Numeracy Medium term planning with differentiation. Class 8. Year 2 (EXP) Autumn Term 1

Activities and groups adapted as necessary following ongoing formative assessments.

Week	Starters	Green Group (HA)	Blue Group (MA)	Red Group (LA)
		All below to be done mentally and independently unless stated otherwise.	All below to be done to be done with support as necessary, using pictorial representations unless stated otherwise.	All below to be done with support, using concrete apparatus unless stated otherwise.
1	**EMC:** Count to 100 forwards and backwards from 0 and any given number. Count forwards and backwards to 20/50/100 from 0 and from any given number. Reliably count up to 20/50/100 objects. **Starter:** Read numbers from 1 to 20 in words. Write numbers from 1 to 20 in words. Identify 1 less and 1 more than a given number. Match the number	**Number – Place Value.** 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. Read numbers to 100 in numerals independently. Write numbers to 100 in numerals independently.	**Number – Place Value.** 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. Begin to count to 100 forwards and backwards from 0 and any given number with support. Begin to read and write numbers to 100 in numerals with support.	**Number – Place Value.** 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. Begin to count to 100 forwards and backwards from 0 and any given number with support. Begin to read and write numbers to 100 in numerals with support.

	label to the amount of items (digits and words).			
2	**EMC:** Count forwards and backwards to 20/50/100 from 0 and from any given number. Read numbers from 1 to 20 in words. Write numbers from 1 to 20 in words. Count forward in 10's, 5's and 2's. **Starter:** Estimate the number of items shown. Build a given two digit number with base ten. Identify what each digit is worth in a 2-digit number by partitioning. Develop quick recall of addition facts to 10 (and beyond) using numicon.	**Number – Place Value.** Read numbers to 100 in numerals independently. Write numbers to 100 in numerals independently. Partition 2 digit numbers using concrete apparatus independently. Count in multiples of 10 independently. Count in multiples of 5 independently. Count in multiples of 2 independently.	**Number – Place Value.** Read numbers to 50 in numerals independently. Write numbers to 50 in numerals independently. Partition 2 digit numbers using concrete apparatus with support as necessary. Begin to read and write numbers to 100 in numerals independently. Count in multiples of 10 independently. Count in multiples of 5 independently. Begin to count in multiples of 2 with support.	**Number – Place Value.** Read numbers to 50 in numerals independently. Write numbers to 50 in numerals independently. Partition 2 digit numbers using concrete apparatus with support. Begin to read and write numbers to 100 in numerals with support. Count in multiples of 10 independently with concrete apparatus. Count in multiples of 5 independently with concrete apparatus. Begin to count in multiples of 2 with support with concrete apparatus.

3	**EMC:** Count to 100 forwards and backwards from 0 and any given number. Read numbers from 1 to 20 in words. Write numbers from 1 to 20 in words. **Starter:** Count aloud in 10's, 5's and 2's. Say the number one more or one less than any given number to 20. Give instructions to place a number on a number line or hundred square using mathematical language.	**Number – Place Value.** Recognize teen numbers as a ten + ones e.g. 17 = 10 + 7 independently. Partition 2 digit numbers using pictorial representations and writing number sentences independently. Compare numbers from 0 to 100 using mathematical language independently. Count in multiples of 10 independently. Count in multiples of 5 independently. Count in multiples of 2 independently. Given a number, identify 1 more or less to 100 independently. Be secure with language 'equal to', 'more than' and 'less than' in different contexts, independently. Read 1 to 10 in words independently. Write 1 to 10 in words independently	**Number – Place Value.** Recognize teen numbers as a ten + ones e.g. 17 = 10 + 7 with support if necessary. Partition 2 digit numbers with support if necessary using pictorial representations and writing number sentences. Count in multiples of 10 independently. Count in multiples of 5 independently. Count in multiples of 2 independently. Given a number, identity 1 more or less to 50 independently. Use language 'equal to', 'more than' and 'less than' independently. Use the language 'most' and 'least' independently. Read 1 to 10 in words independently. Write 1 to 10 in words independently.	**Number – Place Value.** Begin to count teen numbers from 10 onwards (i.e. not going back to 1) independently. Partition 2 digit numbers with support using pictorial representations and writing number sentences. Begin to count in multiples of 10, 5 & 2 independently. Given a number, identity 1 more or less to 50 independently. Use language 'equal to', 'more than' and 'less than' independently. Use the language 'most' and 'least' independently. Read 1 to 10 in words independently. Write 1 to 10 in words independently.
4	**EMC:** Count to 100 forwards and backwards from 0 and any given number. Count aloud in 2's, 5's	**Number: Addition and Subtraction.** Use number bonds to 20. Add 2 single digit numbers mentally.	**Number: Addition and Subtraction.** Represent number bonds to 20. Beging to use number bonds to 20.	**Number: Addition and Subtraction.** Represent number bonds to 20. Beging to use number bonds to 20.

	and 10's. Read numbers from 1 to 20 in words. Write numbers from 1 to 20 in words. **Starter:** Identify various number patterns on a hundred square. Identify various patterns in numbers when counting in 2s, 5s or 10s. Build number bonds to 20 using concrete apparatus.	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. Read, write and interpret mathematical statements involving additon (+), subtraction (-) and equals (=) signs. Show that addition is commutative and subtraction is not.	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 + 15) using pictorial representations. Read, write and interpret mathematical statements involving additon (+), subtraction (-) and equals. Show that addition is commutative and subtraction is not	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 + 15) using pictorial representations. Read, write and interpret mathematical statements involving additon (+), subtraction (-) and equals. Show that addition is commutative and subtraction is not.
5	**EMC:** Count to 100 forwards and backwards from 0 and any given number. Count aloud in 2's, 5's and 10's. Read numbers from 1 to 20 in words. Write numbers from 1 to 20 in words.	**Number: Addition and Subtraction.** Use related subtraction facts within 20. Subtract 2 single digit numbers mentally. Subrtact a single digit number from a 2-digit number mentally. Subtact two 2-digit numbers which are under 20 (E.g. 12-16) using pictiorial representations. Read, write and interpret mathematical	**Number: Addition and Subtraction.** Begin to use related subtratction 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.	**Number: Addition and Subtraction.** Begin to use related subtratction 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

	Starter: Identify various coins and understand their value. With a partner complete a simple subtraction by buying fruit and receiving change. Complete a simple addition by adding up the items in the shopping trolley. Coin bingo.	statements involving additon (+), subtraction (-) and equals (=) signs. Show that addition is commutative and subtraction is not.	Read, write and interpret mathematical statements involving additon (+), subtraction (-) and equals Show that addition is commutative and subtraction is not.	pictorial representations. Read, write and interpret mathematical statements involving additon (+), subtraction (-) and equals Show that addition is commutative and subtraction is not.
6	**EMC:** Count to 100 forwards and backwards from 0 and any given number. Read numbers from 1 to 20 in words. Write numbers from 1 to 20 in words. **Starter:** Count forwards and backwards to 20/50/100 from 0 and from any given number. Count aloud in 2s, 5s	**Number: Addition and Subtraction.** Solve one step word problems which involve addtion mentally. Solve missing number questions such as 7=?-9 Solve one step problems which involve subtraction mentally. Read, write and interpret mathematical statements involving additon (+), subtraction (-) and equals (=) signs. Show that addition is commutative and subtraction is not.	**Number: Addition and Subtraction.** Solve one step word problems which involve addition using pictorial representations. Solve missing number questions such as 30 - ? = 24 Solve one step problems which involve subtraction using pictorial representations. Read, write and interpret mathematical statements involving additon (+), subtraction (-) and equals (=) signs. Show that addition is commutative and subtraction is not.	**Number: Addition and Subtraction.** Solve one step word problems which involve addition using pictorial representations. Solve missing number questions such as 30 - ? = 24 Solve one step problems which involve subtraction using pictorial representations. Read, write and interpret mathematical statements involving additon (+), subtraction (-) and equals (=) signs. Show that addition is commutative

	and 10s. Reliably count up to 20/50/100 objects and write the number in numerals and words. Say the number one more or one less than any given number to 50/100.			and subtraction is not.
7		**Assessment Week:** Ensure all chn are secure with PV, Addition and Subtraction. Complete White Rose Papers to test understanding.		