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| Term 1 | Week: 7 | | **Maths Weekly Planning Sheet - Addition & Subtraction** | | | | | | |
| **Achievement Objectives** | | | | | | | | | |
| **Level 1** | | | | | | **Level 2** | | | |
| **Year 1**  **Level 1 – Emergent – Stage 1 & 2** | | | | **Year 2**  **Level 1 – Stage 3 & 4** | | **Year 3 & 4**  **Level 2 – Stage 4 & 5 AC - EA** | | **Extension**  **Level 3 – Stage 5 & 6 EA - AA** | |
| ***Number Strategies -***  *Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions*  ***Number Knowledge*** *- Know the forward and backward counting sequences of whole numbers to 100. Know the groupings with five, within ten, and with ten.* | | | | | | ***Number Strategies -***  *Use simple additive strategies with whole numbers and fractions*  ***Number Knowledge*** *- Know forward and backward counting sequences with whole numbers to at least 1000.*  *Know the basic addition and subtraction facts.*  *Know how many ones, tens, and hundreds are in whole numbers to at least 1000.* | | | |
| **Stage 1 – 3**  **Knowledge**   * Identify numbers in the range 0–20, at least. * Say the forward and backward number word sequences in the range 0–20, at least. * Order numbers in the range 0–20, at least. * Instantly recognise patterns to ten (doubles and five based), including finger and tens frame patterns. * Recall facts within five and doubles to ten.   **Strategies**   * Adding & subtracting facts to 5 using materials or by imaging. * Adding & subtracting facts using 5 as one of the addends using materials or by imaging. * Adding & subtracting facts to 10 using materials or by imaging. * Identifying words & numbers to 20 | | | | **Stage 3 – 4**  **Knowledge**   * Identify all of the numbers in the range 0– 100 at least. * Say the forwards and backwards number word sequences in the range 0– 100, at least, connecting that the result of adding or taking one more/less * Order numbers in the range 0–100, at least. * Recall the facts to ten, and the teen facts, e.g. 3 + 7 = 10, 10 - 6 = 4, 10 + 8 = 18 * Recall the doubles to 20, e.g. 7 + 7 = 14.   **Strategies**   * Add by counting on in ones from the biggest number * Subtract by counting back in ones. * Group & count in 10’s. * Groups of ten can be added and subtracted by using simple addition facts * Addition is commutative, so the order of the numbers can be rearranged to make counting on easier * Add & subtract 10’s to 100 | | **Stage 4 – 5 AC - EA**  **Knowledge**   * Identify & order all of the numbers in the range 0-1000 * Say the forwards and backwards number word sequences by ones, tens, and hundreds in the range 0-1000. Say the number 1, 10, or 100 more or less than a given number in the range 0-1000. * Recall the number of tens and hundreds in centuries and thousands. * Record the results of addition calculations, using equations and diagrams. * Recall groupings within 100, e.g. 49 and 51 * Recall addition and subtraction facts to 20   **Strategies**   * Numbers can be rearranged and combined to make ten * Addition is associative, so addends can be regrouped to solve a problem more efficiently. * Addition and subtraction problems can be solved by partitioning one of the numbers to go up or back through ten * Change unknown problems can be solved by using place value knowledge of tens and ones or by partitioning through tens. * 16 + ☐ = 25 67- ☐ = 21 * Knowledge of doubles can be used to work out problems close to a double. * The equals sign represents balance. | | **Stage 5 – 6 EA – AA**  **Knowledge**   * Identify all of the numbers in the range 0 - 1 000 000. * Say the forwards and backwards whole number word sequences by ones, tens, hundreds, and thousands in the range 0 – 1 000 000, including finding numbers that are 10, 100, and 1 000 more or less than a given number * Recall groupings within 1000, e.g., 240 + 760. * Record the results of mental calculation using addition and subtraction equations and diagrams * Recall how many tens and hundreds there are in four digit numbers. * Round whole numbers to the nearest ten, hundred, or thousand   **Strategies**   * using a number line to solve change unknown problems * 10 tens make one hundred and 10 hundreds make one thousand * Solve addition and subtraction problems using place value * Solve addition and subtraction problems by using rounding and compensating * Addition and subtraction are inversely related | |
| **Vocabulary – Emergent** | | | | | **Vocabulary – Level 1,2,3** | | **Games** | | |
| *Add, addition, after, answer, backwards, before, between, bigger, biggest, double, equals, estimate, even, forwards, greater, is equal to, less than, minus, more then, number name, numerals, plus, problem, smaller, smallest, subtract, take away* | | | | | **Emergent words** + *objects, odd, plus, problem, solve, ten, whole* | | Loopy, Bingo, Bingo, 21 | | |
| **Group** | | **Monday** | | | **Tuesday** | **Wednesday** | **Thursday** | | **Friday** |
| **Maintenance** | | **Mon** – Against the Clock | | | **Tues** – 10/20 Quick Q | **Wed –** | **Thurs -** 21 | | **Fri –** |
|  | | **T1** | | | **Practice –** |  | **T1** | |  |
|  | | **Practice – T2** | | | **Practice** |  | **Practice** | |  |
|  | | **Practice** | | | **Practice - T2** |  | **Games – Loopy** | |  |
|  | |  | | | **T1** |  |  | |  |