calculations.** **Reason about addition.**	concrete methods. **Add two 2-digit numbers pictorially.** Add two 2-digit numbers mentally and draw pictures if needed. **Add two 2-digit numbers mentally where there is no regrouping required.** **Add two 2-digit numbers where regrouping is required mentally drawing pictorial representations if necessary.** Add three 1-digit numbers using concrete methods. Add three 1-digit numbers pictorially. Add three 1-digit numbers mentally. **Use inverse to check calculations.** **Reason about addition.**
5	Count to 100 forwards and backwards in 5s. Identify various patterns in numbers when counting in 2s, 5s and 10s. Make all related number sentences. E.g. 6+8=14, 8+6=14, 14-8=6, 14-6=8	<u>Number: Subtraction.</u> Show that addition is commutative and subtraction is not. **Recognise and use the inverse relationship between addition and subtraction.** **Recall and use subtraction facts to 20 fluently.** Subtract a 1-digit number from a 2-digit number using concrete methods. Subtract a 1-digit number from	<u>Number: Subtraction.</u> Show that addition is commutative and subtraction is not. **Recognise and use the inverse relationship between addition and subtraction.** **Recall and use subtraction facts to 20 fluently.** Subtract a 1-digit number from a 2-digit number using concrete methods. Subtract a 1-digit number from	<u>Number: Subtraction.</u> Show that addition is commutative and subtraction is not. **Recognise and use the inverse relationship between addition and subtraction.** **Recall and use subtraction facts to 20 fluently.** Subtract a 1-digit number from a 2-digit number using concrete methods. Subtract a 1-digit number from	<u>Number: Subtraction.</u> Show that addition is commutative and subtraction is not. **Recognise and use the inverse relationship between addition and subtraction.** **Recall and use subtraction facts to 20 fluently.** Subtract a 1-digit number from a 2-digit number using concrete methods. Subtract a 1-digit number from

			a 2-digit number pictorially.	a 2-digit number pictorially.	a 2-digit number pictorially.	a 2-digit number pictorially.
		Recall and use addition facts to 20 fluently. Derive and use related facts up to 100.	Subtract a 1-digit number from a 2-digit number mentally. Subtract 10s from a 2-digit number using concrete methods. Subtract 10s from a 2-digit number pictorially. Subtract 10s from a 2-digit number mentally. Subtract two 2-digit numbers using concrete methods. Subtract two 2-digit numbers pictorially. **Subtract mentally a 2-digit number from another 2-digit number where there is no regrouping required.** **Subtract 2-digit numbers where regrouping is required mentally drawing pictorial representations if necessary.** Subtract three 1-digit numbers using concrete methods. Subtract three 1-digit numbers pictorially. Subtract three 1-digit numbers mentally. **Use inverse to check calculations,**	Subtract a 1-digit number from a 2-digit number mentally. Subtract 10s from a 2-digit number using concrete methods. Subtract 10s from a 2-digit number pictorially. Subtract 10s from a 2-digit number mentally. Subtract two 2-digit numbers using concrete methods. Subtract two 2-digit numbers pictorially. **Subtract mentally a 2-digit number from another 2-digit number where there is no regrouping required.** **Subtract 2-digit numbers where regrouping is required mentally drawing pictorial representations if necessary.** Subtract three 1-digit numbers using concrete methods. Subtract three 1-digit numbers pictorially. Subtract three 1-digit numbers mentally. **Use inverse to check calculations,**	Subtract a 1-digit number from a 2-digit number mentally. Subtract 10s from a 2-digit number using concrete methods. Subtract 10s from a 2-digit number pictorially. Subtract 10s from a 2-digit number mentally. Subtract two 2-digit numbers using concrete methods. Subtract two 2-digit numbers pictorially. **Subtract mentally a 2-digit number from another 2-digit number where there is no regrouping required.** **Subtract 2-digit numbers where regrouping is required mentally drawing pictorial representations if necessary.** Subtract three 1-digit numbers using concrete methods. Subtract three 1-digit numbers pictorially. Subtract three 1-digit numbers mentally. **Use inverse to check calculations,**	Subtract a 1-digit number from a 2-digit number mentally. Subtract 10s from a 2-digit number using concrete methods. Subtract 10s from a 2-digit number pictorially. Subtract 10s from a 2-digit number mentally. Subtract two 2-digit numbers using concrete methods. Subtract two 2-digit numbers pictorially. **Subtract mentally a 2-digit number from another 2-digit number where there is no regrouping required.** **Subtract 2-digit numbers where regrouping is required mentally drawing pictorial representations if necessary.** Subtract three 1-digit numbers using concrete methods. Subtract three 1-digit numbers pictorially. Subtract three 1-digit numbers mentally. **Use inverse to check calculations,**

6	Count in steps of 2 forwards to 100 and backwards from 20. **Starter:** Identify various patterns in numbers when counting in 2s, 5s and 10s. **Use inverse to check calculations,** Make all related number sentences. E.g. 6+8=14, 8+6=14, 14-8=6, 14-6=8 **Recall and use addition facts to 20 fluently.**	**Number: Addition and Subtraction.** Show that addition is commutative and subtraction is not. **Work out the value of a missing number. E.g. 30-?=24** **Use estimation to check answers to a calculation are reasonble.** **Recognise and use the inverse relationship between addition and subtraction.** **Use inverse to check calculations and solve complex missing number problems.** Solve one-step word problems involving + and -. **Solve word problems that involve more than one step for + and -.**	**Number: Addition and Subtraction.** Show that addition is commutative and subtraction is not. **Work out the value of a missing number. E.g. 30-?=24** **Use estimation to check answers to a calculation are reasonble.** **Recognise and use the inverse relationship between addition and subtraction.** **Use inverse to check calculations and solve complex missing number problems.** Solve one-step word problems involving + and -. **Solve word problems that involve more than one step for + and -.**	**Number: Addition and Subtraction.** Show that addition is commutative and subtraction is not. **Work out the value of a missing number. E.g. 30-?=24** **Use estimation to check answers to a calculation are reasonble.** **Recognise and use the inverse relationship between addition and subtraction.** **Use inverse to check calculations and solve complex missing number problems.** Solve one-step word problems involving + and -. **Solve word problems that involve more than one step for + and -.**	**Number: Addition and Subtraction.** Show that addition is commutative and subtraction is not. **Work out the value of a missing number. E.g. 30-?=24** **Use estimation to check answers to a calculation are reasonble.** **Recognise and use the inverse relationship between addition and subtraction.** **Use inverse to check calculations and solve complex missing number problems.** Solve one-step word problems involving + and -. **Solve word problems that involve more than one step for + and -.**
	Assessment Week – no differentiation as all work to be completed at EXC 2 standard independently.				
7	Progress checks to cover the following: **Number – Place Value.** Count objects to 100. Represent numbers to 100. **Use counting strategies to solve problems.** Begin to understand place value of 2-digit numbers. **Partition numbers into 10s and 1s using concrete objects and write number sentences for partitioning.** **Partition two-digit numbers (May include using apparatus)** **Partition numbers in different ways. E.g. 23=23+3, 23=10+13** Identify and represent numbers using different representations including number lines. Estimate number using different representations including number lines. **Read numbers from 1 to at least 100 in numerals.** **Write numbers from 1 to at least 100 in numerals.** Read numbers from 1 to at least 100 in words.				

Write numbers from 1 to at least 100 in words.

Compare numbers from 0 to 100 using mathematical language.

Compare and order numbers from 0 up to 100 using < > =

Count in steps of 2 forwards from 0.

Count in steps of 2 backwards from 20.

Count in steps of 2 from any given number using manipulatives.

Count in steps of 5 forwards from 0.

Count in steps of 5 backwards from 50.

Count in steps of 5 from any given number using manipulatives.

Count in steps of 10 forwards from 0.

Count in steps of 10 forwards from any number.

Count in steps of 10 backwards from 100.

Count in steps of 10 backwards from any number.

Count in steps of 3 forwards from 0.

Count in steps of 3 from any given number using manipulatives.

<u>**Number: Addition and Subtraction**</u>

Show that addition is commutative and subtraction is not.

Recognise and use the inverse relationship between addition and subtraction.

Recall and use addition facts to 20 fluently.

Derive and use related facts up to 100.

Make all related number sentences. E.g. 6+8=14, 8+6=14, 14-8=6, 14-6=8

Add a 2-digit number and 1s using concrete methods.

Add a 2-digit number and 1s pictorially.

Add a 2-digit number and 1s mentally.

Add a 2-digit number and 10s using concrete methods.

Add a 2-digit number and 10s pictorially.

Add a 2-digit number and 10s mentally.

Add two 2-digit numbers using concrete methods.

Add two 2-digit numbers pictorially.

Add two 2-digit numbers mentally and draw pictures if needed.

Add two 2-digit numbers mentally where there is no regrouping required.

Add two 2-digit numbers where regrouping is required mentally drawing pictorial representations if necessary.

Add three 1-digit numbers using concrete methods.

Add three 1-digit numbers pictorially.

Add three 1-digit numbers mentally.

Use inverse to check calculations.

Reason about addition.

Recall and use subtraction facts to 20 fluently.

Subtract a 1-digit number from a 2-digit number using concrete methods.

Subtract a 1-digit number from a 2-digit number pictorially.

Subtract a 1-digit number from a 2-digit number mentally.

Subtract 10s from a 2-digit number using concrete methods.

Subtract 10s from a 2-digit number pictorially.

Subtract 10s from a 2-digit number mentally.

Subtract two 2-digit numbers using concrete methods.

Subtract two 2-digit numbers pictorially.

Subtract mentally a 2-digit number from another 2-digit number where there is no regrouping required.

Subtract 2-digit numbers where regrouping is required mentally drawing pictorial representations if necessary.

	Subtract three 1-digit numbers using concrete methods.
	Subtract three 1-digit numbers pictorially.
	Subtract three 1-digit numbers mentally.
	Use inverse to check calculations,
	Work out the value of a missing number. E.g. 30-?=24
	Use estimation to check answers to a calculation are reasonble.
	Recognise and use the inverse relationship between addition and subtraction.
	Use inverse to check calculations and solve complex missing number problems.
	Solve one-step word problems involving + and -.
	Solve word problems that involve more than one step for + and -.