




Activities and groups adapted as necessary following ongoing formative assessments.

<u>Week</u>	<u>Starters</u>	<u>Yellow Stars</u> 	<u>Green Triangles</u> 	<u>Red Circles</u> 
		All below to be done mentally and independently.	All below to be done to be done with adult keeping chn on task, using pictorial representations initially then moving to mentally and independently.	All below to be done with support as necessary. Initially, using concrete apparatus, then moving to pictorial representations and finally mentally and independently.
1	<b>EMC:</b> Count to 100 forwards and backwards from 0 and any given number in 1s, 2s, 5s and 10s.	No numeracy due to poetry week.	No numeracy due to poetry week.	No numeracy due to poetry week.
2	<b>EMC:</b> Recite the 10 times tables,  <b>Starter:</b> Adding three 1-digit numbers mentally.  Subtracting three 1-digit numbers mentally.	<u>Number - Division.</u>  Recognise mathematical symbols $\times$ , $\div$ , $=$ .  Record work in a written form using mathematical symbols $\times$ , $\div$ , $=$ .  Recognise that division of one number by another cannot be done in any order.  <b>Demonstrate an understanding of commutativity as necessary.</b>	<u>Number - Division.</u>  Recognise mathematical symbols $\times$ , $\div$ , $=$ .  Record work in a written form using mathematical symbols $\times$ , $\div$ , $=$ .  Begin to recognise that division of one number by another cannot be done in any order.  <b>Demonstrate an understanding of commutativity as necessary.</b>	<u>Number - Division.</u>  Recognise mathematical symbols $\times$ , $\div$ , $=$ .  Record work in a written form using mathematical symbols $\times$ , $\div$ , $=$ .  Begin to recognise that division of one number by another cannot be done in any order.  <b>Begin to demonstrate an understanding of commutativity</b>

	<p>Recognise, name and describe 2D shapes.</p> <p>Recognise, name and describe 3D shapes.</p> <p>Comparing 2D and 3D shapes.</p>	<p>Recall and use division facts for the 10 times tables.</p> <p>Recall and use division facts for the 5 times table.</p> <p>Recall and use division facts for two times table.</p> <p>Recall and use multiplication and division facts for the 2, 5 &amp; 10 multiplication tables to solve simple problems.</p>	<p>Recall and use division facts for the 10 times tables.</p> <p>Recall and use division facts for the 5 times table.</p> <p>Recall and use division facts for two times table.</p> <p>Recall and use multiplication and division facts for the 2, 5 &amp; 10 multiplication tables to solve simple problems.</p>	<p>as necessary.</p> <p>Recall and use division facts for the 10 times tables.</p> <p>Recall and use division facts for the 5 times table.</p> <p>Recall and use division facts for two times table.</p> <p>Begin to recall and use multiplication and division facts for the 2, 5 &amp; 10 multiplication tables to solve simple problems.</p>
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3	<p><b>EMC:</b></p> <p>Recite the 2 times tables.</p>	<p><u>Number - Division.</u></p> <p>Recognise mathematical symbols <math>\times</math>, <math>\div</math>, <math>=</math>.</p>	<p><u>Number - Division.</u></p> <p>Recognise mathematical symbols <math>\times</math>, <math>\div</math>, <math>=</math>.</p>	<p><u>Number - Division.</u></p> <p>Recognise mathematical symbols <math>\times</math>, <math>\div</math>, <math>=</math>.</p>
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	<p><b>Starter:</b> Adding and subtracting a 2-digit number and 10s mentally.</p> <p>Adding two 2-digit numbers mentally.</p> <p>Subtracting two 2-digit numbers mentally.</p> <p>Adding two 2-digit numbers where regrouping is required mentally.</p> <p>Subtracting two 2-digit numbers where regrouping is required mentally.</p>	<p>Record work in a written form using mathematical symbols <math>\times</math>, <math>\div</math>, <math>=</math>.</p> <p>Begin to recognise that division of one number by another cannot be done in any order.</p> <p><b>Demonstrate an understanding of commutativity as necessary.</b></p> <p><b>Determine remainders given known facts.</b></p> <p><b>Solve word problems that involve more than one step for multiplication and division.</b></p>	<p>Record work in a written form using mathematical symbols <math>\times</math>, <math>\div</math>, <math>=</math>.</p> <p>Begin to recognise that division of one number by another cannot be done in any order.</p> <p><b>Demonstrate an understanding of commutativity as necessary.</b></p> <p><b>Determine remainders given known facts.</b></p> <p><b>Solve word problems that involve more than one step for multiplication and division.</b></p>	<p>Record work in a written form using mathematical symbols <math>\times</math>, <math>\div</math>, <math>=</math>.</p> <p>Begin to recognise that division of one number by another cannot be done in any order.</p> <p><b>Demonstrate an understanding of commutativity as necessary.</b></p> <p><b>Determine remainders given known facts.</b></p> <p><b>Solve word problems that involve more than one step for multiplication and division.</b></p>
4	<p><b>EMC:</b> Recite the 5 times tables.</p> <p><b>Starter:</b> Doubling numbers to 20.</p> <p>Halving numbers from 20.</p> <p>Spotting/adding</p>	<p><u><b>Number - Fractions.</b></u></p> <p>Read fractions <math>1/3</math>, <math>1/4</math>, <math>1/2</math>, <math>2/4</math>, <math>3/4</math>.</p> <p>Write fractions <math>1/3</math>, <math>1/4</math>, <math>1/2</math>, <math>2/4</math>, <math>3/4</math>.</p> <p><b>Know all parts of a fraction must be equal parts of the whole.</b></p>	<p><u><b>Number - Fractions.</b></u></p> <p>Read fractions <math>1/3</math>, <math>1/4</math>, <math>1/2</math>, <math>2/4</math>, <math>3/4</math>.</p> <p>Write fractions <math>1/3</math>, <math>1/4</math>, <math>1/2</math>, <math>2/4</math>, <math>3/4</math>.</p> <p><b>Know all parts of a fraction must be equal parts of the whole.</b></p>	<p><u><b>Number - Fractions.</b></u></p> <p>Read fractions <math>1/3</math>, <math>1/4</math>, <math>1/2</math>, <math>2/4</math>, <math>3/4</math>.</p> <p>Write fractions <math>1/3</math>, <math>1/4</math>, <math>1/2</math>, <math>2/4</math>, <math>3/4</math>.</p> <p><b>Know all parts of a fraction must be equal parts of the whole.</b></p>

	<p>'friendly' numbers mentally. E.g. in <math>4 + 5 + 6</math> adding the 6 + 4 to make 10 first.</p> <p>Practicing 2, 5 and 10 times tables.</p>	<p>Recognise, find and name fractions <math>1/3, 1/4, 1/2, 2/4, 3/4</math> of shape and objects, pictorially.</p> <p>Recognise and understand the equivalence of <math>2/4</math> and <math>1/2</math>.</p>	<p>Recognise, find and name fractions <math>1/3, 1/4, 1/2, 2/4, 3/4</math> of shape and objects, pictorially.</p> <p>Recognise the equivalence of <math>2/4</math> and <math>1/2</math>.</p>	<p>Recognise, find and name fractions <math>1/3, 1/4, 1/2, 2/4, 3/4</math> of shape and objects, concretely.</p> <p>Begin to recognise, find and name fractions <math>1/3, 1/4, 1/2, 2/4, 3/4</math> of shape and objects, pictorially.</p> <p>Recognise the equivalence of <math>2/4</math> and <math>1/2</math>.</p>
<p>Assessment Week.</p>				
5	<p><b>EMC:</b> Counting in 3s from 0 to 36.</p> <p><b>Starter:</b></p> <p>Identify various patterns in numbers when counting in 2s, 5s and 10s.</p> <p>Make all related number sentences to 20 and 100.</p> <p>Recall and use addition facts to 20 fluently.</p>	<p><b><u>Number - Fractions.</u></b></p> <p>Read fractions <math>1/3, 1/4, 1/2, 2/4, 3/4</math>.</p> <p>Write fractions <math>1/3, 1/4, 1/2, 2/4, 3/4</math>.</p> <p>Write simple fractions, e.g. <math>1/2</math> of 6 = 3.</p> <p><b>Know all parts of a fraction must be equal parts of the whole.</b></p> <p><b>Recognise, find and name</b></p>	<p><b><u>Number - Fractions.</u></b></p> <p>Read fractions <math>1/3, 1/4, 1/2, 2/4, 3/4</math>.</p> <p>Write fractions <math>1/3, 1/4, 1/2, 2/4, 3/4</math>.</p> <p>Write simple fractions, e.g. <math>1/2</math> of 6 = 3.</p> <p><b>Know all parts of a fraction must be equal parts of the whole.</b></p> <p><b>Recognise, find and name</b></p>	<p><b><u>Number - Fractions.</u></b></p> <p>Read fractions <math>1/3, 1/4, 1/2, 2/4, 3/4</math>.</p> <p>Write fractions <math>1/3, 1/4, 1/2, 2/4, 3/4</math>.</p> <p>Write simple fractions, e.g. <math>1/2</math> of 6 = 3.</p> <p><b>Know all parts of a fraction must be equal parts of the whole.</b></p> <p><b>Recognise, find and name</b></p>

	<p>Derive and use related facts up to 100.</p>	<p><b>fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> of a shape, objects, quantity using pictorial representations.</b></p> <p>Recognise, find and name fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> of a quantity mentally.</p> <p>Recognise and understand the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p> <p><b>Find and compare fractions of amounts.</b></p>	<p><b>fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> of a shape, objects, quantity using pictorial representations.</b></p> <p>Recognise, find and name fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> of a quantity mentally.</p> <p>Recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p> <p><b>Find and compare fractions of amounts.</b></p>	<p><b>fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> of a shape, objects, quantity using pictorial representations.</b></p> <p>Recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p> <p><b>Begin to Find and compare fractions of amounts.</b></p>
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