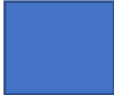




STARDUST CLASS. Year 1/2. Mathematics medium term planning with differentiation. Spring B 2024/2025

Whole school theme: Being Resilient. Literacy Tree Story: The Comet/Astrogirl

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

Week	Starters	<p style="text-align: center;">Blue squares (ELGS)</p> <div style="text-align: 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 style="text-align: center;">Red triangles (W1)</p> <div style="text-align: 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 style="text-align: center;">YELLOW STARS (W1)</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>Week 1 w/c 24.02.25</p>	<p>EMC: Count forwards to 100.</p> <p>STARTER: Read numbers in words to 10.</p>	<p style="text-align: center;"><u>Number: Place Value to 50</u> Count forwards from 0 to 50. Count backwards from any given number from 50. Read numbers in numerals to 50. Write numbers in numerals to 50. Recognise two-digit numbers as tens and ones EG. 32= 30+2 Concrete/ Pictorially/ Abstract.</p> <p style="text-align: center;"><u>Small steps</u> Count from 20 to 50 20, 30, 40 and 50 Count by making groups of ten and ones</p> <p style="text-align: center;"><u>Speaking and Listening</u> Answer different types of questions appropriately</p>		<p style="text-align: center;"><u>Fractions</u> Make mathematical observations. Notice and discuss patterns and relationships. Identify and use the correct technical subject specific vocabulary in group and individual discussions. Read fractions for 1/3 Write symbol for 1/3 Recognise, find and name 1/3, 1/2, 1/4 Know all the parts if a fraction must be equal parts of the whole</p> <p style="text-align: center;"><u>Small steps</u> Recognise a quarter Find a quarter Recognise a third Find a third</p>
<p>Week 2 w/c 03.03.25</p>	<p>EMC:</p>	<p style="text-align: center;"><u>Number: Place Value to 50</u> Count forwards from 0 to 50. Count backwards from any given number from 50.</p>		<p style="text-align: center;"><u>Fractions</u> Make mathematical observations. Notice and discuss patterns and</p>

	<p>Count forwards to 100.</p> <p>STARTER: Read numbers in words to 10.</p>	<p>Read numbers in numerals to 50. Write numbers in numerals to 50. Recognise two-digit numbers as tens and ones EG. 32= 30+2 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' securely. Identify 1 more and 1 less than a given number to 50.</p> <p><u>Small steps</u> Partition into tens and ones The number line to 50 Estimate on a number line 1 more 1 less</p> <p><u>Speaking and Listening</u> Understand "categories" of words such as animals, toys, food</p>	<p>relationships. Identify and use the correct technical subject specific vocabulary in group and individual discussions. Recognise, find and name $\frac{1}{3}$, $\frac{1}{2}$, $\frac{1}{4}$ Know all the parts if a fraction must be equal parts of the whole</p> <p><u>Small steps</u> Find the whole Unit fractions Non-unit fractions Recognise the equivalence of a half and two quarters</p>
<p>Week 3 W/C 10.03.25</p>	<p>EMC: Count forwards to 100.</p> <p>STARTER: Read numbers in words to 10.</p>	<p><u>Number: Place Value to 50</u> Count forwards from 0 to 50. Count backwards from any given number from 50. Read numbers in numerals to 50. Write numbers in numerals to 50. Recognise two-digit numbers as tens and ones EG. 32= 30+2 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' securely. Identify 1 more and 1 less than a given number to 50.</p> <p><u>Small steps</u> Count from 20 to 50 20, 30, 40 and 50 Count by making groups of ten and ones Partition into tens and ones The number line to 50 Estimate on a number line 1 more 1 less</p> <p><u>Speaking and Listening</u> Converse with peers asking and answering questions.</p>	<p><u>Fractions</u> Make mathematical observations. Notice and discuss patterns and relationships. Identify and use the correct technical subject specific vocabulary in group and individual discussions. Recognise, find and name $\frac{3}{4}$ Know all the parts if a fraction must be equal parts of the whole</p> <p><u>Small steps</u> Recognise $\frac{3}{4}$ Find $\frac{3}{4}$ Count in fractions up to a whole</p>
<p>Week 4 W/C 17.03.25</p>	<p>EMC: Count backwards from</p>	<p><u>Measurement Length/ height</u> Measure and record using non-standard units. Solve practical problems. Identify and use the appropriate non-standard units to estimate and measure in.</p>	<p><u>Measurement: Time</u> Tell and write time to the quarter hour and draw hands on the clock. Calculate time durations of whole hours</p>

	<p>any given number.</p> <p><u>STARTER:</u> Read numbers in words to 10.</p>	<p><u>Small steps</u> Compare lengths and heights. Measure length using objects. Measure length in cm.</p> <p><u>Speaking and Listening</u> Understand and use a range of words related to time, shape, texture, size</p>	<p>Calculate time durations of half hours Calculate time durations of quarter hours</p> <p><u>Small steps</u> O'clock and half past Quarter past and quarter to Tell time past the hour Tell time to the hour</p> <p><u>Speaking and Listening</u> Understand and use a range of words related to time, shape, texture, size</p>
<p>Week 5 W/C 24.03.25</p>	<p><u>EMC:</u> Count backwards from any given number.</p> <p><u>STARTER:</u> Read numbers in words to 10.</p>	<p><u>Measurement Length/Height</u> Measure and record using non-standard units. Solve practical problems. Identify and use the appropriate non-standard units to estimate and measure in.</p> <p><u>Small steps</u> Compare lengths and heights. Measure length using objects. Measure length in cm.</p> <p><u>Speaking and Listening</u> Work with other children to do something together</p>	<p><u>Measurement: Time</u> Tell and write the time to five-minute intervals and draw hands on a clock. Compare and sequence intervals of time in minutes and hours.</p> <p><u>Small steps</u> Tell the time to five minutes Minutes in an hour Hours in a day</p>
<p>Week 6 W/C 31.03.25</p>	<p><u>EMC:</u> Count backwards from any given number.</p> <p><u>STARTER:</u> Read numbers in words to 10.</p>	<p><u>Assessment week</u> White rose paper x2 Consolidation.</p>	<p><u>Assessment week</u> White rose paper x2 Consolidation.</p>