

**Numeracy Medium term planning with differentiation.**

**Class 1 Year 1 (Emg)**

**Summer B 2020**

Activities and groups adapted as necessary following ongoing formative assessments.

<u>Week</u>	<u>Unit</u>	<u>Starters</u>	<u>Circles</u>	<u>Triangles</u>	<u>Squares</u>
<p><b>Week 6</b> 1<sup>st</sup> – 5<sup>th</sup> June 2020</p> <p>01.06 - Wow Day</p>	<p><b>Geometry: Position and Direction</b></p>	<p>Counting forwards/backwards number to 50.</p> <p>Say numbers one more and one less than a given number.</p> <p>Read/write numerals 1-50</p> <p>Count in multiples of 2, 5 and 10</p> <p>Represent number bonds to 20</p>	<p><b>Notes and Guidance</b>  <u>Describe Turns:</u> Children use the language ‘full’, ‘half’, ‘quarter’ and ‘three quarter’ to describe turns made by shapes/objects. Children should practically turn objects, shapes and themselves in different directions but do not need to describe the direction of the turns. Children should investigate whether they can finish facing the same direction if they complete different turns.  <u>Describe Position:</u> Children use ‘left’, ‘right’, ‘forwards’ and ‘backwards’ to describe position and direction. They will describe the position of objects and shapes from different starting positions. You could use board games such as Snakes and Ladders and Twister to explore positional language. Where possible, this concept should be explored practically.</p>		
			<p><b>4 days this week</b>  <u>Describe Turns</u>  <b>Varied Fluency</b>                      Children follow directions – ¼ turn, ½ turn, ¾ turn and full turn.                      Draw shapes which have made those turns.  <b>Reasoning and Problem Solving</b>                      Match statements to shapes that have turned.  <u>Describe Position</u>  <b>Varied Fluency</b>                      Use cones to mark out a route for a partner.                      Use maps to move a ‘bot’ to different places. Use words such as left, right, forwards, backwards.  <b>Reasoning and Problem Solving</b>                      Use clues to colour in shapes., ie the square to the left of the triangle is blue.</p>	<p><b>4 days this week</b>  <u>Describe Turns</u>  <b>Varied Fluency</b>                      Children follow directions – ¼ turn, ½ turn, ¾ turn and full turn.                      Draw shapes which have made those turns.                      Describe the turns shapes have made.  <b>Reasoning and Problem Solving</b>                      Match statements to shapes that have turned.  <u>Describe Position</u>  <b>Varied Fluency</b>                      Use cones to mark out a route for a partner.                      Use maps to move a ‘bot’ to different places. Use words such as left, right, forwards, backwards.  <b>Reasoning and Problem Solving</b>                      Use clues to colour in shapes., ie the square to the left of the triangle is blue.</p>	<p><b>4 days this week</b>  <u>Describe Turns</u>  <b>Varied Fluency</b>                      Children follow directions – ¼ turn, ½ turn, ¾ turn and full turn.                      Draw shapes which have made those turns.                      Describe the turns shapes have made.  <b>Reasoning and Problem Solving</b>                      Match statements to shapes that have turned.  <u>Describe Position</u>  <b>Varied Fluency</b>                      Use cones to mark out a route for a partner.                      Use maps to move a ‘bot’ to different places. Use words such as left, right, forwards, backwards.  <b>Reasoning and Problem Solving</b>                      Use clues to colour in shapes., ie the square to the left of the triangle is blue.</p>

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<p><b>Week 7</b> 8<sup>th</sup> – 12<sup>th</sup> June 2020</p>	<p><b>Geometry: Position and Direction</b></p>	<p>Counting forwards/backwards number to 50.</p> <p>Say numbers one more and one less than a given number.</p> <p>Read/write numerals 1-50</p> <p>Count in multiples of 2, 5 and 10</p> <p>Represent number bonds to 20</p>	<p><u>Notes and Guidance</u> <u>Describe Position:</u> Children will build upon directional language 'left' and 'right' to assist with describing position. They will describe position using: 'top', 'in between', 'bottom', 'above' and 'below'. Children explore the position of objects and shapes from different starting points.</p> <p>Where possible, this concept should be explored practically both in and out of the classroom.</p> <p><u>Describe Position.</u></p> <p><b>Varied fluency:</b> Think about position within the classroom, who is in front of you, to the left of you, etc.</p> <p>Use objects to complete sentences...</p> <p>Build objects using a set of information.</p> <p><b>Reasoning and problem solving:</b> Describe position of an object as many ways as possible.</p>	<p><u>Describe Position.</u></p> <p><b>Varied fluency:</b> Think about position within the classroom, who is in front of you, to the left of you, etc.</p> <p>Use objects to complete sentences...</p> <p>Build objects using a set of information.</p> <p><b>Reasoning and problem solving:</b> Describe position of an object as many ways as possible.</p>	<p><u>Describe Position.</u></p> <p><b>Varied fluency:</b> Think about position within the classroom, who is in front of you, to the left of you, etc.</p> <p>Use objects to complete sentences...</p> <p>Build objects using a set of information.</p> <p><b>Reasoning and problem solving:</b> Describe position of an object as many ways as possible.</p>

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<p><b>Week 8</b></p> <p>15<sup>th</sup> – 19<sup>th</sup> June 2020</p>	<p><b>Number: Place Value (within 50)</b></p>	<p>Counting forwards/backwards number to 50.</p> <p>Say numbers one more and one less than a given number.</p> <p>Read/write numerals 1-50</p> <p>Count in multiples of 2, 5 and 10</p> <p>Represent number bonds to 20</p>	<p><u>Notes and Guidance</u></p> <p><u>One more/One less:</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 number is a nine. If they know that 8 is one more than 7 then they also know that 48 is one more than 47</p> <p><u>Compare objects within 50:</u> Children compare two sets of objects using the language ‘more than’, ‘less than’ and ‘equal to’. Children also use the inequality symbols to compare the sets of objects. If children are struggling to understand how to use the inequality symbols a visual may help them.</p> <p><u>One more/One less</u></p> <p><b>Varied fluency:</b></p> <p>Use objects to count, then add one more and one less.</p> <p>Use concrete objects (bead strings or deines or 100 square)</p> <p><b>Reasoning and problem solving:</b></p> <p>Look at statements and answer whether they are always, sometimes or never.</p> <p><u>Compare objects within 20</u></p> <p><b>Varied fluency</b></p> <p>Who has more objects and create statement using &lt; and &gt;</p> <p><b>Reasoning and problem solving</b></p> <p>Who is right in statements.</p> <p>Pick numbers to make statement correct.</p>	<p><u>One more/One less</u></p> <p><b>Varied fluency:</b></p> <p>Use objects to count, then add one more and one less.</p> <p>Use concrete objects (bead strings or deines or 100 square)</p> <p><b>Reasoning and problem solving:</b></p> <p>Look at statements and answer whether they are always, sometimes or never.</p> <p><u>Compare objects within 50</u></p> <p><b>Varied fluency</b></p> <p>Who has more objects and create statement using &lt; and &gt;</p> <p><b>Reasoning and problem solving</b></p> <p>Who is right in statements.</p> <p>Pick numbers to make statement correct.</p>	<p><u>One more/One less</u></p> <p><b>Varied fluency:</b></p> <p>Use objects to count, then add one more and one less.</p> <p>Use concrete objects (bead strings or deines or 100 square)</p> <p><b>Reasoning and problem solving:</b></p> <p>Look at statements and answer whether they are always, sometimes or never.</p> <p><u>Compare objects within 100</u></p> <p><b>Varied fluency</b></p> <p>Who has more objects and create statement using &lt; and &gt;</p> <p><b>Reasoning and problem solving</b></p> <p>Who is right in statements.</p> <p>Pick numbers to make statement correct.</p>

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<p><b>Week 9</b></p> <p>22<sup>nd</sup> – 26<sup>th</sup></p> <p>June 2020</p>	<p><b>Number: Place Value (within 50)</b></p>	<p>Counting forwards/backwards number to 50.</p> <p>Say numbers one more and one less than a given number.</p> <p>Read/write numerals 1-50</p> <p>Count in multiples of 2, 5 and 10</p> <p>Represent number bonds to 20</p> <p>Doubling and halving to 20</p>	<p><u>Notes and Guidance</u></p> <p><u>Compare numbers within 50:</u> Building on previous learning of comparing practical objects within 50, children now compare two numbers within 50 using the inequality symbols. Children continue to use the language ‘more than’, ‘less than’ and ‘equal to’ alongside the correct symbols to compare numbers.</p> <p><u>Order numbers within 50:</u> Children order numbers using the language, ‘largest’, ‘smallest’, ‘more than’, ‘less than’, ‘least’, ‘most’ and ‘equal to’. They continue to use inequality symbols to order numbers in ascending and descending order. Children should be able to justify the order of numbers using their place value knowledge. They need to know that they should compare the highest place value column first (tens), then move onto the ones if the tens are equal.</p> <p><u>Compare Numbers within 50</u></p> <p><b>Varied fluency</b></p> <p>Use number track to compare 2 numbers (more than, less than)</p> <p>Use mixture of words, numbers and calculations to make statements.</p> <p><b>Reasoning and problem solving</b></p> <p>Pick dominos and then compare the two numbers.</p> <p><u>Order numbers to 50</u></p> <p><b>Varied fluency</b></p> <p>Order objects smallest to largest.</p> <p>Order numbers to 20 (find them on 100 square to start with.</p> <p><b>Reasoning and problem solving</b></p> <p>Spot the mistake.</p> <p>Find all the numbers to make the statement correct.</p>	<p><u>Compare Numbers within 50</u></p> <p><b>Varied fluency</b></p> <p>Use number track to compare 2 numbers (more than, less than)</p> <p>Use mixture of words, numbers and calculations to make statements.</p> <p><b>Reasoning and problem solving</b></p> <p>Pick dominos and then compare the two numbers.</p> <p><u>Order numbers to 50</u></p> <p><b>Varied fluency</b></p> <p>Order objects smallest to largest.</p> <p>Order numbers to 50 (find them on 100 square to start with.</p> <p><b>Reasoning and problem solving</b></p> <p>Spot the mistake.</p> <p>Find all the numbers to make the statement correct.</p>	<p><u>Compare Numbers within 50</u></p> <p><b>Varied fluency</b></p> <p>Use number track to compare 2 numbers (more than, less than)</p> <p>Use mixture of words, numbers and calculations to make statements.</p> <p><b>Reasoning and problem solving</b></p> <p>Pick dominos and then compare the two numbers.</p> <p><u>Order numbers to 50</u></p> <p><b>Varied fluency</b></p> <p>Order objects smallest to largest.</p> <p>Order numbers to 100 (find them on 100 square to start with.</p> <p><b>Reasoning and problem solving</b></p> <p>Spot the mistake.</p> <p>Find all the numbers to make the statement correct.</p>

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<p><b>Week 10</b></p> <p>29<sup>th</sup> June – 3<sup>rd</sup> July 2020</p> <p>29/06 INSET Day</p>	<p><b>Number: Place Value (within 50)</b></p>	<p>Counting forwards/backwards number to 50.</p>	<p><u>Notes and Guidance</u></p> <p><u>Count in 2s:</u> Children build on their previous knowledge of counting in 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 in 2s.</p> <p><u>Count in 5s:</u> Children build on previous learning of counting in fives to go beyond 20 and up to 50 The 1-50 grid can be used to spot and discuss patterns that emerge when counting in 5s.</p>		
		<p>Say numbers one more and one less than a given number.</p> <p>Read/write numerals 1-50</p> <p>Count in multiples of 2, 5 and 10</p> <p>Represent number bonds to 20</p> <p>Doubling and halving to 20</p>	<p><u>Count in 2s</u></p> <p><b>Varied fluency</b></p> <p>Count objects that normally come in 2s (socks, eyes, mittens, etc)</p> <p>Colour 2s on a 100 square and number line.</p> <p><b>Reasoning and problem solving</b></p> <p>Prove statement is true or not.</p> <p><u>Count in 5s</u></p> <p><b>Varied fluency</b></p> <p>Count objects that are in groups of 5.</p> <p>Colour 5s on a 100 square and number line.</p> <p><b>Reasoning and problem solving</b></p> <p>Odd one out and explain answer.</p>	<p><u>Count in 2s</u></p> <p><b>Varied fluency</b></p> <p>Count objects that normally come in 2s (socks, eyes, mittens, etc)</p> <p>Colour 2s on a 100 square and number line.</p> <p><b>Reasoning and problem solving</b></p> <p>Prove statement is true or not.</p> <p><u>Count in 5s</u></p> <p><b>Varied fluency</b></p> <p>Count objects that are in groups of 5.</p> <p>Colour 5s on a 100 square and number line.</p> <p><b>Reasoning and problem solving</b></p> <p>Odd one out and explain answer.</p>	<p><u>Count in 2s</u></p> <p><b>Varied fluency</b></p> <p>Count objects that normally come in 2s (socks, eyes, mittens, etc)</p> <p>Colour 2s on a 100 square and number line.</p> <p><b>Reasoning and problem solving</b></p> <p>Prove statement is true or not.</p> <p><u>Count in 5s</u></p> <p><b>Varied fluency</b></p> <p>Count objects that are in groups of 5.</p> <p>Colour 5s on a 100 square and number line.</p> <p><b>Reasoning and problem solving</b></p> <p>Odd one out and explain answer.</p>

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<p><b>Week 11</b> 6<sup>th</sup> – 10<sup>th</sup> July 2020</p>	<p><b>Measurement: Money and Time</b></p>	<p>Counting forwards/backwards number to 50.</p> <p>Say numbers one more and one less than a given number.</p> <p>Read/write numerals 1-50</p> <p>Count in multiples of 2, 5 and 10</p> <p>Represent number bonds to 20</p> <p>Doubling and halving to 20</p>	<p><u>Notes and Guidance</u> <u>Recognising coins:</u> Children will recognise and know the value of different denominations of coins. Children will use their knowledge of place value to match coins with equivalent values, e.g. ten 1p coins is equivalent to one 10p coin. This could be linked with the concept of exchanging. Teachers could use coins to support this activity (or pictures where appropriate). <u>Recognising Notes:</u> Once children are able to identify and recognise coins they need to be able to recognise notes. Children use their understanding of place value to see that one note can represent many pounds, e.g. a ten pound note could be 10 pound coins or 3 two pound coins and 4 one pound coins. Children also need to be aware that 1 note may be worth many times the value of another note. <u>Counting in coins:</u> Children combine their knowledge of money with counting 2s, 5s, and 10s to count money efficiently. They may draw coins or representations to match a given amount and use previous understanding to compare amounts of money.</p> <p><u>Recognising coins</u> <b>Varied fluency</b> Organising coins into £ and p (write down the value of each coin) Match the cards with equal values. <b>Reasoning and problem solving</b> Explain why statements are wrong. (just because a coin is bigger doesn't mean its worth more.</p> <p><u>Recognising notes</u> <b>Varied fluency</b> Organising notes (write down the value of each coin) How many £1 notes make up £5, £10, etc. <b>Reasoning and problem solving</b> Explain reasoning in statements and problems.</p> <p><u>Counting in coins</u> <b>Varied fluency</b> Using coins to make links to times tables (counting in 2s, 5s, 10s) Use &lt; and &gt; to compare amounts. <b>Reasoning and problem solving</b> Guess the amount of money from the clues.</p>	<p><u>Recognising coins</u> <b>Varied fluency</b> Organising coins into £ and p (write down the value of each coin) Match the cards with equal values. <b>Reasoning and problem solving</b> Explain why statements are wrong. (just because a coin is bigger doesn't mean its worth more.</p> <p><u>Recognising notes</u> <b>Varied fluency</b> Organising notes (write down the value of each coin) How many £1 notes make up £5, £10, etc. <b>Reasoning and problem solving</b> Explain reasoning in statements and problems.</p> <p><u>Counting in coins</u> <b>Varied fluency</b> Using coins to make links to times tables (counting in 2s, 5s, 10s) Use &lt; and &gt; to compare amounts. <b>Reasoning and problem solving</b> Guess the amount of money from the clues.</p>	<p><u>Recognising coins</u> <b>Varied fluency</b> Organising coins into £ and p (write down the value of each coin) Match the cards with equal values. <b>Reasoning and problem solving</b> Explain why statements are wrong. (just because a coin is bigger doesn't mean its worth more.</p> <p><u>Recognising notes</u> <b>Varied fluency</b> Organising notes (write down the value of each coin) How many £1 notes make up £5, £10, etc. <b>Reasoning and problem solving</b> Explain reasoning in statements and problems.</p> <p><u>Counting in coins</u> <b>Varied fluency</b> Using coins to make links to times tables (counting in 2s, 5s, 10s) Use &lt; and &gt; to compare amounts. <b>Reasoning and problem solving</b> Guess the amount of money from the clues.</p>

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<p><b>Week 12</b></p> <p>13<sup>th</sup> – 17<sup>th</sup> July 2020</p> <p>Assessment Week</p>	<p><b>Measurement: Money and Time</b></p>	<p>Counting forwards/backwards number to 50.</p> <p>Say numbers one more and one less than a given number.</p> <p>Read/write numerals 1-50</p> <p>Count in multiples of 2, 5 and 10</p> <p>Represent number bonds to 20</p> <p>Doubling and halving to 20</p>	<p><u>Notes and Guidance</u></p> <p><u>Before and After:</u> Children are introduced to key vocab related to time. They use before and after to describe, sort and order events. Building on this, they use first and next to describe an order of events. When talking about the day, children use the language: morning, afternoon and evening.</p> <p><u>Dates:</u> Children learn about the days of the week and know there are 7 days in a week. They talk about events using today, yesterday and tomorrow. Children learn about the months of the year and can pick out special dates within the year, e.g. their birthday. Children could explore and use a calendar displaying days and months within the classroom environment.</p> <p><u>Time to the Hour:</u> Children are introduced to telling the time to the hour using an analogue clock. They learn the language of o'clock and understand the hour hand is shorter hand and the minute hand if the longer hand. Children read the time to the hour and know when the minute hand is pointing upwards to the number 12 it is an o'clock time, and understand that they need to look at the hour hand to see which hour it is.</p> <p><u>Before and After</u></p> <p><b>Varied fluency</b></p> <p>Sort activities into before and after school.</p> <p>Extend into morning, afternoon and evening.</p> <p>Match words first next finally to pictures.</p> <p><b>Reasoning and problem solving</b></p> <p>Draw pictures in the correct boxes from the statements.</p> <p><u>Dates</u></p> <p><b>Varied fluency</b></p> <p>Fill in missing days of the week and complete sentences.</p> <p><b>Reasoning and problem solving</b></p> <p>Sort day so the week into school days and non-school days.</p> <p><u>Time to the hour</u></p> <p><b>Varied fluency</b></p> <p>Match the times to the clocks.</p> <p>Complete statements telling the time</p> <p><b>Reasoning and problem solving</b></p> <p>Spot the mistakes when telling the time.</p>	<p><u>Before and After</u></p> <p><b>Varied fluency</b></p> <p>Sort activities into before and after school.</p> <p>Extend into morning, afternoon and evening.</p> <p>Match words first next finally to pictures.</p> <p><b>Reasoning and problem solving</b></p> <p>Draw pictures in the correct boxes from the statements.</p> <p><u>Dates</u></p> <p><b>Varied fluency</b></p> <p>Fill in missing days of the week and complete sentences.</p> <p><b>Reasoning and problem solving</b></p> <p>Sort day so the week into school days and non-school days.</p> <p><u>Time to the hour</u></p> <p><b>Varied fluency</b></p> <p>Match the times to the clocks.</p> <p>Complete statements telling the time</p> <p><b>Reasoning and problem solving</b></p> <p>Spot the mistakes when telling the time.</p>	<p><u>Before and After</u></p> <p><b>Varied fluency</b></p> <p>Sort activities into before and after school.</p> <p>Extend into morning, afternoon and evening.</p> <p>Match words first next finally to pictures.</p> <p><b>Reasoning and problem solving</b></p> <p>Draw pictures in the correct boxes from the statements.</p> <p><u>Dates</u></p> <p><b>Varied fluency</b></p> <p>Fill in missing days of the week and complete sentences.</p> <p><b>Reasoning and problem solving</b></p> <p>Sort day so the week into school days and non-school days.</p> <p><u>Time to the hour</u></p> <p><b>Varied fluency</b></p> <p>Match the times to the clocks.</p> <p>Complete statements telling the time</p> <p><b>Reasoning and problem solving</b></p> <p>Spot the mistakes when telling the time.</p>