

Numeracy Medium term planning with differentiation.

Summer Term 2020 **A**

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 are usually capable of working more independently once directed, their reasoning and problem solving is usually quick and accurate. The MA group are keen workers and self-motivated but need to be supported 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. Intervention work will take place in the afternoons with a TA in order for children to keep up.

Targets-30% (8 children) exceeding...62% (16 children) expected and 8% (2 children emerging).

<u>Week</u>	Activities and groups adapted as necessary following ongoing formative assessments.	<u>Starters</u> Possibly whole class or group, depending on activity and level.	<u>Group A - HA</u> Target-8 Exc 1 + 1 Exp 1 Independently  8	<u>Group B - MA</u> 9 Exp 1 Adult support discussion & reasoning 10 	<u>Group C - LA</u> 6 Exp 1 + 2 Emg 1 Adult led group  7
1 Red 20 th - 24 th April	<u>Multiplication and division.</u> White Rose planning Summer term weeks 1-3	Read/write numerals to 20. Read/write number words to ten-emg 1.	<ul style="list-style-type: none"> • Count in tens forwards and backwards concretely, pictorially and mentally. Carry on counting from different starting numbers. Recognise multiples of ten in number sequences. Solve problems using by counting in multiples. • Make equal groups using concrete and pictorial methods. Identify whether groups are equal or unequal. Understand and complete number sentences to explain how many groups of how many objects there are. 		
2 Yellow 27 th - 1 st May		Read number words to 20-exp 1.	<ul style="list-style-type: none"> • Add equal groups using concrete and pictorial methods. Record and calculate as repeated addition counting in multiples to find the total. Solve problems and show reasoning skills. • Make arrays by making equal groups and building them up in columns or rows. Understand terms column and row using concrete and pictorial representations. Show reasoning in understanding where mistakes are made or how an array can be represented by a column or a row. Show confidence with repeated addition. 		
3 Green 4 days 4 th - 8 th May		Write number words to 20-exp 1.	<ul style="list-style-type: none"> • Make equal groups-grouping Start with a given amount and make equal groups. Record understanding in number sentences. Understand not all numbers will make equal groups. • Make equal groups- sharing Explore sharing with concrete objects and pictorial representations. Understand some numbers will not share equally. Solve problems to show reasoning. 		

<p>4</p> <p>11th - 15th May</p>	<p><u>Number:</u> <u>Fractions</u></p> <p>White Rose planning Summer term weeks 4-5</p>	<p>Continue to practise counting in multiples of 2, 5 and 10.</p>	<ul style="list-style-type: none"> • Halving shapes or objects Explore real objects and shapes to find half. Understand half means two equal parts. What does equal mean? Use the vocabulary 'half' and 'whole' with containers and different "fillers" eg water, sand, rice, beads etc. Cover half a shape, find half by folding or using mirrors. • Halving a quantity Apply knowledge that halves are equal to find half a quantity by sharing into two halves. Introduce sharing circles as real plates or rings first then move onto pictorially drawing circles when concrete methods are secure. Solve problems ensuring children understand why $\frac{1}{2}$ shares into two sharing circles.
<p>5</p> <p><i>Assessment week</i></p> <p>18th - 22nd May</p>		<p>Use language of more, less, most, least and equal to.</p>	<ul style="list-style-type: none"> • Finding a quarter of a shape or object Explore quarters for the first time to develop understanding of equal parts and non-equal parts and relate this to a shape or object being split up into four equal parts. Recognise quarters in shapes and objects. • Find a quarter of a quantity Apply knowledge that quarters are four equal parts to find a quarter of a quantity by using sharing circles. Understand why $\frac{1}{4}$ means four sharing circles. Practise and secure concrete methods before practising drawing pictorial representations. Solve problems to show understanding of $\frac{1}{2}$ and $\frac{1}{4}$. Know that two halves make a whole and four quarters make a whole.