

# Numeracy Medium term planning with differentiation.

# Spring Term 2020 **B**

All children have now achieved the ELG's in Number and in SSM. 67% have achieved the emg 1 standards in all areas taught so far but not all areas have been covered yet. 67% (16 children) on track to achieve expected 1 or higher by the end of year 1 (2 children - 8% targeted to achieve exceeding 1 by the end of year 1). 3 more children are targeted to achieve expected 1 but are not currently secure in the emerging standards in all the areas taught. They continue to work with adult support within the smaller LA group to make progress and catch up. Interventions are in place as needed, particularly for reasoning and problem solving.

By Easter we should only be one week behind on our LTP (block planning) - weight and volume, which we will squeeze into the summer term.

Following the "Mastery Maths" approach the children will all continue to work from the same objectives daily with any differentiation as appropriate planned in to meet their needs. The HA group should be capable of working more independently once directed, their reasoning and problem solving is usually quick and accurate but two of these children are very easily distracted and find it difficult to self-motivate whilst the MA group are keen workers and self-motivated they still need group support to reason aloud to ensure their understanding is secure and to correct any misconceptions and reinforce the concepts and process. In order to meet their needs we will use a variety of techniques, sometimes separate groups, sometimes mixed pairs and sometimes one whole group depending on the objective. The LA group will continue to work with one adult to provide group and individual support as needed.

<u>Week</u>	Activities and groups adapted as necessary following ongoing formative assessments.	<b>Starters</b> Possibly whole class or group, depending on activity and level.	<b><u>Group A - HA</u></b>  Target-Emg 1 Independently	<b><u>Group B - MA</u></b>  Emg 1 Adult supported discussion & reasoning	<b><u>Group C - LA</u></b>  ELG/Emg 1 Adult led group
7 24 - 28 Feb	Assessment	Counting backwards from 20 to 0. Counting to 50.	White Rose Assessments - Autumn term (target of emerging 1).		
8 2 - 6 Mar	<b>Number: Place value (within 50)</b> Including multiples of 2, 5 and 10.	Add by counting on. Counting on within 50.	<b>Numbers to 50</b> Build on previous learning of numbers to 20. Learn about grouping in 10s and reinforce the idea of 1 ten being equal to 10 ones. Count forwards and backwards within 50 and use a number track to support understanding of this. <b>Tens and ones</b> Build on knowledge from the previous step to look at how many groups of tens and ones there are in a number. Use a range of concrete materials to do this. Understand how a number is made up of tens and ones.		
9 9 - 13 Mar		Subtraction by counting back. Counting on and back within 50.	<b>Represent numbers to 50</b> Represent numbers to 50 using a variety of concrete materials. Be able to state how a number is made up. For example, 29 is made up of 2 tens and 9 ones. <b>One more or less</b> Build on previous learning of tens and ones, start to compare numbers finding one more and one less than given numbers up to 50. Build numbers concretely before using number tracks and 1-50 grids.		

<p>10 16 - 20 Mar</p>		<p>Number bonds to 10. Counting on and back within 50.</p>	<p><b>Compare objects</b> Compare two sets of objects using the inequality symbols. Use the language 'more than', 'less than' and 'equal to' alongside the correct symbols. Explore the way numbers can be built and represented to find the simplest and easiest way to visualise the numbers when comparing.</p> <p><b>Compare numbers</b> Build on previous learning of comparing objects within 50, compare two numbers using the inequality symbols. Use the language 'more than', 'less than' and 'equal to' alongside the correct symbols to compare numbers.</p> <p><b>Order numbers</b> Order numbers using the language, 'largest', 'smallest', 'biggest', 'greatest', 'least', 'most' and 'equal to'. Continue to use inequality symbols to order numbers in ascending and descending order.</p>
<p>11 23-27 Mar</p>		<p>Number bonds to 20. Counting on and back within 100.</p>	<p><b>Count in 2's</b> Build on previous learning of counting in twos to 20 and beyond 20 up to 50. 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. Use the 1-50 grid to spot and discuss patterns that emerge when counting in 2s.</p> <p><b>Count in 5's</b> Build on previous learning of counting in fives to 50 and beyond. Use the 1-50 grid to spot and discuss patterns that emerge when counting in 5s.</p> <p><b>Count in 10's</b> Build on previous learning of counting in tens to 100. Use the 100 grid to spot and discuss the pattern that emerges, notice the pattern linked to 5's or 2's.</p>
<p>12 30 Mar - 3 April</p>	<p><b>Geometry: Position and direction</b></p>	<p>Counting on and back within 100.</p>	<p><b>Describe turns</b> Use language full, half, quarter and three quarters. Follow instructions and complete sentences using correct vocabulary.</p> <p><b>Describe position using left and right</b> Explore the movement of objects and shapes. Play games such as twister or Snakes and ladders to explore position and describe movements.</p> <p><b>Describe position using above, below, top, middle, bottom etc.</b> Use practical methods to explore the positions of objects and shapes from different starting positions. Answer questions describing location. Complete sentences and grids to show understanding.</p>