

Numeracy Medium Term Plan – Autumn 2

Sequence of learning 1 Numbers to 100.	Focus: Number/Measurement/Geometry/Stats	Theme: money, counting and ordering, place value, addition, 2d shape etc.	Outcome: Chn will be able to read and write numbers to 100 in numerals and words, compare and order numbers and recognise the place value of each digit.
ORAL/MENTAL OBJECTIVES: To give one more and one less than any given number. To say ten more and ten less than any given number.	NUMBER/MEASUREMENT?GEOMETRY/STATS OBJECTIVES: To recognise place value of numbers to 100 (tens, ones). To partition numbers in a range of ways.		KEY VOCAB TO BE USED: place value, one digit, two digit, hundreds, tens, ones. number, digit.
ORAL/MENTAL SUCCESS CRITERIA: I can mentally give one more than any 2 digit number. I can mentally give one less than any 2 digit number. I can mentally give ten more than any 2 digit number. I can mentally give ten less than any 2 digit number. I can begin to apply these mental skills to 3 digit numbers.	NUMBER/MEASUREMENT/GEOMETRY/STATS SUCCESS CRITERIA: I can read and partition 2 and 3 digit numbers using standard partitioning. I can partition 2 digit numbers using non-standard partitioning with resources to support. I can begin to mentally partition 2 digit numbers using non-standard partitioning.		TOPIC LINKS:
Sequence of learning 2	Focus: Number/Measurement/Geometry/Stats	Theme: number bonds and fact families	Outcome:
ORAL/MENTAL OBJECTIVES:	NUMBER/MEASUREMENT?GEOMETRY/STATS OBJECTIVES:		KEY VOCAB TO BE USED:

<p>Recall all number bonds to 10 mentally. Recap and recall number bonds to 20 mentally.</p>	<p>To recall and use addition and subtraction facts to 10 fluently.</p> <p>To recall and use addition and subtraction facts to 20 fluently.</p> <p>To explore bonds of numbers within 10 and 20.</p> <p>To use number bonds knowledge to understand related facts to 100.</p>		<p>number bond,</p>
<p>ORAL/MENTAL SUCCESS CRITERIA:</p> <p>I can say the number bonds to 10.</p> <p>I can say the number bonds to 20.</p>	<p>NUMBER/MEASUREMENT/GEOMETRY/STATS SUCCESS CRITERIA:</p> <p>I can mentally recall number bonds to 10.</p> <p>I can mentally recall number bonds to 20.</p> <p>I can mentally recall number bonds to 100.</p> <p>I can explore number bonds within 10 (e.g. bonds of 7) to prepare for 2 digit addition and subtraction.</p>		<p>TOPIC LINKS:</p>
<p>Sequence of learning 3</p>	<p>Focus: Number/Measurement/Geometry/Stats</p>	<p>Theme: money, counting and ordering, place value, addition, subtraction, 2d shape etc.</p>	<p>Outcome:</p> <p>Chn will be able to solve add and subtract 2-digit numbers and recall addition and subtraction facts.</p> <p>Chn will be able to solve addition and subtraction problems within 100 using developing methods (number lines, concrete objects such as diennes, 100 squares, mental methods).</p> <p>Chn will be able to solve addition and subtraction word problems, selecting resources for support (number lines, concrete objects such as diennes, 100 squares, mental methods).</p>
<p>ORAL/MENTAL OBJECTIVES:</p>	<p>NUMBER/MEASUREMENT/GEOMETRY/STATS OBJECTIVES:</p> <p>To show addition is commutative (can be done in any order) but subtraction cannot.</p> <p>To add and subtract using pictorial representation and mentally</p>		<p>KEY VOCAB TO BE USED:</p> <p>add, subtract, addition, subtraction, take away, equal to, solve, equals, count on, count back, difference, total, word problem, missing number problem.</p>

	<p>including: a two-digit and single digit number. a two-digit number and tens. two two-digit numbers. three one digit-numbers.</p> <p>To solve addition word problems. To solve subtraction word problems. To understand the inverse relationship between addition and subtraction and use this knowledge to check calculations. To use the knowledge of inverse to solve missing number problems.</p>	
<p>ORAL/MENTAL SUCCESS CRITERIA:</p>	<p>NUMBER/MEASUREMENT/GEOMETRY/STATS SUCCESS CRITERIA:</p> <p>I can add multiples of ten to any given 2 digit number. I can subtract multiples of ten to any given 2 digit number.</p> <p>I can use practical resources (base ten/place value counters) to add two 2-digit numbers. I can use practical resources (base ten/place value counters) to subtract two 2-digit numbers. I can begin to record my additions and subtractions on an empty number line. I understand the commutative rule (addition can be done in any order but subtraction cannot).</p> <p>I can solve addition word problems. I can solve subtraction word problems. I understand what inverse means. I can use my understanding of inverse to check calculations are correct. I can use my understanding of inverse to solve missing number problems.</p>	<p>TOPIC LINKS:</p> <p>Word problems linked to Christmas presents – giving and sharing out amongst children etc.</p> <p>Modelling addition on IWB https://www-k6.thinkcentral.com/content/hsp/math/hspmath/na/gr3-5/itools_intermediate_9780547274058_/basetenblocks.html</p>

Evaluation of sequence of learning 1:

Evaluation of sequence of learning 2:

Evaluation of sequence of learning 3: