

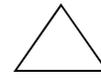
Numeracy Medium term planning – White Rose Year One.

Autumn Term 2019 **A**

The end of Reception year data shows that no children have achieved the ELG's for mathematics, 72% of children are working in 40-60+ band and the other 28% are working in the 40-60m band. transition discussion with the Reception teachers has indicated that these seven children are not yet secure on number to ten, whilst the other 72% are secure and some of them, around 28% (7 children) are beginning to recognise and order numbers to 20.

As the year one objectives begin with place value: number to 10 for the first four weeks and then addition and subtraction: number to 10 for the next four weeks the planning therefore will be the same for all four groups initially with two groups working with each adult to direct their learning and offer support as needed. Assessment will then provide information in order to plan further differentiation as needed.

The remaining ELG objectives with numbers to 20 will then be covered in Autumn B where the Y1 units cover place value: number to 20. ELG will not be achieved until end of Autumn B.

Week	Activities and groups adapted as necessary following ongoing formative assessments.	Starters Possibly whole class or group, depending on activity and level.	Group A  Target-Emg 1	Group B  ELG	Group C  ELG	Group D  40-60+
1 Red 2-6 Sept	<u>Birthdays.</u> & <u>Number and place value</u> See White Rose Autumn term plans week 1-4.	Say days of the week, months of the year. Counting forwards and backwards to and from 10. Start on 0, 10 or a different number- add to WALT's daily. Begin each group with an activity.	Create a birthday display- cakes. Add STC months. Children to join in with reciting months by rote. Read days and months and order correctly. Spell the days of the week. Learn own birthday month and add photo to graph. Use over the year as a timeline to add details to... eg Christmas is in December. Use graph to answer questions to show reasoning and problem solving skills eg How many children have birthdays in December etc? Sorting objects Sort in varied ways by different characteristics, use language to explain. Counting objects Count a group of objects, read and match to numeral, count on and back. Representing objects Use counters and record pictorially to represent objects. Number boxes introduce resource boxes - counters, words and digit cards for use in lessons and starters eg show me seven, show me the number one more than three etc			
2 Yellow 9-13 Sept		Counting to 20 forwards from 0, from 10 and if ready from any other single number.	Count, read and write forwards from any number 0 to 10 Develop understanding of a sequence, introduce numerals, words and images, identify missing numbers. Count, read and write backwards from any number ten to zero Develop understanding of a sequence, introduce numerals, words and images, identify missing numbers. Count one more from any number 0 to ten Use number tracks to develop language and understanding of one more. Count one less from any number 0 to ten Use number tracks to develop language and understanding of one less.			

<p>3 Green 16-20 Sept</p>		<p>Counting backwards from 20 to 0. Counting backwards from 20, starting on different teens numbers.</p>	<p>One to one correspondence to start to compare groups match one object with another, use language of too many, not enough or just the right amount to compare. Compare groups using language such as equal, more/greater, less/fewer introduce language more than, less than, greater than and fewer to compare groups. Introduce = , > and < symbols Introduce inequality symbols to compare numbers with varied resources, explain using mathematical vocabulary. Compare numbers use previous knowledge (varied fluency) to choose an efficient method to compare numbers. Talk about strategies used.</p>
<p>4 Blue 23-27 Sept</p>		<p>Recall one more or less than a number to 10, extend to 20. Identify larger and smaller numbers from digits.</p>	<p>Order groups of objects order three objects, share different methods so children are exposed to different efficient ways. Introduce vocabulary of greatest and smallest. Order numbers Use vocabulary of greatest, smallest and inequality symbols to order numbers. Use concrete and then pictorial methods. Introduce idea of "can you prove it?" Ordinal numbers (1st, 2nd, 3rd) Use language efficiently to see numbers as positional, explain knowledge. The number line Summary of all previous place value learning. Use number line to count to 10, see one more/less, see greater than/less than statements and order three numbers.</p>
<p>5 30 Sep-4 Oct Theme week</p>	<p><u>Number: Addition and subtraction</u> See White Rose Autumn term plans week 5-8.</p>	<p>Ordinal numbers.</p>	<p>Part whole model Understand a number can be partitioned into two or more parts. Addition symbol Introduce the addition symbol and the equal symbol for the first time $a + b = c$. Fact families -Addition facts Understand addition is commutative. the sentence can be varied. Find number bonds for numbers within 10 Use part whole and addition facts to create bonds.</p>
<p>6 7-11 Oct</p>		<p>Positional and directional vocabulary.</p>	<p>Systematic number bonds within 10 Build on the previous step to partition systematically. Number bonds to 10 Use a variety of representations to explore number bonds to 10. Compare number bonds Drawing on number bond and place value knowledge use symbols and language to compare.</p>
<p>7 14-18 Oct</p>		<p>Counting forwards and backwards within 0 - 20.</p>	<p>Addition: Adding together Introduce total and altogether, use equal sign at both ends, use part whole and other representations. Addition: Adding more Move from counting all to counting on, missing box questions. Finding a part. Applying knowledge of part whole model to solve missing number problems, starting from the given part and counting on. Model concretely, move onto pictorial method. Begin Subtraction-Taking away, how many left, crossing out. Explore language and process of taking away and counting remainder, working concretely and moving onto pictorially. Reasoning to solve word problems, and completing sentences before introducing the symbol.</p>

<p style="text-align: center;">8</p> <p style="text-align: center;">21-25</p> <p style="text-align: center;">Oct</p> <p style="text-align: center;"><i>Assessment week</i></p>		<p>Identifying missing numbers within 0 - 20.</p>	<p>Breaking apart-subtraction symbol. Introduce the symbol in number sentences, children read and write symbol and sentences. Create subtraction story. Use concrete and pictorial methods to solve. Encourage children secure in pictorial to use mental methods.</p> <p>Fact families-the 8 facts. Begin to understand the relationship between addition and subtraction facts. Understand the position of equals and the use of zero. Solve number calculations and word problems.</p> <p>Subtraction-Counting back. Count backwards when subtracting, using a number line to jump from the whole number in ones.</p> <p>Finding the difference concretely to see the difference then introduce counting on or back using a number line or mental recall.</p>
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