



Percy Park Keepers Year 1
Mathematics Medium term planning with differentiation.
Spring B 2025 2026

Activities and groups adapted as necessary following ongoing formative assessments.

<u>Week</u>	<u>Starters</u>	<u>Autumn</u>	<u>Winter</u>	<u>Spring</u>
		Target EX1	Target: EX1	Target: WT1/EX1
		All below to be done with adult keeping chn on task. Using concrete apparatus initially, then pictorial representations and finally moving to mentally and independently.	All below to be done with adult keeping chn on task. Using concrete apparatus initially, then pictorial representations and finally moving to mentally and independently.	All below to be done with support as necessary. Initially, using concrete apparatus, then moving to pictorial representations.

1 23.02- 27.02	Counting to 50 in 2s Number formation on white boards. White Rose daily starter.	<p><u>Place Value within 50</u></p> <p>Count forward from zero - to 50 Count backward from any given number - to 50 Read numbers in numerals - to 50 Write numbers in numerals - to 50 Read numbers in words - to 50 Write numbers in words - to 50 Recognise two digit numbers as tens and ones - to 50 Identify and represent numbers - to 50 - concrete, pictorial, abstract Use the language more than, less, than etc - to 50 Identify one more and one less than - to 50</p> <p style="color: green;"><u>Small steps</u></p> <p>Count from 20 to 50 20, 30, 40 and 50 Count by making groups of 10 Groups of tens and ones</p>		
-----------------------------	--	--	--	--

<p>2 02.03- 06.03</p>	<p>Counting to 50 in 2s. Number formation on white boards. White Rose daily starter.</p>	<p style="text-align: center;"><u>Place Value within 50</u> Count forward from zero - to 50 Count backward from any given number - to 50 Read numbers in numerals - to 50 Write numbers in numerals - to 50 Read numbers in words - to 50 Write numbers in words - to 50 Recognise two digit numbers as tens and ones - to 50 Identfy and represent numbers - to 50 - concrete, pictorial, abstract Use the language more than, less, than etc - to 50 Identify one more and one less than - to 50 Small steps Partition into tens and ones The number line to 50 Estimate on a number line to 50 1 more 1 less</p>
--------------------------------------	--	--

<p>3 09.03- 13.03</p>	<p>Counting to 50 in 5s Number formation on white boards. White Rose daily starter.</p>	<p style="text-align: center;"><u>Multiplication and Division</u> Odd and even numbers Count in multiples of 2 - to 100 Count in multiples of 5 - to 100 Count in multiples of 10 - to 100 Solve one step problems involving multiplication - concrete - pictorially Solve one step problems involving division - concrete - pictorially Small steps Count in 2s Count in 10s Count in 5s</p>
--------------------------------------	---	---

<p>4 16.03- 20.03</p>	<p>Number formation on white boards.</p> <p>White Rose daily starter</p>	<p style="text-align: center;"><u>Multiplication and Division</u></p> <p style="text-align: center;">Odd and even numbers Count in multiples of 2 - to 100 Count in multiples of 5 - to 100 Count in multiples of 10 - to 100</p> <p style="text-align: center;">Solve one step problems involving multiplication - concrete - pictorially Solve one step problems involving division - concrete - pictorially Recognise to 20 in number sequence (counting in 2s) Recognise to 100 in number sequence (counting in 5s) Recognise to 100 in number sequence (counting in 10s)</p> <p style="text-align: center;"><u>Small steps</u></p> <p style="text-align: center;">Recognise equal groups Add equal groups</p>
<p>5 23.03- 27.03</p>	<p>Counting to 100 in 10s</p> <p>Number formation on white boards.</p> <p>White Rose daily starter</p>	<p style="text-align: center;"><u>Multiplication and Division</u></p> <p style="text-align: center;">Odd and even numbers Count in multiples of 2 - to 100 Count in multiples of 5 - to 100 Count in multiples of 10 - to 100</p> <p style="text-align: center;">Solve one step problems involving multiplication - concrete - pictorially Solve one step problems involving division - concrete - pictorially Recognise to 20 in number sequence (counting in 2s) Recognise to 100 in number sequence (counting in 5s) Recognise to 100 in number sequence (counting in 10s)</p> <p style="text-align: center;"><u>Small steps</u></p> <p style="text-align: center;">Make arrays Make doubles Make equal groups</p>
<p>6 30.03- 03.04</p>	<p>Number formation on white boards.</p>	<p><u>Assessment week</u> End of Unit paper1 End of Unit paper 2</p> <p>Dot all that apply on AfL document.</p>

7		<u>No Week 7</u>
----------	--	------------------

8		<u>No week 8</u>
----------	--	------------------