

Numeracy Medium term planning with differentiation.

Class 8. Year 2 (EXP) Spring B

Activities and groups adapted as necessary following ongoing formative assessments.

Week	Starters	<p style="text-align: center;">Green Group (HA)</p>	<p style="text-align: center;">Blue Group (MA)</p>	<p style="text-align: center;">Red Group (LA)</p>
		<p>All below to be done mentally and independently unless stated otherwise.</p>	<p>All below to be done to be done with support as necessary, using pictorial representations unless stated otherwise.</p>	<p>All below to be done with support, using concrete apparatus initially. Then moving to pictorial representations and working with increased independence.</p>
<p>1</p>	<p>EMC:</p> <p>Count forwards and backwards to 20/50/100 from 0 and from any given number.</p> <p>Count forward in 10's, 5's and 2's.</p>	<p style="text-align: center;"><u>Gifted and Talented week - Space Theme</u></p> <p style="text-align: center;">Measurement: Capacity, weight, length and height.</p> <p>Measure length to the nearest appropriate standard unit (m/cm) using rulers/meter sticks.</p> <p>Measure height to the nearest appropriate standard unit (m/cm) using rulers/meter sticks.</p> <p>Measure mass to the nearest appropriate standard unit (kg/g) using scales.</p> <p>Measure capacity to the nearest appropriate standard unit (ml/l) using measuring vessels.</p>	<p style="text-align: center;"><u>Gifted and Talented week - Space Theme</u></p> <p style="text-align: center;">Measurement: Capacity, weight, length and height.</p> <p>Measure length to the nearest appropriate standard unit (m/cm) using rulers/meter sticks.</p> <p>Measure height to the nearest appropriate standard unit (m/cm) using rulers/meter sticks.</p> <p>Measure mass to the nearest appropriate standard unit (kg/g) using scales.</p> <p>Measure capacity to the nearest appropriate standard unit (ml/l) using measuring vessels.</p> <p>Begin to record the results and order</p>	<p style="text-align: center;"><u>Gifted and Talented week - Space Theme</u></p> <p style="text-align: center;">Measurement: Capacity, weight, length and height.</p> <p>Measure length to the nearest appropriate standard unit (m/cm) using rulers/meter sticks.</p> <p>Measure height to the nearest appropriate standard unit (m/cm) using rulers/meter sticks.</p> <p>Measure mass to the nearest appropriate standard unit (kg/g) using scales.</p> <p>Measure capacity to the nearest appropriate standard unit (ml/l) using</p>

		<p>Record the results, compare and order measurements using $<$, $>$ and $=$.</p> <p>Read scales in divisions of 1s, 2s, 5s and 10s in practical situations where all numbers on scale are given.</p> <p>Read and order in divisions of 1s, 2s, 5s and 10s in a practical situation where not all numbers on the scale are given.</p>	<p>measurements using $<$, $>$ and $=$.</p> <p>Read scales in divisions of 1s, 2s, 5s and 10s in practical situations where all numbers on scale are given.</p>	<p>measuring vessels.</p> <p>Begin to record the results and order measurements using $<$, $>$ and $=$.</p> <p>Read scales in divisions of 1s, 2s, 5s and 10s in practical situations where all numbers on scale are given.</p>
2	<p>EMC:</p> <p>Count forwards and backwards to 20/50/100 from 0 and from any given number.</p> <p>Count forward in 10's, 5's and 2's.</p> <p>Starter:</p> <p>Who is the tallest in the class - let's measure and record!</p> <p>Which is heavier an apple or a banana - let's measure and record!</p> <p>More than, less than.</p> <p>Investigate - let's find out who has the longest pencil at our table!</p>	<p>Measurement - Money</p> <p>Measure length to the nearest appropriate standard unit (m/cm) using rulers/meter sticks.</p> <p>Measure height to the nearest appropriate standard unit (m/cm) using rulers/meter sticks.</p> <p>Measure mass to the nearest appropriate standard unit (kg/g) using scales.</p> <p>Measure capacity to the nearest appropriate standard unit (ml/l) using measuring vessels.</p> <p>Record the results, compare and order measurements using $<$, $>$ and $=$.</p> <p>Read scales in divisions of 1s, 2s, 5s and 10s in practical situations where all numbers on scale are given.</p> <p>Read and order in divisions of 1s, 2s, 5s</p>	<p>Measurement - Money</p> <p>Measure length to the nearest appropriate standard unit (m/cm) using rulers/meter sticks.</p> <p>Measure height to the nearest appropriate standard unit (m/cm) using rulers/meter sticks.</p> <p>Measure mass to the nearest appropriate standard unit (kg/g) using scales.</p> <p>Measure capacity to the nearest appropriate standard unit (ml/l) using measuring vessels.</p> <p>Begin to record the results and order measurements using $<$, $>$ and $=$.</p> <p>Read scales in divisions of 1s, 2s, 5s and 10s in practical situations where all numbers on scale are given.</p>	<p>Measurement - Money</p> <p>Measure length to the nearest appropriate standard unit (m/cm) using rulers/meter sticks.</p> <p>Measure height to the nearest appropriate standard unit (m/cm) using rulers/meter sticks.</p> <p>Measure mass to the nearest appropriate standard unit (kg/g) using scales.</p> <p>Measure capacity to the nearest appropriate standard unit (ml/l) using measuring vessels.</p> <p>Begin to record the results and order measurements using $<$, $>$ and $=$.</p> <p>Read scales in divisions of 1s, 2s, 5s and 10s in practical situations where all numbers on scale are given.</p>

		and 10s in a practical situation where not all numbers on the scale are given.		
3	<p>EMC: Count to 100 forwards and backwards from 0 and any given number.</p> <p>Count backwards in 2, 5 and 10's.</p> <p>Starter:</p> <p>Teacher clock - chant the time to the hour.</p> <p>Teacher clock - chant the time to the half hour.</p> <p>Teacher clock - chant the time to the quarter hour.</p> <p>Teacher clock challenge - chn to show a given time on the student clocks.</p>	<p>Measurement: Time</p> <p>Know the amount of minutes in an hour.</p> <p>Know the number of hours in a day.</p> <p>Tell time to hours, half and quarter hours.</p> <p>Write time to hours, half and quarter hours.</p> <p>Draw hands on a clock to show time to quarter hours.</p> <p>Work out time durations that do not go over the hour - half, quarter and hours.</p> <p>Tell and write time to five minutes.</p> <p>Draw hands on a clock to show time to five minute intervals.</p> <p>Compare and sequence intervals of time</p>	<p>Measurement: Time</p> <p>Know the amount of minutes in an hour.</p> <p>Know the number of hours in a day.</p> <p>Tell time to hours, half and quarter hours.</p> <p>Write time to hours, half and quarter hours.</p> <p>Draw hands on a clock to show time to quarter hours.</p> <p>Work out time durations that do not go over the hour - half, quarter and hours.</p>	<p>Measurement: Time</p> <p>Know the amount of minutes in an hour.</p> <p>Know the number of hours in a day.</p> <p>Tell time to hours, half and quarter hours.</p> <p>Write time to hours, half and quarter hours.</p> <p>Draw hands on a clock to show time to quarter hours.</p> <p>Work out time durations that do not go over the hour - half, quarter and hours.</p>

<p>4</p>	<p>EMC: Count to 100 forwards and backwards from 0 and any given number.</p> <p>Count forwards and backwards in 2's, 5's and 10's.</p> <p>Starter:</p> <p>Teacher clock - chant the time to five minute intervals.</p> <p>Teacher clock - chant the time to the half hour.</p> <p>Teacher clock - chant the time to the quarter hour.</p> <p>Show me on the clock - what time do you wake up, what time do you start school, what time do we have lunch, what time does school finish? What time do you go to bed?</p>	<p>Measurement: Time</p> <p>Know the amount of minutes in an hour. Know the number of hours in a day.</p> <p>Tell time to hours, half and quarter hours.</p> <p>Write time to hours, half and quarter hours.</p> <p>Draw hands on a clock to show time to quarter hours.</p> <p>Work out time durations that do not go over the hour - half, quarter and hours.</p> <p>Tell and write time to five minutes.</p> <p>Draw hands on a clock to show time to five minute intervals.</p> <p>Compare and sequence intervals of time.</p>	<p>Measurement: Time</p> <p>Know the amount of minutes in an hour. Know the number of hours in a day.</p> <p>Tell time to hours, half and quarter hours.</p> <p>Write time to hours, half and quarter hours.</p> <p>Draw hands on a clock to show time to quarter hours.</p> <p>Work out time durations that do not go over the hour - half, quarter and hours.</p>	<p>Measurement: Time</p> <p>Know the amount of minutes in an hour. Know the number of hours in a day.</p> <p>Tell time to hours, half and quarter hours.</p> <p>Write time to hours, half and quarter hours.</p> <p>Draw hands on a clock to show time to quarter hours.</p> <p>Work out time durations that do not go over the hour - half, quarter and hours.</p>
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EMC:

Count forwards and backwards in 2's, 5's and 10's.

Count forward in 3s from 0 and 10's from a given number.

Assessment Week:

Chn to complete White Rose Papers independently.

Derive and use related facts up to 100.

Recall and use addition and subtraction facts to 20 fluently.

Add two 2-digit numbers.

Work out missing box questions.

Use inverse to check calculations and solve complex missing numbers problems.

Recognise and use the inverse relationship between addition and subtraction.

Add three single digit numbers independently.

Use multiplication and division facts for 2, 5 & 10 times tables.

Add numbers involving measurement.

Subtract two 2-digit numbers independently.

Solve one step word problems involving + and -.

Solve word problems that involve more than one step for + and -.

Recognise and use the inverse relationship between addition and subtraction.

Reason about addition.

Use multiplication and division facts for the 2, 5, 10 & 3 times tables.

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Reason about addition.

Understand place value.
Read and write numbers to 100 in digits and words.
Identify and represent numbers using different representations including number lines.
Compare and order numbers from 0 up to 100 using $<$, $>$ and $=$.
Recall and use addition and subtraction facts to 20 fluently.
Solve one step word problems involving \times and $/$.
Solve word problems that involve more than one step for \times and $/$.
Choose and use appropriate standard units to estimate and measure length (m/cm) using rulers/meter sticks.
Know odd and even numbers to 100.
Answer questions and compare data from pictograms and bar charts.
Rewrite repeated addition statements as simplified multiplication statements.
Recognise, name and compare 2D and 3D shapes.
Solve simple problems involving addition and subtraction of money of the same unit.

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