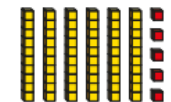
Whole school theme: **Fantastic Foundations**

Literacy Tree Texts: Lubna and Pebble

"Why do people sometimes need our help?"

Activities and groups adapted as necessary following on going formative assessments.



Week	Starters	<u>Golden treasures / Green Parrots</u> Half term target: WT2 This half term, children will work supported by an adult for all sessions. Concrete objects will be used to support the children and they will move onto pictorial representations as appropriate. See separate 'Mastering Number' planning for additional number work.	<u>Red Pirates</u> Half term target: EX1 This half term, children will work supported by an adult for all sessions. Concrete objects will be used to support the children. Follow WR planning for Year One. See separate 'Mastering Number' planning for additional number work.
Week 1 w/c 31/08/26		INSET DAYS	
Week 2 w/c 07/09/26 'Settling In' / Climate sustainability theme week.	<u>Daily Counting</u> Count forwards/backwards Count from random numbers Count in 2s, 5s, 10s	<u>'Settling In' theme week.</u> Children will take part in activities to support a calm transition into Year 2 and learn the expectations of the class. Children will take part in daily counting and activities with maths elements but no formal White Rose lessons this week.	
Week 3 w/c 14/09/26 'Settling In' / Climate sustainability theme week.	<u>Daily Counting</u> Bonds to 10 Bonds to 20 Doubles to 20 Halves	<u>'Settling In' theme week.</u> Children will take part in activities to support a calm transition into Year 2 and learn the expectations of the class. Children will take part in daily counting and activities with maths elements but no formal White Rose lessons this week. Mastering Number to begin this week - Year: 2; Term: 1, Week: 1 , Focus: Composition	
Week 4 w/c 21/09/26 'Settling In' / Climate sustainability theme week.	<u>Daily Counting</u> Tens and ones One more/less Ten more/less Compare numbers <u>Starter</u> See separate planning slides for daily starters.	<u>'Settling In' theme week.</u> Children will take part in activities to support a calm transition into Year 2 and learn the expectations of the class. <i>White Rose introduction sessions will start this week but the focus will be on the format of the lessons and how work is presented in maths lessons, with the children</i> Mastering Number - Year: 2; Term: 1, Week: 2 , Focus: Comparison	
		<u>Golden treasures / Green Parrots</u> Number – Year 2 Autumn Block 1 Place value: Small steps Numbers to 20 Count objects to 100 by making 10s Recognise tens and ones	<u>Red Pirates</u> Number – Year 1 Spring Block 1 Place value (within 20): Small steps Count within 20 Understand 10 Understand 11, 12 and 13

		Use a place value chart Number – Place Value: Learning objectives. Partition two-digit numbers Read numbers in words Write numbers in words (phonetically plausible) Compare and order numbers from 0-100 Working mathematically Notice and discuss patterns and relationships. Identify and use the correct technical subject specific vocabulary in group and individual discussions. Ask and answer a range of mathematical questions. Show fluency.	Number – Place Value: Learning objectives. Count forwards from 0 Count backwards from any given number Read numbers in numerals Write numbers in numerals Recognise two-digit numbers as tens and ones Working mathematically Make mathematical observations. Explore patterns and relationships. Use vocabulary (teen numbers, tens, ones). Record work in different formats. Solve practical problems. Show fluency.
Week 5 w/c 28/09/26 Literacy Tree - Week 1	<u>Daily Counting</u> Add/subtract 10 Missing number Near doubles <u>Starter</u> See separate planning slides for daily starters.	<u>Golden treasures / Green Parrots</u> Number – Year 2 Autumn Block 1 Place value: Small steps Partition numbers to 100 Write numbers to 100 in words Flexibly partition numbers to 100 Write numbers to 100 in expanded form Number – Place Value: Learning objectives. Partition two-digit numbers Read numbers in words Write numbers in words (phonetically plausible) Compare and order numbers from 0-100 Working mathematically Explain and justify own knowledge with some detail. Record different methods using a variety of formats. Use own ideas to create own records. Show reasoning and problem-solving skills.	<u>Red Pirates</u> Number – Year 1 Spring Block 1 Place value (within 20): Small steps Understand 14, 15 and 16 Understand 17, 18 and 19 Understand 20 Number – Place Value: Learning objectives. Read numbers in numerals Write numbers in numerals Read numbers in words Write numbers in words (phonetically plausible) Recognise two-digit numbers as tens and ones Identify and represent numbers Working mathematically Make mathematical observations. Explore patterns and relationships (20 = two tens). Describe using vocabulary. Record work in different formats. Show reasoning and problem-solving skills.
Week 6 w/c 05/10/26 Literacy Tree – Week 2	<u>Daily Counting</u> True or False Which Doesn't Belong? Explain your thinking <u>Starter</u>	<u>Golden treasures / Green Parrots</u> Number – Year 2 Autumn Block 1 Place value: Small steps 10s on the number line to 100 10s and 1s on the number line to 100 Estimate numbers on a number line	<u>Red Pirates</u> Number – Year 1 Spring Block 1 Place value (within 20): Small steps 1 more and 1 less The number line to 20 Use a number line to 20

	See separate planning slides for daily starters.	Compare objects Number – Place Value: Learning objectives. Partition two-digit numbers Read numbers in words Write numbers in words (phonetically plausible) Compare and order numbers from 0-100 Working mathematically Record different methods using a variety of formats. Notice and discuss patterns and relationships. Identify and use the correct technical subject-specific vocabulary. Explain and justify own knowledge with some detail. Show varied fluency.	Number – Place Value: Learning objectives. Read numbers in numerals Write numbers in numerals Identify 1 more and 1 less than a given number Identify and represent numbers, including using number lines Use the language of equal to, more than, less than, fewer, most, least Working mathematically Make mathematical observations. Explore patterns and relationships. Describe reasoning using mathematical vocabulary. Show fluency. Show varied fluency. Show reasoning and problem-solving skills.
Week 7 w/c 12/10/26 Literacy Tree – Week 3 Assessment Week	<u>Daily Counting</u> Favourite games Retrieval of everything <u>Starter</u> See separate planning slides for daily starters.	<u>Golden treasures / Green Parrots</u> Number – Year 2 Autumn Block 1 Place value: Small steps Compare numbers Order objects and numbers Count in 2s, 5s and 10s Count in 3s Number – Place Value: Learning objectives. Partition two-digit numbers Read numbers in words Write numbers in words (phonetically plausible) Compare and order numbers from 0-100 Working mathematically Sort and classify giving reasons for choices. Make comparisons and order using <, > and =. Explain and justify own knowledge with some detail. Make comparisons and order using <, > and =. Show fluency. Show varied fluency.	<u>Red Pirates</u> Number – Year 1 Spring Block 1 Place value (within 20): Small steps Estimate on a number line to 20 Compare numbers to 20 Order numbers to 20 Number – Place Value: Learning objectives. Read numbers in numerals Write numbers in numerals Identify 1 more and 1 less than a given number Identify and represent numbers, including using number lines Use the language of equal to, more than, less than, fewer, most, least Working mathematically Understand how to order/sequence items or events. Make direct comparisons of three or more numbers. Show fluency. Show varied fluency. Show reasoning and problem-solving skills.
Week 8 w/c 19/10/26	<u>Daily Counting</u> Favourite games Retrieval of everything	‘Fantastic Foundations’ Theme Week See separate weekly planning	