

Numeracy Medium Term Plan

Sequence of learning 1 (Weeks 1,2,3)	Focus: Number	Theme: Numbers to 10.	Outcome:
ORAL/MENTAL OBJECTIVES: <ul style="list-style-type: none"> Count to ten, forwards and backwards and from any given number. 	NUMBER OBJECTIVES: LO: To understand and represent numbers to 10. LO: Given a number, identify one more and one less. To count to ten, forwards, backwards and across numbers, recognising numeral order. LO: count, read and write numbers to 10 in numerals and words To identify numbers to 10 in both numeral and written form and spell written forms correctly. LO: Identify and represent numbers to 10 using different language and apparatus. To use a number line with confidence. To recognise numbers which are more and less than other numbers within 10.		KEY VOCAB TO BE USED: Count Forwards Backwards More Less equal to number line most least.
ORAL/MENTAL SUCCESS CRITERIA: <ul style="list-style-type: none"> Count in multiples of 2s. 	NUMBER SUCCESS CRITERIA: I can count reliably to 10. I can count within 10 from any given number. I can identify one more and one less from any number within 10. I can recognise written words for numbers to 10. I can write words numbers to 10. I can use objects to represent numbers to 10. I can use a number line to 10. I can say which numbers are more than or less than other numbers within 10.		TOPIC LINKS: Literacy book - "Not now Bernard" using monster number cards, monsters eating missing numbers, etc.
Sequence of learning 2 (Weeks 4,5,6)	Focus: Number	Theme: Number bonds to 10.	Outcome:
ORAL/MENTAL OBJECTIVES:	NUMBER OBJECTIVES:		KEY VOCAB TO BE USED: Number sentence

	<p>LO: To represent and use number bonds to 10. To use number bonds to 10.</p> <p>LO: Read, write & interpret mathematical statements involving -, + and = signs. To read and answer addition and subtraction number sentences.</p> <p>LO: Solve one-step problems that involve addition & subtraction, using concrete objects & pictorial representations, and missing number problems. To solve addition / subtraction word problems. (focus on whichever operation chi were struggling with in previous learning sequence).</p>	<p>Equals Total Altogether Subtract Take away Add Word problem</p>	
ORAL/MENTAL SUCCESS CRITERIA:	<p>NUMBER SUCCESS CRITERIA:</p> <p>I know what a number bond is. I can use numicon to show different number bonds to 10. I can say my number bonds to 10.</p> <p>I can read and answer an addition number sentence. I can write an addition number sentence.</p> <p>I can read and answer a subtraction number sentence. I can write a subtraction number sentence.</p> <p>I can solve a word problem.</p>	TOPIC LINKS:	
Sequence of learning 3 (Week 7)	Focus: Geometry	Theme: 2D and 3D shape	Outcome:
ORAL/MENTAL OBJECTIVES: To name common 2D and 3D shapes.	<p>STATS OBJECTIVES:</p> <ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] <p>To recognise the difference between 2D and 3D shapes. To identify and name common shapes.</p>	<p>KEY VOCAB TO BE USED:</p> <p>2D 3D Square Rectangle Circle Triangle Cuboid Cube</p>	

		Pyramid Sphere
ORAL/MENTAL SUCCESS CRITERIA: I can name 2D and 3D shapes.	STATS SUCCESS CRITERIA: I can name and identify all common 2D shapes from images. I can name and identify all common 3D shapes from images.	TOPIC LINKS: