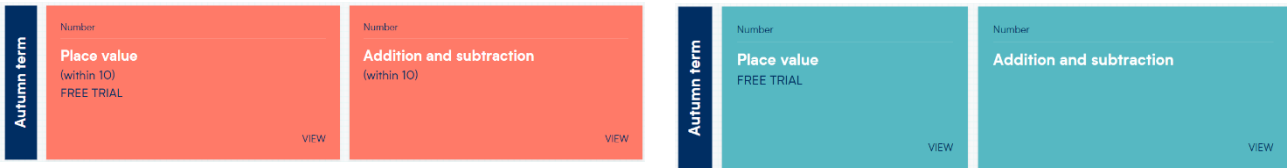


Term 1 Year 1 & 2 Planning



Unit 1 – Place Value

WEEK	Lesson	Fluency Skill / Skip Counting	Learning Objective(s)
1	1		Inset
1	2		Inset
1	3		First day - separate timetable
1	4	<p><i>Skip counting</i> - Count in 2s, 5s, 10s Knowledge that ‘double’ means the number added twice (double 8 = 8 + 8)</p> <ul style="list-style-type: none"> - Count in 3s - Count in 10s from any number - Odd and even numbers to 100 	Sort Objects
1	5	<p><i>Skip counting</i> - Count in 2s, 5s, 10s Knowledge that ‘double’ means the number added twice (double 8 = 8 + 8)</p> <ul style="list-style-type: none"> - Count in 3s - Count in 10s from any number - Odd and even numbers to 100 	Counting Objects include counting objects from bigger group.
2	6	<p><i>Skip</i> - Count in 2s, 5s, 10s Knowledge that ‘double’ means the number added twice (double 8 = 8 + 8)</p> <ul style="list-style-type: none"> - Count in 3s - Count in 10s from any number - Odd and even numbers to 100 	Represent objects
2	7	<i>Fluency – Bonds to 10 and bonds to 100</i>	Count on from any number
2	8	<p><i>Skip</i> - Count in 2s, 5s, 10s Knowledge that ‘double’ means the number added twice (double 8 = 8 + 8)</p> <ul style="list-style-type: none"> - Count in 3s - Count in 10s from any number 	One more/ One less

		- Odd and even numbers to 100	
2	9	<i>Fluency – Hide a number, what number have I hidden? How do you know?</i>	Count backwards within 10
2	10	<i>Fluency – Finding one more/ten more than a given number.</i>	Compare groups by matching
3	11	<p><i>Skip - Count in 2s, 5s, 10s</i> Knowledge that 'double' means the number added twice (double 8 = 8 + 8)</p> <ul style="list-style-type: none"> - Count in 3s - Count in 10s from any number - Odd and even numbers to 100 	<p>Recognise tens and ones (y2) Recognise tens and ones up to 50 (Y1)</p>
3	12	<i>Fluency - doubles</i>	<p>Write numbers to 100 in words (Y2) Recognise numbers as words (Y1)</p>
3	13	<p><i>Skip - Count in 2s, 5s, 10s</i> Knowledge that 'double' means the number added twice (double 8 = 8 + 8)</p> <ul style="list-style-type: none"> - Count in 3s - Count in 10s from any number - Odd and even numbers to 100 	Write numbers to 100 in expanded form.
3	14	<i>Fluency – Filling in missing numbers in part-whole models to 10 and 20.</i>	<p>Use a PV chart up to 100 (Y2) One more/ One less using PV chart (Y1)</p>
3	15	<i>Flashback – Identifying amounts of dienes. Number sentences when partitioning.</i>	<p>Partition numbers up to 100 (Y2) Fewer, More, Same (Y1)</p>
4	16	<p><i>Skip - Count in 2s, 5s, 10s</i> Knowledge that 'double' means the number added twice (double 8 = 8 + 8)</p> <ul style="list-style-type: none"> - Count in 3s - Count in 10s from any number - Odd and even numbers to 100 	<p>Flexibly partition numbers to 100 (Y2) Partition numbers to 20</p>
4	17	<i>Fluency – Bonds to 10 and 20</i>	<p>Order objects and numbers (Y2) Order objects and numbers (Y1)</p>
4	18	<p><i>Skip - Count in 2s, 5s, 10s</i> Knowledge that 'double' means the number added twice (double 8 = 8 + 8)</p> <ul style="list-style-type: none"> - Count in 3s - Count in 10s from any number 	<p>Compare objects and numbers(Y2) Compare groups by matching (Y1)</p>

		- Odd and even numbers to 100	
4	19	<i>Fluency – Bonds to 10 and 100 looking at patterns</i>	Compare numbers (Y2) Compare numbers (Y1) Greater than, less than and equal to (Y1&2)
4	20	<i>Flashback</i>	Recap numberline work (step 9, 10, 11 – Y2) The numberline (Y1)
<p>Notes on Place Value Small steps that will be covered during the fluency and skip counting process are: One more/ One less, Counting in 2s, 5s, 10s and 3s.</p>			
5	21	<p><i>SKIP</i> - Count in 2s, 5s, 10s Knowledge that ‘double’ means the number added twice (double 8 = 8 + 8)</p> <ul style="list-style-type: none"> - Count in 3s - Count in 10s from any number - Odd and even numbers to 100 	<p>Bonds to 10 (Y2) Introduce Parts and Wholes and part whole model (Y1)</p>
5	22	<p><i>Fluency</i> - Add or subtract a pair of 1-digit numbers (4 + 5; 8 – 3) Add or subtract a 1-digit number to or from 10 (addition facts +10) Add or subtract any 1-digit number to or from a 2-digit number, including bridging (28 + 5; 52 – 7)</p>	<p>Fact families – addition and subtraction bonds within 20 (Y2) Fact Families/ Write Number sentences (Y1)</p>
5	23	<p><i>Skip</i> - Count in 2s, 5s, 10s Knowledge that ‘double’ means the number added twice (double 8 = 8 + 8)</p> <ul style="list-style-type: none"> - Count in 3s - Count in 10s from any number - Odd and even numbers to 100 	<p>Related Facts (Y2) Bonds within 10(Y1)</p>
5	24	<p><i>Fluency</i> Add or subtract a pair of 1-digit numbers (4 + 5; 8 – 3) Add or subtract a 1-digit number to or from 10 (addition facts +10) Add or subtract any 1-digit number to or from a 2-digit number, including bridging (28 + 5; 52 – 7)</p>	<p>Systematic bonds within 10 (Y1) Bonds to 100 (tens) (Y2)</p>
5	25	<i>Flashback</i>	<p>Bonds to 10 (Y1) Add by making 10 (y2)</p>

6	26	<p><i>SKIP</i> - Count in 2s, 5s, 10s Knowledge that 'double' means the number added twice (double 8 = 8 + 8)</p> <ul style="list-style-type: none"> - Count in 3s - Count in 10s from any number - Odd and even numbers to 100 	<p>Add and subtract ones (Y2) Addition add together (Y1)</p>
6	27	<p><i>FLUENCY</i> - What must be added to any 2-digit number to make the next multiple of 10 (52 + __ = 60)</p>	<p>Add three one digit numbers (y2 but y1 too) Include word problems.</p>
6	28	<p><i>SKIP</i> - Count in 2s, 5s, 10s Knowledge that 'double' means the number added twice (double 8 = 8 + 8)</p> <ul style="list-style-type: none"> - Count in 3s - Count in 10s from any number - Odd and even numbers to 100 	<p>Add to the next 10 (Y2) Addition – add more (y1)</p>
6	29	<p><i>FLUENCY</i> - What must be added to any 2-digit number to make the next multiple of 10 (52 + __ = 60)</p>	<p>Subtract across 10 (Y2) Subtract – Find a part (Y1)</p>
6	30	<p><i>FLASHBACK</i></p>	<p>Subtract from a ten (Y2) Subtraction – Take away/ cross out (How many left) (Y1) – Practical</p>
7	31	<p><i>SKIP</i> - Count in 2s, 5s, 10s Knowledge that 'double' means the number added twice (double 8 = 8 + 8)</p> <ul style="list-style-type: none"> - Count in 3s - Count in 10s from any number - Odd and even numbers to 100 	<p>Subtract 1 digit from 2 digit crossing 10 (Y2) Subtraction – Take away/ cross out (How many left) (Y1) Practical</p>
7	32	<p><i>FLUENCY</i> - What must be added to any 2-digit number to make the next multiple of 10 (52 + __ = 60)</p>	<p>10 more/ 10 less (Y2) Subtraction – Take away/ cross out (How many left) (Y1) Recording using visual representation.</p>
7	33	<p><i>SKIP</i> - Count in 2s, 5s, 10s Knowledge that 'double' means the number added twice (double 8 = 8 + 8)</p> <ul style="list-style-type: none"> - Count in 3s - Count in 10s from any number 	<p>Add and subtract 10s (Y2) Use numberlines and dienes to support. Subtraction on a numberline (Y1)</p>

		- Odd and even numbers to 100	
7	34	<i>FLUENCY</i> - What must be added to any 2-digit number to make the next multiple of 10 ($52 + _ = 60$)	Add two 2 digit numbers (not crossing 10) (Y2) Add and subtract 1 or 2 (Y1)
7	35	<i>FLASHBACK</i>	Add and subtract 2 digit numbers (crossing 10) (Y2) Add and subtract 1 or 2 (Y1)
Week 8 - International Week			