

Numeracy Medium term planning with differentiation.

Class 1 Year 1 (Emg)

Spring B 2020

Activities and groups adapted as necessary following ongoing formative assessments.

Week	Unit	Starters	Circles	Triangles	Squares
Week 7 24 th – 28 th February 24.02 - Wow Day	Number: Place Value (within 50) Numbers to 50	Counting forwards/backwards below 20. Say numbers one more and one less than a given number. Read/write numerals 1-20	Notes and Guidance Children count forwards and backwards within 50. They use a number track to support where needed, in particular crossing the 10s boundaries and with teen numbers. Children build on previous learning of numbers to 20. They learn about grouping in 10s and their understanding of 1 ten being equal to 10 ones is reinforced.		
			4 days this week <u>Numbers to 50</u> Varied Fluency Use the number track to count forward and backwards with numbers to 50, ie 35 Use images to show counters in different orientation. Reasoning and Problem Solving Do you agree with another person's counting.	4 days this week <u>Numbers to 50</u> Varied Fluency Use the number track to count forward and backwards with numbers to 50, ie 35 Use images to show counters in different orientation. Reasoning and Problem Solving Do you agree with another person's counting.	4 days this week <u>Numbers to 50</u> Varied Fluency Use the number track to count forward and backwards with numbers to 50, ie 35 Use images to show counters in different orientation. Reasoning and Problem Solving Do you agree with another person's counting. Spotting mistakes in people's counting.

Week	Unit	Starters	Circles	Triangle	Squares
Week 8 2 nd – 6 th March 02.03 – Toys and Games workshop 05.03 – World Book Day	Number: Place Value (within 50) Tens and Ones	Counting forwards/backwards below 20. Say numbers one more and one less than a given number. Read/write numerals 1-20	Notes and Guidance Children use practical equipment to represent numbers to 50. They continue to build their understanding that ten ones can be grouped into one ten. They need to practice grouping equipment into tens themselves (straws, cubes, lolly sticks, 10 frames) before introducing ready made tens or place value counters. It is important that children understand how a number is made up a tens and ones, e.g. 34 = 3 tens and 4 ones.		
			<u>Tens and Ones</u> Varied fluency: Count out straws and bundle into 10s. Represent in a grid. Match basic pictures to words. Reasoning and problem solving: Link to part-part-whole model	<u>Tens and Ones</u> Varied fluency: Count out straws and bundle into 10s. Represent in a grid. Match various pictures (tens frame, hands, numicon, straws, etc) to words. Reasoning and problem solving: Link to part-part-whole model Sort representations in to two groups.	<u>Tens and Ones</u> Varied fluency: Count out straws and bundle into 10s. Represent in a grid. Match various pictures (tens frame, hands, numicon, straws, etc) to words. Reasoning and problem solving: Link to part-part-whole model Sort representations in to two groups.

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Week 9 9 th – 13 th March 13.03 – DT Curriculum Day	Number: Place Value (within 50)	Counting forwards/backwards below 20. Say numbers one more and one less than a given number. Read/write numerals 1-20 <u>Doubling numbers...</u>	<u>Notes and Guidance</u> Children find one more and one less than given numbers up to 50. Children build numbers concretely before using number tracks and 1-50 grids. As they have already found one more and one less within 10 and 20, they should be able to use this knowledge with larger numbers. Encourage them to notice that it is the ones column that changes most of the time apart from when the ones numbers is a nine. If they know that 8 is one more than 7 then they also know that 48 is one more than 47.		
			<u>One More / One Less</u> (within 20) Varied fluency: Using objects, make a number, and then find one more than that number. Find the number on a number line and work out Reasoning and problem solving: Looking at real life problems to solve.	<u>Subtraction – How many are left?</u> (within 20) Varied fluency: Introduce the language of subtraction using 'take away' in real life situations/contexts such as flying away and eating. The use of zero is important so children know that when nothing is taken away the whole remains. Use 'first, then, now' story representations to help understanding he concept of 'how many left?' Reasoning and problem solving: Looking at real life problems to solve.	<u>Subtraction – How many are left?</u> (within 20) Varied fluency: Introduce the language of subtraction using 'take away' in real life situations/contexts such as flying away and eating. The use of zero is important so children know that when nothing is taken away the whole remains. Use 'first, then, now' story representations to help understanding he concept of 'how many left?' Reasoning and problem solving: Looking at real life problems to solve.

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Week 10 16 th – 20 th March	Number: Place Value (within 50) – Counting in 2s	Counting forwards/backwards below 20. Say numbers one more and one less than a given number. Read/write numerals 1-20 Doubling numbers to 10. <u>Halving number to 20</u>	<u>Notes and Guidance</u> Children build on their previous knowledge of counting on multiples of 2 and go beyond 20 up to 50 They will apply previous learning of one more and one less to counting forwards and backwards in twos. For example, two more than and two less than. The 1-50 grid can be used to spot and discuss patterns that emerge when counting on 2s.		
			<u>Counting in 2s.</u> (within 20) Varied fluency: Looked at paired objects and count them (socks, gloves, etc) Colour in 2s on a grid – what do you notice? Jump on a number line in 2s. Reasoning and problem solving: Look at some errors in counting in 2s.	<u>Counting in 2s.</u> (within 50) Varied fluency: Looked at paired objects and count them (socks, gloves, etc) Colour in 2s on a grid – what do you notice? Jump on a number line in 2s. Reasoning and problem solving: Look at some errors in counting in 2s.	<u>Counting in 2s.</u> (within 50) Varied fluency: Looked at paired objects and count them (socks, gloves, etc) Colour in 2s on a grid – what do you notice? Jump on a number line in 2s. Reasoning and problem solving: Look at some errors in counting in 2s.

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Week 11 23 rd – 27 th March	SSM: Weight and Volume	Counting forwards/backwards below 20. Say numbers one more and one less than a given number.	<u>Notes and Guidance</u> 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. Children begin by using a variety of non-standard units (e.g. cubes, bricks) to measure the mass of an object. They see that when the scale is balanced, the number of non-standard units can be used to determine the mass, e.g one apple weighs ___bricks. Children may find that it is difficult to balance objects exactly using non-standard units, e.g. an object may be heavier than 3 bricks, but lighter than 4 bricks.		
		Read/write numerals 1-20 Doubling numbers to 10. Halving number to 20	<u>Introduce weight and mass</u> Varied fluency: Choosing two objects and discuss heavier, lighter, etc. Put objects in order from around the classroom. Use non-standard units to measure items using scales. Reasoning and problem solving: Check comments by other children.	<u>Introduce weight and mass</u> Varied fluency: Choosing two objects and discuss heavier, lighter, etc. Put objects in order from around the classroom. Use non-standard units to measure items using scales. Reasoning and problem solving: Check comments by other children.	<u>Introduce weight and mass</u> Varied fluency: Choosing two objects and discuss heavier, lighter, etc. Put objects in order from around the classroom. Use non-standard units to measure items using scales. Reasoning and problem solving: Check comments by other children.

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Week 12 30 th March – 3 rd April 03.04 – Parents Day	Assessment Week SSM: Weight and Volume	Counting forwards/backwards below 20. Say numbers one more and one less than a given number.	<u>Notes and Guidance</u> Children continue to use non-standard units to weigh objects and now focus on comparing mass of two objects. They use balance scales to compare two objects and use the language of 'heavier', 'lighter' and 'equal to'. Once the children are confident using this language they can use <, > and = to compare mass.		
		Read/write numerals 1-20 Doubling numbers to 10. Halving number to 20	<u>Measuring length</u> Varied fluency Order objects using non-standard units. Measure objects using non-standard units. Reasoning and problem solving: True or false statements.	<u>Measuring length</u> Varied fluency Order objects using non-standard units. Measure objects using non-standard units. Reasoning and problem solving: True or false statements.	<u>Measuring length</u> Varied fluency Order objects using non-standard units. Measure objects using non-standard units. Reasoning and problem solving: True or false statements.