

STARDUST CLASS. Year 1/2. Mathematics medium term planning with differentiation. Autumn A 2026/2027

Whole school theme: Fantastic Foundations. TFW story: Where the Wild Things are.

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

Week	Staters	YELLOW Group (WT1) All below to be done with adult keeping chn on task. Using concrete apparatus, then pictorially.	Green Group (WT1) and Blue Group(ELGS) All below to be done with support as necessary. Initially, using concrete apparatus, then moving to pictorial representations
Week 1 w/c 31 st August		INSET DAYS	INSET DAYS
Week 2 w/c 7 th September Friday 11 th September Rosh Hashanah Assembly.		Settling in week - Theme week- Climate sustainability	Settling in week - Theme week- Climate sustainability
Week 3 w/c 14 th September	EMC: Count forwards to 50 from 0 STARTER: Read numbers in words to 10/20.	Settling in week - Theme week- Climate sustainability <u>Year 1 Assessment:</u> <u>Place value within 10</u> Identify and represent numbers, including using number lines Write numbers in words (phonetically plausible) Read numbers in words. <u>Small steps</u> Sort objects Count objects Represent objects Count objects from a larger group Compare groups by matching. Recognise numbers as words.	Settling in week - Theme week- Climate sustainability <u>EYFS:</u> <u>Reception:</u> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. <u>ELG:</u> Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <u>Year 1 Assessment:</u> <u>Place value within 10</u> Identify and represent numbers, including using number lines Write numbers in words (phonetically plausible) Read numbers in words. <u>Small steps</u> Sort objects Count objects

			Represent objects Count objects from a larger group Compare groups by matching. Recognise numbers as words.
Week 4 w/c 21st September Bridgwater Fair Welly Walk and Picnic. (23.09.26)	EMC: Count backwards from any given number. STARTER: Read numbers in words to 10/20.	<u>Year 1:</u> Place value within 10 Identify 1 more and 1 less than a given number Use the language of 'equal to', 'more than', 'less than', 'fewer', 'most', 'least' <u>Small steps</u> Count on from any number. 1 more 1 less Fewer more same Less than, greater than, equal to. Order objects and numbers Number line	<u>EYFS:</u> <u>Reception:</u> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. <u>ELG:</u> Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <u>Year 1:</u> Place value within 10 Identify 1 more and 1 less than a given number Use the language of 'equal to', 'more than', 'less than', 'fewer', 'most', 'least' <u>Small steps</u> Count on from any number. 1 more 1 less Fewer more same Less than, greater than, equal to. Order objects and numbers Number line
Week 5 w/c 28th September 2nd October National Poetry day Thursday 1st October	EMC: Count backwards from any given number. STARTER:	<u>Year 1:</u> Number: Addition and Subtraction (within 10) Addition to 10 Represent and use number bonds <u>Small steps</u> Introduce parts and wholes. Part-whole model Write number sentences. Fact families	<u>EYFS:</u> <u>Reception:</u> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. <u>ELG:</u> Children at the expected level of development will:

<u>Start of Black History Month- Assembly.</u>	Read numbers in words to 10.	Number bonds to 10 Systematic number bonds within 10 Number bonds within 10	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <u>Year 1:</u> Number: Addition and Subtraction (within 10) Addition to 10 Represent and use number bonds <u>Small steps</u> Introduce parts and wholes. Part-whole model Write number sentences. Fact families Number bonds to 10 Systematic number bonds within 10 Number bonds within 10
Week 6 w/c 5th October <u>Harvest Festival Church Assembly</u> <u>(TBC) 07.10.16</u> <u>(Wear autumn colours)</u> <u>World Mental Health day</u> <u>09.10.26- Whole day celebrating Mental Health.</u>	EMC: Count backwards from any given number. STARTER: Read numbers in words to 10.	<u>Year 1:</u> Number: Addition and Subtraction (within 10) Addition to 10 Represent and use number bonds to 10. <u>Small steps</u> Addition add together Addition add more Addition problems	<u>EYFS:</u> <u>Reception:</u> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. <u>ELG:</u> Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <u>Year 1:</u> Number: Addition and Subtraction (within 10) Addition to 10 Represent and use number bonds to 10. <u>Small steps</u> Addition add together Addition add more Addition problems

Week 7 w/c 12th October <u>Parents day 16th October</u>	EMC: Count backwards from any given number. STARTER: Read numbers in words to 10.	<u>Year 1:</u> Number: Addition and Subtraction (within 10) Subtraction within 10 Use related subtraction facts Subtract two single digit numbers <u>Small steps</u> Find a part Subtraction find a part Fact families- the eight facts Subtraction take away/ cross out Take away Subtraction on a number line Add or subtract 1 or 2.	<u>EYFS:</u> <u>Reception:</u> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. <u>ELG:</u> Children at the expected level of development will: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <u>Year 1:</u> Number: Addition and Subtraction (within 10) Subtraction within 10 Use related subtraction facts Subtract two single digit numbers <u>Small steps</u> Find a part Subtraction find a part Fact families- the eight facts Subtraction take away/ cross out Take away Subtraction on a number line Add or subtract 1 or 2.
Week 8 w/c 19th October	EMC: Count backwards from any given number. STARTER: Read numbers in words to 10.	<u>Theme week: Fantastic foundations</u> <u>Year 1:</u> Geometry: Shape Name, compare and describe properties of all 2D shapes in different orientations and contexts including pentagon, hexagon and Octagon. Name common 3D shapes in different orientations and contexts. Understand terminology of properties of 3D shapes. Recognise symmetry in 2D shapes. Identify 2D shapes on the surface of 3D shapes.	<u>Theme week: Fantastic foundations</u> <u>EYFS:</u> <u>3-4</u> Compare quantities using language: 'more than', 'fewer than'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. <u>Reception:</u> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns.

			Year 1: Geometry: Shape Name, compare and describe properties of all 2D shapes in different orientations and contexts including pentagon, hexagon and Octagon. Name common 3D shapes in different orientations and contexts. Understand terminology of properties of 3D shapes. Recognise symmetry in 2D shapes. Identify 2D shapes on the surface of 3D shapes.
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