

Numeracy Medium Term Planning

<u>Week</u>	<u>Topic / Block</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>Stars</u>  Target: 40-60+/ELG	<u>Squares</u>  Target: 40-60/40-60+	<u>Triangles</u>  Target: 40-60	<u>Circles</u>  Target: 30-50
Week 9 2 nd - 6 th November	Number: Addition and subtraction (within 10)	Counting to 10 forwards and backwards Number recognition to 10.	<p>Addition: Adding more Move from counting all to counting on, missing box questions.</p> <p>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.</p> <p>Begin Subtraction-Taking away, how many lefts, 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>Begin Subtraction-Taking away, how many lefts, Introducing the subtraction symbol</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>		Counts objects to 10 Selects the correct numeral to represent 1 to 10 objects Estimates how many objects see and checks by counting them Records, using marks that they can interpret and explain Say/ Find the number that is one more than a given number <i>Identify one more and one less to 10.</i> <i>Use the language equal to, more than, less than most, least</i>	Recites numbers to 10 Knows that numbers identify how many objects are in a set Beginning to represent numbers using fingers, marks on paper or pictures Realises not only objects, but anything can be counted, including steps, claps, or jumps
Week 10 9 th - 13 th November		Counting to 20 forwards and backwards Number recognition to 20.	<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> <p>Add numbers using concrete objects Subtract numbers using concrete objects</p>		Finds the total number of items in two groups by counting all of them In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting Introduce Subtraction <i>Add a single digit number to a 2digit number under 20 using concrete objects.</i> <i>Subtract 2 single digit numbers using concrete methods</i>	Counts to three or four objects by saying one number name for each item Counts actions or objects which cannot be moved Counts objects to 10, and beginning to count beyond 10 Counts out up to six objects from a larger group Counts an irregular arrangement of up to ten objects

<p>Week 11 16th - 20th November (D and T Day)</p>	<p>Geometry: Shape</p>	<p>Flashcard and name shapes - 3D and 2D shapes. Check and ensure that the children are saying the names of the shapes correctly.</p>	<p>Recognise and name 3D shapes Name 3D shapes and see them in different orientations. Begin to see 2D shapes on 3D shapes. Understand terminology of properties. Sort 3D shapes sort according to simple properties e.g. Type, size and colour. Also, if they roll or stack, lead to why they roll or stack Recognise and name 2D shapes Recognise on surface of 3D shapes. Name 2D shapes Describe properties Sort 2D shapes. According to simple properties. What is the same and different about shapes? Patterns with 3D and 2D shapes. Describe patterns using shape names, use shapes in different orientations. Recognise symmetry in 2D shapes.</p>	<p>Shows an interest in shape and space by playing with shapes or making arrangements with objects Shows awareness of similarities of shapes in the environment Shows interest in shape by sustained construction activity or by talking about shapes or arrangements Shows interest in shapes in the environment Uses shapes appropriately for tasks Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall' Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes Selects a particular named shape Uses familiar objects and common shapes to create and recreate patterns and build models</p>	<p>Notices simple shapes and patterns in pictures Beginning to categorise objects according to properties such as shape or size Shows an interest in shape and space by playing with shapes or making arrangements with objects Shows awareness of similarities of shapes in the environment Shows interest in shape by sustained construction activity or by talking about shapes or arrangements Shows interest in shapes in the environment Uses shapes appropriately for tasks Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'</p>
<p>Week 12 23rd - 27th November (Inset Day)</p>	<p>Number Place Value within 20</p>	<p>Counting to 20 forwards and backwards Number recognition to 20.</p>	<p>Count forward and backwards and write numbers to 20. Numbers from 11 to 20. Represent the numbers in different ways. Tens and ones. Introduce base 10. Begin to understand place value Count one more and one less. Recognising that it is one more and not 10 more. Compare groups of objects. Use vocabulary greater than, less than, equal to. Find out how many more.</p>	<p>Children count reliably with numbers from one to 20, place them in order <i>Count from 10 to 20 forwards</i> <i>Read numerals to 10</i> <i>Write numerals to 20</i></p>	<p>Sometimes matches numeral and quantity correctly Realises not only objects, but anything can be counted, including steps, claps, or jumps Shows an interest in representing numbers Recognises numerals 1 to 5 Selects the correct numeral to represent 1 to 5, then 1 to 10 objects</p>
<p>Week 13 30th November - 4th</p>	<p>Number Place Value within 20</p>	<p>Identify missing numbers in a number sequence to 20, forwards and</p>	<p>Compare Numbers. Build on comparing numbers to 10 Order groups of objects. Order three groups of objects, Order numbers. Using knowledge of tens and ones to support the</p>	<p>Count reliably with numbers from one to 20 Place them in order Say which number is one</p>	<p>Estimates how many objects they can see and checks by counting them</p>

December		backwards. Number recognition to 20.			more or one less than a given number. <i>Identify one more and one less beyond 10.</i> <i>Use the language equal to, more than, less than most, least</i>	Compares two groups of objects, saying when they have the same number Uses the language of 'more' and 'fewer' to compare two sets of objects
Week 14 7 th - 11 th December Geography Day		Counting to 0, using songs on YouTube.	<i>Count forwards to 50</i> <i>Count back from 50</i> <i>Read and write numbers to 50</i> <i>One More, One Less</i> <i>Language equal to, more than, less than</i>	<i>Count forwards to 50</i> <i>Count back from 50</i> <i>Read and write numbers to 50</i>	Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer <i>Add 2 single digit numbers using concrete methods</i> <i>Add a single digit number to a 2digit number under 20 using concrete objects.</i> <i>Subtract 2 single digit numbers using concrete methods</i> <i>Subtract a single digit number to a 2digit number under 20 using concrete objects.</i>	Says the number that is one more than a given number Finds one more or one less from a group of up to five objects, then ten objects
Week 15 14 th - 18 th December Party Day Dance Workshop		Counting to 100, using songs on YouTube.	<i>Count forwards to 100</i> <i>Count back from 100</i> <i>Read and write numbers to 100</i> <i>One More, One Less</i> <i>Language equal to, more than, less than</i>	<i>One More, One Less</i> <i>Language equal to, more than, less than</i>	Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. <i>Subtract 2 single digit numbers using concrete methods</i> <i>Add 2 single digit numbers using concrete methods</i>	Finds the total number of items in two groups by counting all of them In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting Records, using marks that they can interpret and explain