

# Numeracy Medium term planning with differentiation. Class 6 Year 1. EXC1 Autumn B 2017

Activities and groups adapted as necessary following ongoing formative assessments.

<u>Week</u>	<u>Unit</u>	<u>Starters</u>	<u>Green Stars</u> <u>EXP1/EM1</u> 	<u>Yellow Triangles</u> <u>EM1 with elements</u> <u>of EXP1</u> 	<u>Blue Squares</u> <u>EM1 with elements</u> <u>of EXP1</u> 	<u>Red Circles EM1</u> 
<p>1</p> <p><u>30<sup>th</sup>October</u> <u>r - 3<sup>rd</sup></u> <u>November</u></p>	<p>Number: Addition</p>	<p>Mental: Addition number sentences and subtraction number sentences</p> <p>Counting forwards and backwards below 50.</p> <p>Read and write numerals 1-10 <b>in words.</b></p> <p>Given a number, identify one more or one less.</p>	<p>Represent and use number bonds to 10.</p> <p>Read, write and interpret mathematical statements involving addition.</p> <p>Add two single digit numbers using pictorial representation.</p> <p>Add a single digit to a two digit number using pictorial representation.</p> <p>Add two two- digit number under 20 using pictorial representation.</p> <p>Solve problems that involve addition using pictorial representation.</p> <p>Begin to work out the value of a missing number.</p> <p>Show a link between 3 numbers (17, 13, 14 ) using number sentences.</p> <p>Use 3 numbers e.g 14, 5 and 19 to create number sentences. Fill in the missing symbol.</p>	<p>Represent and use number bonds to 10.</p> <p>Read, write and interpret mathematical statements involving addition.</p> <p>Add two single digit numbers using pictorial representation.</p> <p>Add a single digit to a two digit number using pictorial representation or concrete objects.</p> <p>Solve problems that involve addition using pictorial representation or concrete objects.</p> <p>Begin to work out the value of a missing number.</p> <p>Show a link between 3 numbers (17, 13, 14 ) using number sentences.</p> <p>Use 3 numbers e.g 14, 5 and 19 to create number sentences. Fill in the missing symbol.</p>	<p>Represent and use number bonds to 10.</p> <p>Read, write and interpret mathematical statements involving addition.</p> <p>Add two single digit numbers using pictorial representation.</p> <p>Add a single digit to a two digit number using pictorial representation or concrete objects.</p> <p>Solve problems that involve addition using pictorial representation or concrete objects.</p> <p>Begin to work out the value of a missing number.</p> <p>Show a link between 3 numbers (17, 13, 14 ) using number sentences.</p> <p>Use 3 numbers e.g 14, 5 and 19 to create number sentences.</p>	<p>Represent and use number bonds to 10.</p> <p>Read, write and interpret mathematical statements involving addition.</p> <p>Add two single digit numbers using pictorial representation.</p> <p>Add a single digit to a two digit number using concrete objects.</p> <p>Solve problems that involve addition using concrete objects and then pictorial representation.</p> <p>Begin to work out the value of a missing number.</p> <p>Show a link between 3 numbers (17, 13, 14 ) using number sentences.</p> <p>Use 3 numbers e.g 14, 5 and 19 to create number sentences. Fill in the missing symbol.</p>

			<i>Independently</i>	<i>With support where necessary.</i>	Fill in the missing symbol.  <i>With support where necessary</i>	<i>With support and then independently.</i>
<p><b>2</b></p> <p>6<sup>th</sup>- 10<sup>th</sup> November</p>	<p>Number: subtraction</p>	<p>Count, read and write numbers to 20 in numerals and words.</p> <p>Count in 2's</p> <p>Count forwards and backwards to 20/50/100 from 0 and from any given number.</p> <p>what's missing in the sequence?</p> <p>Given a number, identify one more or one less.</p> <p>Give instructions to place a number on a number line or hundred square using mathematical language.</p>	<p>Use number bonds to 10.</p> <p>Subtract 2 single digits numbers using pictorial representations.</p> <p>Subtract a single digit number from a 2 digit number using pictorial representations</p> <p>Subtract 2 digit numbers which are under 20 using pictorial representations.</p> <p>Solve one step problems which involve subtraction using pictorial representations.</p> <p>Find the difference between given numbers.</p> <p><i>Independently</i></p>	<p>Use number bonds to 10.</p> <p>Subtract 2 single digits numbers using pictorial representations or concrete objects.</p> <p>Subtract a single digit number from a 2 digit number using pictorial representations or concrete objects.</p> <p>Subtract 2 digit numbers which are under 20 using pictorial representations.</p> <p>Solve one step problems which involve subtraction using pictorial representations.</p> <p>Find the difference between given numbers.</p> <p><i>With support where necessary</i></p>	<p>Use number bonds to 10.</p> <p>Subtract 2 single digits numbers using pictorial representations or concrete objects.</p> <p>Subtract a single digit number from a 2 digit number using pictorial representations or concrete objects.</p> <p>Subtract 2 digit numbers which are under 20 using pictorial representations.</p> <p>Solve one step problems which involve subtraction using pictorial representations.</p> <p>Find the difference between given numbers.</p> <p><i>With support where necessary</i></p>	<p>Use number bonds to 10.</p> <p>Subtract 2 single digits numbers using pictorial representations or concrete objects.</p> <p>Subtract a single digit number from a 2 digit number using concrete objects.</p> <p>Subtract 2 digit numbers which are under 20 using pictorial representations.</p> <p>Solve one step problems which involve subtraction using pictorial representations or concrete objects.</p> <p>Find the difference between given numbers.</p> <p><i>With support. Begin as a group and then move to pairs and independent.</i></p>
<p><b>3</b></p>	<p>Geometry: Shape</p>	<p><b>What shape is the odd one out?</b></p>		<p>2D / 3D shape</p>	.	<p>2D / 3D shape Recognise and name common</p>

<p><b>13<sup>th</sup> - 17<sup>th</sup></b> <b>November</b></p>		<p><b>Shape mastery questions</b></p> <p>What is wrong with the following sequence?</p> <p>Understand ordinal numbers 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> first, second, third etc.).</p>	<p>2D / 3D shape</p> <p>Recognise and name common 2D shape and 3D shapes including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.</p> <p>Children to use a feely bag and put their hand in the bag. Can they find a triangle etc?</p> <p>Name 2D and 3D shapes in different orientations and contexts.</p> <p>Investigate patterns with 2D and 3D shapes.</p> <p>Describe position, direction, direction and movement, including whole, half, quarter and three quarter turns. Show children the picture. Identify the position of each item. Top, middle or bottom? The blue square is in the ____ row.</p> <p>Show children the pictures to show whole, half, quarter and three quarter turns.</p> <p><i>Independently</i></p>	<p>Recognise and name common 2D shape and 3D shapes including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.</p> <p>Children to use a feely bag and put their hand in the bag. Can they find a triangle etc?</p> <p>Name 2D and 3D shapes in different orientations and contexts.</p> <p>Investigate patterns with 2D and 3D shapes.</p> <p>Describe position, direction, direction and movement, including whole, half, quarter and three quarter turns. Show children the picture. Identify the position of each item. Top, middle or bottom? The blue square is in the ____ row.</p> <p>Show children the pictures to show whole, half, quarter and three quarter turns.</p> <p><i>With support where necessary turns.</i></p>	<p>2D / 3D shape</p> <p>Recognise and name common 2D shape and 3D shapes including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.</p> <p>Children to use a feely bag and put their hand in the bag. Can they find a triangle etc?</p> <p>Name 2D and 3D shapes in different orientations and contexts.</p> <p>Investigate patterns with 2D and 3D shapes.</p> <p>Describe position, direction, direction and movement, including whole, half, quarter and three quarter turns. Show children the picture. Identify the position of each item. Top, middle or bottom? The blue square is in the ____ row.</p> <p>Show children the pictures to show whole, half, quarter and three quarter turns.</p> <p><i>With support where necessary turns.</i></p>	<p>2D shape and 3D shapes including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.</p> <p>Children to use a feely bag and put their hand in the bag. Can they find a triangle etc?</p> <p>Name 2D and 3D shapes in different orientations and contexts.</p> <p>Position, direction, direction and movement, including whole, half, quarter and three quarter turns. Show children the picture. Identify the position of each item. Top, middle or bottom? The blue square is in the ____ row.</p> <p>Show children the pictures to show whole, half, quarter and three quarter turns.</p> <p><i>With support.</i> Explore as a group and then children to apply skills independently.</p>
<p><b>4</b> <b>20<sup>th</sup> - 24<sup>th</sup></b></p>	<p>Number: Place value</p>	<p>Count backwards from a given</p>	<p>Count across 20 to 50 from 0.</p>	<p>Count across 20 to 50 from</p>	<p>Count across 20 to 50 from 0.</p>	

<p><b>November</b></p>		<p>number.</p> <p>Count, read and write numbers to 20 in numerals and words.</p> <p>Mental addition.</p> <p>Inverse operation starters.</p> <p>Missing number starters.</p> <p>Count sounds (clicking/clapping) to 20/50/100.</p> <p>Say the number one more or one less than any given number.</p>	<p>Count to 100 forwards from 0.</p> <p>Count across 20 to 50 backwards to 0.</p> <p>Count across 20 to 50 from any given number.</p> <p>Count backwards from any given number under 50.</p> <p>Read numbers to 50 in numerals.</p> <p>Write numbers to 50 in numerals.</p> <p>Begin to count teen numbers from 10 onwards.</p> <p>Given a number, identify 1 more or 1 less to beyond 10.</p> <p>Use language 'equal to, more than, less than'</p> <p>Use the language 'most and least'</p> <p>Read and write numbers 1 to 20 in words.</p> <p>Mastery: Write the numbers in order of size: 15, 16, 5, 71, 50</p> <p>Explain the odd one out: 40, 71, 65</p> <p>I am going to count on from 20. Will I say the number 19? Convince me.</p>	<p>0.</p> <p>Count across 20 to 50 backwards to 0.</p> <p>Count across 20 to 50 from any given number.</p> <p>Count backwards from any given number under 50.</p> <p>Read numbers to 50 in numerals.</p> <p>Write numbers to 50 in numerals.</p> <p>Begin to count teen numbers from 10 onwards.</p> <p>Given a number, identify 1 more or 1 less to beyond 10.</p> <p>Use language 'equal to, more than, less than'</p> <p>Use the language 'most and least'</p> <p>Read and write numbers 1 to 20 in words.</p> <p>Mastery: Write the numbers in order of size: 15, 16, 5, 71, 50</p> <p>Explain the odd one out: 40, 71, 65</p> <p>I am going to count on from 20. Will I say the number 19? Convince me. I am going to count</p>	<p>Count across 20 to 50 backwards to 0.</p> <p>Count across 20 to 50 from any given number.</p> <p>Count backwards from any given number under 50.</p> <p>Read numbers to 50 in numerals.</p> <p>Write numbers to 50 in numerals.</p> <p>Begin to count teen numbers from 10 onwards.</p> <p>Given a number, identify 1 more or 1 less to beyond 10.</p> <p>Use language 'equal to, more than, less than'</p> <p>Use the language 'most and least'</p> <p>Read and write numbers 1 to 20 in words.</p> <p>Mastery: Write the numbers in order of size: 15, 16, 5, 71, 50</p> <p>Explain the odd one out: 40, 71, 65</p> <p>I am going to count on from 20. Will I say the number 19? Convince me. I am going to count backwards from 20. How</p>	<p>Count across 20 to 50 from 0.</p> <p>Count across 20 to 50 backwards to 0.</p> <p>Count across 20 to 50 from any given number.</p> <p>Count backwards from any given number under 50.</p> <p>Read numbers to 50 in numerals.</p> <p>Write numbers to 50 in numerals.</p> <p>Begin to count teen numbers from 10 onwards.</p> <p>Given a number, identify 1 more or 1 less to beyond 10.</p> <p>Use language 'equal to, more than, less than'</p> <p>Use the language 'most and least'</p> <p>Read and write numbers 1 to 20 in words.</p> <p>Mastery: Write the numbers in order of size: 15, 16, 5, 71, 50</p> <p>Explain the odd one out: 40, 71, 65</p> <p>I am going to count on from 20. Will I say the number</p>
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			<p>I am going to count backwards from 20. How many steps will it take to reach 0?</p> <p>Group and order objects,</p> <p>Order numbers.</p> <p>Independently</p>	<p>backwards from 20. How many steps will it take to reach 0?</p> <p>Group and order objects,</p> <p>Order numbers.</p> <p>With oral support where necessary.</p>	<p>many steps will it take to reach 0?</p> <p>Group and order objects,</p> <p>Order numbers.</p> <p>With oral support where necessary.</p>	<p>19? Convince me.</p> <p>I am going to count backwards from 20. How many steps will it take to reach 0?</p> <p>Group and order objects,</p> <p>Order numbers.</p> <p><i>With support.</i> Explore as a group and then children to apply skills independently.</p>
<p>5</p> <p><u>27<sup>th</sup> November-</u> <u>1<sup>st</sup> December</u></p>	<p>Number: Place value</p>	<p>Quick recall of number bonds to 10 and then 20.</p> <p>Quick recall of commutative law for addition.</p> <p>Solve missing number problems.</p> <p>How many items can you get for 10p</p>	<p>Count across 20 to 50 from 0.</p> <p>Count to 100 forwards from 0.</p> <p>Count across 20 to 50 backwards to 0.</p> <p>Count across 20 to 50 from any given number.</p> <p>Count backwards from any given number under 50.</p> <p>Read numbers to 50 in numerals.</p> <p>Write numbers to 50 in numerals.</p> <p>Begin to count teen numbers from 10 onwards.</p>	<p>Count across 20 to 50 from 0.</p> <p>Count across 20 to 50 backwards to 0.</p> <p>Count across 20 to 50 from any given number.</p> <p>Count backwards from any given number under 50.</p> <p>Read numbers to 50 in numerals.</p> <p>Write numbers to 50 in numerals.</p> <p>Begin to count teen numbers from 10 onwards.</p> <p>Given a number, identify 1</p>	<p>Count across 20 to 50 from 0.</p> <p>Count across 20 to 50 backwards to 0.</p> <p>Count across 20 to 50 from any given number.</p> <p>Count backwards from any given number under 50.</p> <p>Read numbers to 50 in numerals.</p> <p>Write numbers to 50 in numerals.</p> <p>Begin to count teen numbers from 10 onwards.</p> <p>Given a number, identify 1 more or 1 less to beyond 10.</p>	<p>Count across 20 to 50 from 0.</p> <p>Count across 20 to 50 backwards to 0.</p> <p>Count across 20 to 50 from any given number.</p> <p>Count backwards from any given number under 50.</p> <p>Read numbers to 50 in numerals.</p> <p>Write numbers to 50 in numerals.</p> <p>Begin to count teen numbers from 10 onwards.</p> <p>Given a number, identify 1</p>

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**Week 6: 4<sup>th</sup> December- 8<sup>th</sup> December ASSESSMENT WEEK:**

Children to complete white rose paper Autumn problem solving and reasoning and mental arithmetic.

EMI targets included within assessment week:

**Place value:**

Count across 20 to 50 from 0.

Count across 20 to 50 backwards to 0.

Count across 20 to 50 from any given number.

Count backwards from any given number under 50.

Read numbers to 50 in numerals.

Write numbers to 50 in numerals.

Begin to count teen numbers from 10 onwards.

Given a number, identify 1 more or 1 less to beyond 10.

Use language 'equal to, more than, less than'

Use the language 'most and least'

Read and write numbers 1 to 20 in words.

**Addition and subtraction:**

Represent and use number bonds and related subtraction facts within 10

Read, write and interpret mathematical statements involving addition (+) subtraction (-) and equals (=) signs.

Add and subtract one digit numbers to 10, including zero using concrete objects or pictorial representation.

Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.

**Shape:**

Recognise and name common 2D shape and 3D shapes including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.

Name 2D and 3D shapes in different orientations and contexts.

**CHRISTMAS WEEK.**

**REVISION & CONSOLIDATION OF TEACHING THIS TERM TO BE PLANNED BASED ON OUTCOMES OF WEEKS 1 TO 6.**