

Paddington Class (Year 2)

Mathematics Medium Term Planning with differentiation - White Rose.

(See separate plan for Mastering Number)


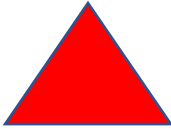

Summer B - 2024

Whole school theme: **Reading for Pleasure.**

Literacy Tree Texts: The Last Stop on Market Street & The Journey Home

"Where will you go?"

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

Week	Starters	YELLOW STARS	RED TRIANGLE	BLUE CIRCLES
		12 Children Target GD1/WT2	6 Children Target GD1/WT2	9 Children ELG/WT1/EX1
				
		<p>All below to be done with adult keeping children on task initially, then independently.</p> <p>Using concrete apparatus initially then pictorial representations. Then finally moving to mentally and independently.</p>	<p>All below to be done with adult keeping children on task.</p> <p>Using concrete apparatus initially then pictorial representations. Then finally moving to mentally and independently.</p>	<p>All below to be done with support as necessary.</p> <p>Using concrete apparatus initially, then moving to pictorial representations.</p>
		<p>ALSO SEE SEPARATE MASTERING NUMBER PLANNING FOR ADDITIONAL NUMBER WORK.</p>	<p>ALSO SEE SEPARATE MASTERING NUMBER PLANNING FOR ADDITIONAL NUMBER WORK.</p>	<p>ALSO SEE SEPARATE MASTERING NUMBER PLANNING FOR ADDITIONAL NUMBER WORK.</p>

<p>Week 1</p> <p>02.09.24-06.09.24</p> <p>02.10.24 - Summer Holiday</p> <p>03.09.24 - INSET Day</p> <p>3 day week</p> <p>Theme week - Settling in/Reading for Pleasure</p>	<p>EMC</p> <p>YELLOW STARS & RED TRIANGLES</p> <p>Count to 20 forwards and backwards from 0 and any given number.</p> <p>BLUE CIRCLES</p> <p>Count to 10 forwards.</p> <p><u>Starter</u></p>	<p style="text-align: center;">YELLOW STARS & RED TRIANGLES & BLUE CIRCLES</p> <p style="text-align: center;">Theme Week (3 days) - Settling in & Reading for Pleasure.</p> <p style="text-align: center;">See separate planning.</p> <p style="text-align: center;">Speaking and Listening</p> <p style="text-align: center;">Listening and understanding - Ask questions to show active listening.</p> <p style="text-align: center;">Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.</p> <p style="text-align: center;">Social interaction - Understand the need to talk in a different way to different people</p> <p style="text-align: center;">Social interaction - Sometimes take on the role of leader.</p> <p style="text-align: center;">Creativity - Develop a story from a starting point.</p> <p style="text-align: center;">Vocabulary - Use words from one experience to link to other experiences.</p>
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YELLOW STARS & RED TRIANGLES & BLUE CIRCLES

Theme Week - Reading for Pleasure.

See separate planning.

Place value & counting baseline progress checks to inform future planning.

Place value within 10

Place value to 20

Place value to 50

Place value to 100

Speaking and Listening

Listening and understanding - Ask questions to show active listening.

Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.

Social interaction - Understand the need to talk in a different way to different people

Social interaction - Sometimes take on the role of leader.

Creativity - Develop a story from a starting point.

Vocabulary - Use words from one experience to link to other experiences.

Week

2

09.09.24-
13.09.24

Theme week -
Settling
in/Reading for
Pleasure

EMC

YELLOW
STARS & RED
TRIANGLES

Count to 50
forwards and
backwards from 0
and any given
number.

BLUE CIRCLES

Count to 10
forwards & one
more.

Starter

<p>Week 3</p> <p>16.09.24-20.09.24</p> <p>Literacy Tree Week 1</p>	<p>EMC</p> <p>YELLOW STARS & RED TRIANGLES</p> <p>Count to 100 forwards and backwards from 0 and any given number.</p> <p>BLUE CIRCLES</p> <p>Count to 10 forwards & one less.</p> <p><u>Starter</u></p> <p>See separate planning slides for daily starters.</p>	<p>YELLOW STARS & RED TRIANGLES & BLUE CIRCLES</p> <p>Number - Place Value: Small steps</p> <p>Numbers to 20</p> <p>Count objects to 100 by making 10s</p> <p>Recognise tens and ones</p> <p>Use a place value chart</p> <p>Number - Place Value: Learning objectives.</p> <p>Count forwards to 20/50/100.</p> <p>Count backwards from any given number 20/50/100.</p> <p>Read numbers in numerals.</p> <p>Write numbers in numerals.</p> <p>Recognise two digit numbers and tens and ones.</p> <p>Identify and represent numbers, including using number lines.</p> <p>Use the language 'equal to', 'more than', 'less than', 'fewer', 'most', 'least'.</p> <p>Identify one more and one less than a given number.</p> <p>Partition two digit numbers using concrete resources and write number sentences</p> <p>Read numbers to 50 in words.</p> <p>Read numbers to 100 in words.</p> <p>Write numbers in words (phonetically plausible) to 50.</p> <p>Write numbers in words (phonetically plausible) to 100.</p> <p>Compare and order numbers from 0-100 using mathematical language.</p> <p>Working mathematically</p> <p>Make mathematical observations.</p> <p>Notice and discuss patterns and relationships.</p> <p>Identify and use the correct technical subject specific vocabulary in group and individual discussions.</p> <p>Speaking and Listening</p> <p>Listening and understanding - Ask questions to show active listening.</p> <p>Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.</p> <p>Creativity - Develop a story from a starting point.</p> <p>Vocabulary - Use words from one experience to link to other experiences.</p> <p>Social interaction - Understand the need to talk in a different way to different people</p> <p>Social interaction - Sometimes take on the role of leader.</p> <p>NB: See weekly planning for stem sentences and vocabulary.</p>
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<p>Week 4</p> <p>23.09.24- 27.09.24</p> <p>Literacy Tree Week 2</p>	<p>EMC</p> <p>YELLOW STARS & RED TRIANGLES</p> <p>Count forwards in 10's to 100.</p> <p>BLUE CIRCLES</p> <p>Count to 10 forwards & one more/less.</p> <p><u>Starter</u></p> <p>See separate planning slides for daily starters.</p>	<p>YELLOW STARS & RED TRIANGLES & BLUE CIRCLES</p> <p>Number - Place Value: Small steps</p> <p>Partition numbers to 100 Write numbers to 100 in words Flexibly partition numbers to 100 Write numbers to 100 in expanded form</p> <p>Number - Place Value: Learning objectives.</p> <p>Count forwards to 20/50/100. Count backwards from any given number 20/50/100. Read numbers in numerals. Write numbers in numerals. Recognise two digit numbers and tens and ones. Identify and represent numbers, including using number lines. Use the language 'equal to', 'more than', 'less than', 'fewer', 'most', 'least'. Identify one more and one less than a given number. Partition two digit numbers using concrete resources and write number sentences Partition two digit numbers in different ways. Read numbers to 50 in words. Read numbers to 100 in words. Write numbers in words (phonetically plausible) to 50. Write numbers in words (phonetically plausible) to 100. Compare and order numbers from 0-100 using mathematical language.</p> <p>Working mathematically</p> <p>Ask and answer a range of mathematical questions. Explain and justify own knowledge with some detail. Record different methods using a variety of formats.</p> <p>Speaking and Listening</p> <p>Listening and understanding - Ask questions to show active listening. Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Social interaction - Understand the need to talk in a different way to different people Social interaction - Sometimes take on the role of leader. Creativity - Develop a story from a starting point. Vocabulary - Use words from one experience to link to other experiences.</p> <p>NB: See weekly planning for stem sentences and vocabulary.</p>
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<p>Week 5</p> <p>30.09.24-04.10.24</p> <p>Literacy Tree Week 3</p>	<p>EMC</p> <p>YELLOW STARS & RED TRIANGLES</p> <p>Count forwards in 5's to 100.</p> <p>BLUE CIRCLES</p> <p>Count to 15 forwards.</p> <p><u>Starter</u></p> <p>See separate planning slides for daily starters.</p>	<p>YELLOW STARS & RED TRIANGLES & BLUE CIRCLES</p> <p>Number - Place Value: Small steps</p> <p>10s on the number line to 100</p> <p>10s and 1s on the number line to 100</p> <p>Estimate numbers on a number line</p> <p>Compare objects</p> <p>Number - Place Value: Learning objectives.</p> <p>Count forwards to 20/50/100.</p> <p>Count backwards from any given number 20/50/100.</p> <p>Read numbers in numerals.</p> <p>Write numbers in numerals.</p> <p>Recognise two digit numbers and tens and ones.</p> <p>Identify and represent numbers, including using number lines.</p> <p>Use the language 'equal to', 'more than', 'less than', 'fewer', 'most', 'least'.</p> <p>Identify one more and one less than a given number.</p> <p>Partition two digit numbers using concrete resources and write number sentences</p> <p>Partition two digit numbers in different ways.</p> <p>Read numbers to 50 in words.</p> <p>Read numbers to 100 in words.</p> <p>Compare and order numbers from 0-100 using mathematical language.</p> <p>Compare and order numbers from 0-100 using $<$ $>$ $=$</p> <p>Working mathematically</p> <p>Use own ideas to create own records.</p> <p>Sort and classify giving reasons for choices.</p> <p>Make comparisons and order using $<$ $>$ $=$</p> <p>Speaking and Listening</p> <p>Listening and understanding - Ask questions to show active listening.</p> <p>Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.</p> <p>Social interaction - Understand the need to talk in a different way to different people</p> <p>Social interaction - Sometimes take on the role of leader.</p> <p>Creativity - Develop a story from a starting point.</p> <p>Vocabulary - Use words from one experience to link to other experiences.</p> <p>NB: See weekly planning for stem sentences and vocabulary.</p>
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<p>Week 6</p> <p>07.10.24-11.10.24</p> <p>Literacy Tree Week 4</p>	<p>EMC</p> <p>YELLOW STARS & RED TRIANGLES</p> <p>Count forwards in 2's to 20.</p> <p>BLUE CIRCLES</p> <p>Count to 20 forwards.</p> <p><u>Starter</u></p> <p>See separate planning slides for daily starters.</p>	<p>YELLOW STARS & RED TRIANGLES & BLUE CIRCLES</p> <p>Number - Place Value: Small steps</p> <p>Compare numbers Order objects and numbers Count in 2s, 5s and 10s Count in 3s</p> <p>Number - Place Value: Learning objectives.</p> <p>Count forwards to 20/50/100. Count backwards from any given number 20/50/100. Read numbers in numerals. Write numbers in numerals. Recognise two digit numbers and tens and ones. Identify and represent numbers, including using number lines. Use the language 'equal to', 'more than', 'less than', 'fewer', 'most', 'least'. Identify one more and one less than a given number. Partition two digit numbers using concrete resources and write number sentences Partition two digit numbers in different ways. Read numbers to 50 in words. Read numbers to 100 in words. Write numbers in words (phonetically plausible) to 50. Write numbers in words (phonetically plausible) to 100. Compare and order numbers from 0-100 using mathematical language. Compare and order numbers from 0-100 using $<$ $>$ $=$</p> <p>Working mathematically</p> <p>Identify the need for and use equipment correctly. Show fluency. Show varied fluency. Show reasoning and problem solving skills.</p> <p>Speaking and Listening</p> <p>Listening and understanding - Ask questions to show active listening. Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning. Social interaction - Understand the need to talk in a different way to different people Social interaction - Sometimes take on the role of leader. Creativity - Develop a story from a starting point. Vocabulary - Use words from one experience to link to other experiences.</p> <p>NB: See weekly planning for stem sentences and vocabulary.</p>
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<p>Week 7</p> <p>14.10.24-18.10.24</p> <p>Literacy Tree Week 5</p> <p>18.10.24 - Parent's Day</p>	<p>EMC</p> <p>YELLOW STARS & RED TRIANGLES</p> <p>Count to 100 forwards and backwards from 0.</p> <p>BLUE CIRCLES</p> <p>Count to 20 forwards & one more.</p> <p><u>Starter</u></p> <p>See separate planning slides for daily starters.</p>	<p>YELLOW STARS & RED TRIANGLES & BLUE CIRCLES</p> <p>Geometry - Shape: Small steps</p> <p>Recognise 2D and 3D shapes</p> <p>Count sides on 2D shapes & Count vertices on 2D shapes</p> <p>Draw 2D shapes</p> <p>Lines of symmetry on shapes & Use lines of symmetry to complete shapes</p> <p>Geometry - Shape: Learning objectives.</p> <p>Name, compare and describe properties of all 2D shapes in different orientations and contexts, including pentagon, hexagon and octagon.</p> <p>Name common 3D shapes in different orientations and contexts.</p> <p>Understand terminology of properties of 3D shapes.</p> <p>Recognise symmetry in 2D shapes.</p> <p>Identify 2D shapes on the surface of 3D shapes.</p> <p>Know and describe properties of 3D shapes, including the number of edges, vertices and faces.</p> <p>In 2D shapes, identify, describe and compare symmetry in a vertical line and the number of sides.</p> <p>Describe and compare similarities and differences of 2D and 3D shape using their properties.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Working mathematically</p> <p>Make mathematical observations.</p> <p>Notice and discuss patterns and relationships.</p> <p>Identify and use the correct technical subject specific vocabulary in group and individual discussions.</p> <p>Ask and answer a range of mathematical questions.</p> <p>Explain and justify own knowledge with some detail.</p> <p>Record different methods using a variety of formats.</p> <p>Use own ideas to create own records.</p> <p>Sort and classify giving reasons for choices.</p> <p>Make comparisons.</p> <p>Identify the need for and use equipment correctly.</p> <p>Speaking and Listening</p> <p>Listening and understanding - Ask questions to show active listening.</p> <p>Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.</p> <p>Social interaction - Understand the need to talk in a different way to different people</p> <p>Social interaction - Sometimes take on the role of leader.</p> <p>Creativity - Develop a story from a starting point.</p> <p>Vocabulary - Use words from one experience to link to other experiences.</p> <p>NB: See weekly planning for stem sentences and vocabulary.</p>
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YELLOW STARS & RED TRIANGLES & BLUE CIRCLES

Week
8

EMC
YELLOW
STARS & RED
TRIANGLES

21.10.24-
25.10.24

Assessment
Week

25.10.24 -
INSET Day

Count to 100
forwards and
backwards from
0.

BLUE CIRCLES
Count to 20
forwards & one
less.

Starter

See separate
planning slides
for daily
starters.

Assessment Week
&

Geometry - Shape: Small steps

Sort 2D shapes

Count faces on 3D shapes

Count edges on 3D shapes

Count vertices on 3D shapes

Sort 3D shapes

Make patterns with 2D and 3D shapes

Geometry - Shape: Learning objectives.

Know and describe properties of 3D shapes, including the number of edges, vertices and faces.
In 2D shapes, identify, describe and compare symmetry in a vertical line and the number of sides.
Describe and compare similarities and differences of 2D and 3D shape using their properties.
Order and arrange combinations of mathematical objects in patterns and sequences.

Working mathematically

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.

Make mathematical observations.

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.

Explain and justify own knowledge with some detail.

Record different methods using a variety of formats.

Use own ideas to create own records.

Sort and classify giving reasons for choices.

Make comparisons.

Identify the need for and use equipment correctly.

Show fluency.
Show varied fluency.
Show reasoning and problem solving skills.

Speaking and Listening

Listening and understanding - Ask questions to show active listening.

Speaking and presenting - Use gesture, intonation and expression to aid meaning in stories, poems, NF, questioning.

Social interaction - Understand the need to talk in a different way to different people

Social interaction - Sometimes take on the role of leader.

Creativity - Develop a story from a starting point.

Vocabulary - Use words from one experience to link to other experiences.

NB: See weekly planning for stem sentences and vocabulary.