

Numeracy Medium Term Plan – Autumn 2

Sequence of learning 1 (Week 1 and 2)	Focus: Number/Measurement/Geometry/Stats	Theme: money, counting and ordering, place value, addition, subtraction, 2d and 3d shape etc.	Outcome: Chn will be able to recognise, name and describe the properties of common 2D and 3D shapes.
ORAL/MENTAL OBJECTIVES: <ul style="list-style-type: none"> To identify one more or one less than a given number. 	NUMBER/MEASUREMENT/GEOMETRY/STATS OBJECTIVES: To recognise and name common 2D and 3D shapes.		KEY VOCAB TO BE USED: Side, corner, edge, vertices, face, flat, solid, rectangle, square, circle, triangle, pentagon, hexagon, cuboid, sphere, pyramid, cube.
ORAL/MENTAL SUCCESS CRITERIA: <ul style="list-style-type: none"> I can say one more than a given number. I can say one less than a given number. 	NUMBER/MEASUREMENT/GEOMETRY/STATS SUCCESS CRITERIA: <ul style="list-style-type: none"> I can recognise and name common 2D shapes e.g. square, rectangle, triangle, circle. I can recognise and name common 3D shapes e.g. cube, cuboid, sphere, pyramid. I can describe the properties of some common 2D shapes using appropriate vocabulary (number of sides, straight or curved edges, number of corners). I can describe the properties of some common 3D shapes using appropriate vocabulary (number of edges, straight or curved edges, number of vertices, number and shape of faces). 		TOPIC LINKS: What shape are the windows in The Three Bear’s cottage? Can you build a 3D shape toy for baby bear?
Sequence of learning 2 (Week 3 and 4)	Focus: Number/Measurement/Geometry/Stats	Theme: money, counting and ordering, place value, addition, subtraction, multiplication, 2d shape etc.	Outcome: children will be able to read and write numbers to 20 and identify and represent numbers to 20 using objects and pictorial representations.
ORAL/MENTAL OBJECTIVES: <ul style="list-style-type: none"> To count to 20 forwards and backwards from any given number. 	NUMBER/MEASUREMENT/GEOMETRY/STATS OBJECTIVES: To count, read and write numbers to 20 in words and numerals. To identify and represent numbers using objects and pictorial representations.		KEY VOCAB TO BE USED: Number word, numerals, digit, number line, equal to, more than, less than, more, fewer, most, least.

<p>ORAL/MENTAL SUCCESS CRITERIA:</p> <ul style="list-style-type: none"> • I count up to 20 from any given number. • I can count backwards from any given number up to 20. 	<p>NUMBER/MEASUREMENT/GEOMETRY/STATS SUCCESS CRITERIA:</p> <ul style="list-style-type: none"> • I read numbers to 20 in words and numerals. • I can write number to 20 in words and numerals. • I can identify a number by counting a number of objects or looking at a pictorial representation, including a number line. • I can represent a number, up to 20, using objects or pictorial representations, including a number line. • I can use the language of: equal to, more than, less than (fewer), most and least to describe a number up to 20. 		<p>TOPIC LINKS:</p> <p>How many creatures are in the forest? Baby bear and Mummy Bear have blueberries in their porridge. How many blueberries do they each have? Who has less/more/least/most?</p>
<p>Sequence of learning 3 (Week 5, 6 and 7)</p>	<p>Focus: Number/Measurement/Geometry/Stats</p>	<p>Theme: money, counting and ordering, place value, addition, subtraction, measuring length, 2d shape etc.</p>	<p>Outcome: Chn will be able to recognise and name 2d and 3d shapes.</p>
<p>ORAL/MENTAL OBJECTIVES:</p> <ul style="list-style-type: none"> • To count in multiples of 2 and 5. 	<p>NUMBER/MEASUREMENT/GEOMETRY/STATS OBJECTIVES:</p> <p>To represent and use number bonds and related subtraction facts within 20.</p> <p>To add and subtract one and two digit numbers to 20, including zero.</p> <p>To solve one step problems and missing number problems that involve addition and subtraction.</p>		<p>KEY VOCAB TO BE USED:</p> <p>Number, numerals, digits, addition, add, count on, count up, altogether, total, equal to, subtraction, subtract, take away, less than, count back.</p>
<p>ORAL/MENTAL SUCCESS CRITERIA:</p> <ul style="list-style-type: none"> • I can count in multiples of twos. • I can count in multiples of fives. 	<p>NUMBER/MEASUREMENT/GEOMETRY/STATS SUCCESS CRITERIA:</p> <ul style="list-style-type: none"> • I can represent and use number bonds within 20. • I can represent and use related subtraction facts within 20. • I can add and subtract 1 digit numbers to and from 20, including zero. • I can add and subtract 2 digit numbers to and from 20. • I can solve one step problems and missing number problems using concrete objects and pictorial representations. 		<p>TOPIC LINKS:</p> <p>The 3 bears invite 12 squirrels and 4 rabbits for breakfast. How many animals have come for breakfast? Mummy Bear cooks 20 pancakes. If Baby bear eats 13 of the pancakes how many are left?</p>

Evaluation of sequence of learning 1:

Evaluation of sequence of learning 2:

Evaluation of sequence of learning 3: