



STARDUST CLASS. Year 1/2. Mathematics medium term planning with differentiation. Autumn A 2024/2025

Whole school theme: Reading for pleasure. TFW story: Beegu and Pig the pug.

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

Week	Staters	<p style="text-align: center;">YELLOW STARS (EX1/WT2)</p> <div style="text-align: center;">  </div> <p style="text-align: center;">All below to be done with adult keeping chn on task. Using concrete apparatus, then pictorially.</p>	<p style="text-align: center;">Red triangles (W1) and Blue squares (ELGS)</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="text-align: center;">All below to be done with support as necessary. Initially, using concrete apparatus, then moving to pictorial representations</p>
<p>Week 1 w/c 2nd September</p>	<p>EMC: Count forwards to 50 from 0</p> <p>STARTER: Read numbers in words to 10/20.</p>	<p style="text-align: center;"><u>Settling in week and theme week. -Reading for pleasure.</u> <u>See separate planning.</u> <u>Year 2</u></p> <p style="text-align: center;">Practicing number formation. Number recognition including tens and ones. Counting forwards and backwards to/from 100. Read numbers in words to 20. Write numbers in words to 20. Identify and represent numbers by using number lines/ objects etc. to 20 and 50. <u>Speaking and Listening</u></p>	<p style="text-align: center;"><u>Settling in week and theme week. -Reading for pleasure.</u> <u>See separate planning.</u> <u>Year 1</u></p> <p style="text-align: center;"><u>Counting and number formation.</u> Practising number formation. Count forwards from 0 Read numbers in numerals Write numbers in numerals</p> <p style="text-align: center;"><u>Speaking and Listening</u></p>
<p>Week 2 w/c 9th September</p>	<p>EMC: Count forwards to 50 from 0</p> <p>STARTER: Read numbers in words to 10/20.</p>	<p style="text-align: center;"><u>Theme week. -Reading for Pleasure.</u> <u>See separate planning.</u> <u>Year 1 and Year 2</u></p> <p style="text-align: center;"><u>Geometry</u> <u>EYFS:</u></p> <p style="text-align: center;">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'.</p> <p style="text-align: center;">Select, rotate and manipulate shapes 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. Count objects, actions and sounds.</p> <p style="text-align: center;"><u>Year 1</u></p> <p style="text-align: center;">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.</p> <p style="text-align: center;"><u>Year 2</u></p> <p style="text-align: center;">Know and describe properties of 3D shapes, including the number of edges, vertices and faces (EX2) In 2D shapes, identify, describe and compare symmetry in a vertical line and the number of sides (EX2) Order and arrange combinations of mathematical objects in patterns and sequences (EX2) <u>Speaking and Listening-</u></p>	

<p>Week 3 w/c 16th September</p>	<p>EMC: Count forwards to 50 from 0</p> <p>STARTER: Read numbers in words to 10/20.</p>	<p>Year 2: Number: Place Value EX1 Recognise two-digit numbers as tens and ones past 20 Identify and represent numbers, including using number lines concrete/ pictorially/ abstract to 50 Read numbers in numerals to 50 Write numbers in numerals to 50 WT2 Partition two-digit numbers Using concrete resources and write number sentences and in different ways. Read numbers in words to 50 Write numbers in words (phonetically plausible) to 50 Compare and order numbers from 0-100, using mathematical language</p> <p>Small steps: Numbers to 20 Count objects to 100 by making 10s Recognise tens and ones Use a place value chart</p>	<p>Year 1: Place value within 10 Identify and represent numbers, including using number lines Write numbers in words (phonetically plausible) Read numbers in words. Small steps Sort objects Count objects Represent objects Count objects from a larger group Compare groups by matching. Recognise numbers as words.</p> <p>Speaking and Listening</p>
<p>Week 4 w/c 23rd September</p>	<p>EMC: Count backwards from any given number.</p> <p>STARTER: Read numbers in words to 10/20.</p>	<p>Year 2: Number: Place Value EX1 Recognise two-digit numbers as tens and ones past 20 Identify and represent numbers, including using number lines concrete/ pictorially/ abstract to 50 Read numbers in numerals to 50 Write numbers in numerals to 50 WT2 Partition two-digit numbers, using concrete resources and write number sentences. Read numbers in words to 50 Write numbers in words (phonetically plausible) to 50</p> <p>Small Steps: Partition numbers to 100 Write numbers to 100 in words Flexibly partition numbers to 100 Write numbers to 100 in expanded form</p>	<p>Year 1: 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'</p> <p>Small steps Count on from any number. 1 more 1 less Fewer more same Less than, greater than, equal to. Order objects and numbers Number line</p> <p>Speaking and Listening</p>

<p>Week 5 w/c 30th September</p>	<p>EMC: Count backwards from any given number.</p> <p>STARTER: Read numbers in words to 10.</p>	<p>Year 2: Number: Place Value EX1 Identify and represent numbers, including using number lines to 50, concrete/ pictorially/ abstract Use the language of 'equal to', 'more than', 'less than', 'fewer', 'most', 'least' to 50</p> <p>WT2 Partition two-digit numbers, using concrete resources and write number sentences Compare and order numbers from 0-100, Using mathematical language</p> <p>Small steps: 10s on the number line to 100 10s and 1s on the number line to 100 Estimate numbers on a number line Compare objects</p> <p>Speaking and Listening</p>	<p>Year 1: Number: Addition and Subtraction (within 10) Addition to 10 Represent and use number bonds Small steps 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 Speaking and Listening</p>
<p>Week 6 w/c 7th October</p>	<p>EMC: Count backwards from any given number.</p> <p>STARTER: Read numbers in words to 10.</p>	<p>Year 2: Number Place Value EX1 Use the language of 'equal to', 'more than', 'less than', 'fewer', 'most', 'least' to 50 Identify and represent numbers, including using number lines to 50, concrete/ pictorially/ abstract Identify 1 more and 1 less than a given number to 50.</p> <p>WT2 Read numbers in words to 50 Write numbers in words to 50 Compare and order numbers from 0-100, Using mathematical language and Using <, > and = Doubling to 20 Odd and even numbers to 50</p> <p>Small steps: Compare numbers Order objects and numbers Count in 2s, 5s and 10s Count in 3s</p>	<p>Year 1: Number: Addition and Subtraction (within 10) Addition to 10 Represent and use number bonds to 10. Small steps Addition add together Addition add more Addition problems Speaking and Listening</p>

<p>Week 7 w/c 14th October</p>	<p>EMC: Count backwards from any given number.</p> <p>STARTER: Read numbers in words to 10.</p>	<p><u>Parents day 18th October:</u> <u>Year 2:</u> Number Place Value EX1 Use the language of 'equal to', 'more than', 'less than', 'fewer', 'most', 'least' to 50 Identify and represent numbers, including using number lines to 50, concrete/ pictorially/ abstract Identify 1 more and 1 less than a given number to 50. WT2 Read numbers in words to 50 Write numbers in words to 50 Compare and order numbers from 0-100, Using mathematical language and Using <, > and = (E2) Doubling to 20 Odd and even numbers to 50</p> <p>Small steps: Compare numbers Order objects and numbers Count in 2s, 5s and 10s Count in 3s.</p>	<p><u>Parents day 18th October:</u> <u>Year 1:</u> Number: Addition and Subtraction (within 10) Subtraction within 10 Use related subtraction facts Subtract two single digit numbers Small steps 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. Speaking and Listening</p>
<p>Week 8 w/c 21st October</p>	<p>Assessment week <u>Consolidation</u> <u>Year 1+2</u> <u>Geometry and Addition and subtraction.</u></p>		