

STARDUST CLASS. Year 1/2. Mathematics medium term planning with differentiation. Autumn A 2025/2026

Whole school theme: Celebrating Differences. TFW story: Beegu and Pig the pug.

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

Week	Staters	YELLOW Group (EX1/WT2)	Green Group (W1) and Blue Group(ELGS)
<p>Week 1 w/c 1st September</p>	<p>EMC: Count forwards to 50 from 0</p> <p>STARTER: Read numbers in words to 10/20.</p>	<p><u>Settling in week and theme week. -Reading for pleasure.</u> <u>See separate planning.</u> <u>Year 2</u></p> <p>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.</p> <p><u>Speaking and Listening</u></p>	<p><u>Settling in week and theme week. -Reading for pleasure.</u> <u>See separate planning.</u> <u>Year 1</u></p> <p><u>Counting and number formation.</u> Practising number formation. Count forwards from 0 Read numbers in numerals Write numbers in numerals</p> <p><u>Speaking and Listening</u></p>
<p>Week 2 w/c 8th September</p>	<p>EMC: Count forwards to 50 from 0</p> <p>STARTER: Read numbers in words to 10/20.</p>	<p><u>Theme week. -Celebrating Differences.</u> <u>See separate planning.</u> <u>Year 1 and Year 2</u></p> <p><u>Geometry</u> EYFS:</p> <p>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>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><u>Year 1</u></p> <p>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><u>Year 2</u></p> <p>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)</p> <p><u>Speaking and Listening-</u></p> <p>Creativity- Show creativity and imagination in role-play, small world play etc. Social interaction -Converse with peers asking and answering questions. Listening and understanding. Answer different types of questions appropriately. Vocabulary - Add description to words and use within sentences.</p>	

<p>Week 3 w/c 15th September</p>	<p>EMC: Count forwards to 50 from 0</p> <p>STARTER: Read numbers in words to 10/20.</p>	<p><u>Speaking and Listening</u></p> <p><u>Year 1:</u> Place value within 10 Identify and represent numbers, including using number lines Write numbers in words (phonetically plausible) Read numbers in words.</p> <p><u>Year 2:</u> Number: Place Value to 20. 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</p> <p><u>Small steps</u> Sort objects Count objects Represent objects Count objects from a larger group Compare groups by matching. Recognise numbers as words.</p> <p><u>Speaking and Listening</u></p>
<p>Week 4 w/c 22nd September</p>	<p>EMC: Count backwards from any given number.</p> <p>STARTER: Read numbers in words to 10/20.</p>	<p><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'</p> <p><u>Year 2:</u> Number: Place Value to 20. 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</p> <p><u>Small steps</u> Count on from any number. 1 more 1 less Fewer more same Less than, greater than, equal to.</p>

		<p>Order objects and numbers Number line</p> <p><u>Speaking and Listening</u></p>
<p>Week 5 w/c 29th September</p>	<p>EMC: Count backwards from any given number.</p> <p>STARTER: Read numbers in words to 10.</p>	<p><u>Year 1:</u> Number: Addition and Subtraction (within 10) <u>Addition to 10</u> Represent and use number bonds</p> <p><u>Year 2:</u> Number: Addition and Subtraction. WT2 Recall and use number bonds to 20. Add a 2 digit number and a 1 digit number concrete. Add a 2 digit number and a 10s Concrete Add two 2 digit numbers concrete Add three 1 digit numbers concrete</p> <p>Use reasoning about numbers and relationships for addition (To solve more complex problems e.g. missing number problems.)</p> <p><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 <u>Speaking and Listening</u></p>
<p>Week 6 w/c 6th October</p>	<p>EMC: Count backwards from any given number.</p> <p>STARTER: Read numbers in words to 10.</p>	<p><u>Year 1:</u> Number: Addition and Subtraction (within 10) <u>Addition to 10</u> Represent and use number bonds to 10.</p> <p><u>Year 2:</u> Number: Addition and Subtraction. WT2 Recall and use number bonds to 20. Add a 2 digit number and a 1 digit number concrete. Add a 2 digit number and a 10s Concrete Add two 2 digit numbers concrete</p>

		<p style="text-align: center;">Add three 1 digit numbers concrete</p> <p style="text-align: center;">Use reasoning about numbers and relationships for addition (To solve more complex problems e.g. missing number problems.)</p> <p style="text-align: center;"><u>Small steps</u> Addition add together Addition add more Addition problems</p> <p style="text-align: center;"><u>Speaking and Listening</u></p>
<p>Week 7</p> <p>w/c 13th October</p>	<p><u>EMC:</u> Count backwards from any given number.</p> <p><u>STARTER:</u> Read numbers in words to 10.</p>	<p style="text-align: center;"><u>Parents day 17th October:</u></p> <p style="text-align: center;"><u>Year 1:</u> Number: Addition and Subtraction (within 10) <u>Subtraction within 10</u> Use related subtraction facts Subtract two single digit numbers</p> <p style="text-align: center;"><u>Year 2:</u> Number: Addition and Subtraction. WT2 Recall and use number bonds to 20. Add a 2 digit number and a 1 digit number concrete. Add a 2 digit number and a 10s Concrete Add two 2 digit numbers concrete Add three 1 digit numbers concrete</p> <p style="text-align: center;">Use reasoning about numbers and relationships for addition (To solve more complex problems e.g. missing number problems.)</p> <p style="text-align: center;"><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.</p> <p style="text-align: center;"><u>Speaking and Listening</u></p>

Week 8
w/c 20th
October

Assessment week
Consolidation
Year 1+2
Geometry and Addition and subtraction.