

Numeracy Medium term planning with differentiation.

Class 1 Year 1 (Emg)

Summer A 2020

Activities and groups adapted as necessary following ongoing formative assessments.

Week	Unit	Starters	Circles	Triangles	Squares
<p>Week 1 20th – 24th April 2020</p> <p>20.04 - Wow Day</p>	<p>Measurement Weight and Volume</p>	<p>Counting forwards/backwards number to 50.</p> <p>Say numbers one more and one less than a given number.</p> <p>Read/write numerals 1-50</p> <p>Count in multiples of 2, 5 and 10</p> <p>Represent number bonds to 20</p>	<p>Notes and Guidance Intro to Weight/Mass: Children are introduced to weight and mass for the first time. They may already have some understanding of heavy and light from their own experience of carrying objects. Children should begin by holding objects and describing them using vocabulary such as heavy, light, heavier than, lighter than before using the scales to check. The children may believe that larger objects are always heavier and this misconception should be explored.</p> <p>Measure Mass</p> <p>4 days this week</p> <p><u>Introduction to weight and mass</u></p> <p>Varied Fluency</p> <p>Choose two objects and using hands state which is heavier and which is lighter Use a weighing scale to check.</p> <p>Compare lots of different objects and state which is heavier and lighter.</p> <p>Reasoning and Problem Solving</p> <p>Can you think of an object which is lighter than a pencil? Heavier than a book?</p> <p><u>Measure Mass</u></p> <p>Varied Fluency</p> <p>Use non-standard units to measure items.</p> <p>Reasoning and Problem Solving</p> <p>How heavy are different items?</p>	<p>4 days this week</p> <p><u>Introduction to weight and mass</u></p> <p>Varied Fluency</p> <p>Choose two objects and using hands state which is heavier and which is lighter Use a weighing scale to check.</p> <p>Compare lots of different objects and state which is heavier and lighter.</p> <p>Reasoning and Problem Solving</p> <p>Can you think of an object which is lighter than a pencil? Heavier than a book?</p> <p><u>Measure Mass</u></p> <p>Varied Fluency</p> <p>Use non-standard units to measure items.</p> <p>Reasoning and Problem Solving</p> <p>How heavy are different items?</p>	<p>4 days this week</p> <p><u>Introduction to weight and mass</u></p> <p>Varied Fluency</p> <p>Choose two objects and using hands state which is heavier and which is lighter Use a weighing scale to check.</p> <p>Compare lots of different objects and state which is heavier and lighter.</p> <p>Reasoning and Problem Solving</p> <p>Can you think of an object which is lighter than a pencil? Heavier than a book?</p> <p><u>Measure Mass</u></p> <p>Varied Fluency</p> <p>Use non-standard units to measure items.</p> <p>Reasoning and Problem Solving</p> <p>How heavy are different items?</p>

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<p>Week 2 27th April – 1st May 2020</p>	<p>Measurement Weight and Volume</p>	<p>Counting forwards/ backwards number to 50.</p> <p>Say numbers one more and one less than a given number.</p> <p>Read/write numerals 1-50</p> <p>Count in multiples of 2, 5 and 10</p> <p>Represent number bonds to 20</p>	<p><u>Notes and Guidance</u> Compare Mass: Children continue to use non-standard units to weigh objects and now focus on comparing the mass of two objects. They use balance scales to compare two objects and use the language of ‘heavier’, ‘lighter’ and ‘equal to’. Once children are confident using this language they can use <, > and = to compare mass. Introduce Capacity and Volume: Children are introduced to volume and capacity for the first time. They explore the concept in a practical way, using a variety of containers. They compare the volume in a container by describing whether it is full, nearly full, empty or nearly empty.</p> <p><u>Compare Mass</u></p> <p>Varied fluency: Weigh two objects using non-standard units, ie ‘cubes’ and then compare the two objects using < and ></p> <p>Order up to 3 objects from heaviest to lightest.</p> <p>Reasoning and problem solving: Compare statements.</p> <p><u>Introduce Capacity and Volume</u></p> <p>Varied fluency Using a range of containers, select full, empty, almost full, almost empty. Use the words ‘more’ or ‘less’ to compare containers. Place at least 3 containers in order from empty to full.</p> <p>Reasoning and problem solving Always/Sometimes/Never – the tallest container holds the most liquid. Identical containers can have different capacity.</p>	<p><u>Compare Mass</u></p> <p>Varied fluency: Weigh two objects using non-standard units, ie ‘cubes’ and then compare the two objects using < and ></p> <p>Order up to 5 objects from heaviest to lightest.</p> <p>Reasoning and problem solving: Compare statements.</p> <p><u>Introduce Capacity and Volume</u></p> <p>Varied fluency Using a range of containers, select full, empty, almost full, almost empty. Use the words ‘more’ or ‘less’ to compare containers. Place at least 5 containers in order from empty to full.</p> <p>Reasoning and problem solving Always/Sometimes/Never – the tallest container holds the most liquid. Identical containers can have different capacity.</p>	<p><u>Compare Mass</u></p> <p>Varied fluency: Weigh two objects using non-standard units, ie ‘cubes’ and then compare the two objects using < and ></p> <p>Order up to 10 objects from heaviest to lightest.</p> <p>Reasoning and problem solving: Compare statements.</p> <p><u>Introduce Capacity and Volume</u></p> <p>Varied fluency Using a range of containers, select full, empty, almost full, almost empty. Use the words ‘more’ or ‘less’ to compare containers. Place at least 10 containers in order from empty to full.</p> <p>Reasoning and problem solving Always/Sometimes/Never – the tallest container holds the most liquid. Identical containers can have different capacity.</p>

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Week 3 4 th – 8 th May 2020 08.05 Bank Holiday	Measurement Weight and Volume	Counting forwards/ backwards number to 50. Say numbers one more and one less than a given number. Read/write numerals 1-50 Count in multiples of 2, 5 and 10 Represent number bonds to 20	<u>Notes and Guidance</u> Measure Capacity: Children measure the capacity of different containers using non-standard units of measure. They understand that the unit of measure must stay the same, for example the same cup, the same spoon etc. They understand to measure accurately, they must make each container or non-standard measure full. Comparing Capacity: Children compare the capacity of different containers using non-standard units of measure. They use 'more', 'less' and 'equal to' to compare as well as the symbols <, > and =.		
			<u>Measure capacity</u> Varied fluency: Working practically – how many small containers does it take to fill the larger container. Reasoning and problem solving: Find the capacity of different objects. <u>Comparing Capacity</u> Varied fluency Order capacity of different containers using a non-standard unit of measure. Use <, > and = to compare capacity of objects. Reasoning and problem solving Investigate the capacity of different containers.	<u>Measure capacity</u> Varied fluency: Working practically – how many small containers does it take to fill the larger container. Reasoning and problem solving: Find the capacity of different objects. <u>Comparing Capacity</u> Varied fluency Order capacity of different containers using a non-standard unit of measure. Use <, > and = to compare capacity of objects. Reasoning and problem solving Investigate the capacity of different containers.	<u>Measure capacity</u> Varied fluency: Working practically – how many small containers does it take to fill the larger container. Reasoning and problem solving: Find the capacity of different objects. <u>Comparing Capacity</u> Varied fluency Order capacity of different containers using a non-standard unit of measure. Use <, > and = to compare capacity of objects. Reasoning and problem solving Investigate the capacity of different containers.

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<p>Week 4</p> <p>11th – 15th May</p>	<p>Number: Fractions</p>	<p>Counting forwards/backwards number to 50.</p> <p>Say numbers one more and one less than a given number.</p> <p>Read/write numerals 1-50</p> <p>Count in multiples of 2, 5 and 10</p> <p>Represent number bonds to 20</p> <p>Doubling and halving to 20</p>	<p><u>Notes and Guidance</u></p> <p>Find a half: Children explore finding a half for the first time using shapes and sets of objects. They will use the vocabulary 'half' and 'whole'. Children will not at this stage use the fractional notation of $\frac{1}{2}$ It is important that they know that a half means 'one of two equal parts' and are able to count them</p> <p>Children use their understanding of finding half of an object or shape and apply this to finding half of a small quantity. It is important that children find the total amount and can then show how this number can be shared equally into two. The use of concrete manipulatives such as counters can help children to find a half.</p>		
			<p><u>Find a half</u></p> <p>Varied fluency</p> <p>Share real life objects that can be cut in half.</p> <p>Share shapes which have not been cut in half.</p> <p>Match the halves to make 5 shapes.</p> <p>Find half of a number of dots/beads/sheep/etc (within 10)</p> <p>Reasoning and problem solving</p> <p>Sort shapes that have/have not been split into half</p> <p>How many ways can you shade one half of a shape?</p>	<p><u>Find a half</u></p> <p>Varied fluency</p> <p>Share real life objects that can be cut in half.</p> <p>Share shapes which have not been cut in half.</p> <p>Match the halves to make 10 shapes.</p> <p>Find half of a number of dots/beads/sheep/etc (within 20)</p> <p>Reasoning and problem solving</p> <p>Sort shapes that have/have not been split into half</p> <p>How many ways can you shade one half of a shape?</p>	<p><u>Find a half</u></p> <p>Varied fluency</p> <p>Share real life objects that can be cut in half.</p> <p>Share shapes which have not been cut in half.</p> <p>Match the halves to make 10 shapes.</p> <p>Find half of a number of dots/beads/sheep/etc (within 50)</p> <p>Reasoning and problem solving</p> <p>Sort shapes that have/have not been split into half</p> <p>How many ways can you shade one half of a shape?</p>

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Week 5 18 th – 22 nd May 2020 Assessment Week	Number: Fractions	Counting forwards/backwards number to 50. Say numbers one more and one less than a given number. Read/write numerals 1-50 Count in multiples of 2, 5 and 10 Represent number bonds to 20 Doubling and halving to 20	<u>Notes and Guidance</u> Children explore quarters for the first time. They will develop their understanding of equal parts and non-equal parts and relate this to a shape or object being split up into four equal parts. Children will use the words quarters and parts at this stage but will not use the fractional notation of $\frac{1}{4}$		
			<u>Find a quarter</u> Varied fluency Fold square pieces of paper into quarters. Repeat for circles. Split different shapes into quarters. Share items into 4 equal groups (quarters). Show containers a quarter full. Reasoning and problem solving Compare two shapes that have been split into quarters. Which is correct? If one cube is a quarter, what does the whole look like?	<u>Find a quarter</u> Varied fluency Fold square pieces of paper into quarters. Repeat for circles. Split different shapes into quarters. Share items into 4 equal groups (quarters). Show containers a quarter full. Reasoning and problem solving Compare two shapes that have been split into quarters. Which is correct? If one cube is a quarter, what does the whole look like?	<u>Find a quarter</u> Varied fluency Fold square pieces of paper into quarters. Repeat for circles. Split different shapes into quarters. Share items into 4 equal groups (quarters). Show containers a quarter full. Reasoning and problem solving Compare two shapes that have been split into quarters. Which is correct? If one cube is a quarter, what does the whole look like?