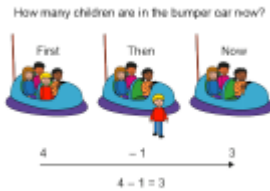
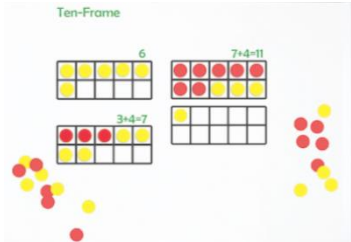
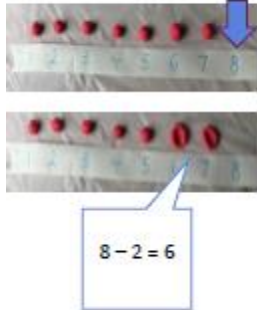


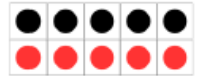
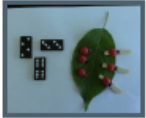
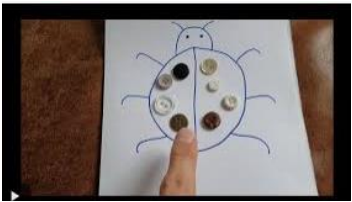



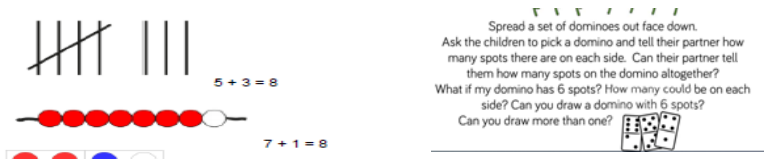



Captain Webb Primary School medium term plan. Twenty Plenty.

Year R

Summer 1	Strand	Number of weeks	Key knowledge (from the Birth to 5)	Learning intentions	Resources and methods (Calculation policy)
	Calculating Addition  (continued)	1	<p>Knows how to use the vocabulary involved in addition.</p> <p>Knows how to explore and work out mathematical problems, using signs and strategies with support.</p> <p>Knows when something is always true.</p> <p>Knows how to compare quantities to 10 in different contexts recognising when one quantity is greater than, less than or the same as another quantity.</p>	<p>I know to count on to make a total.</p> <p>I understand that when I am adding my number will be more.</p> <p>I know a first, then now addition story of my own.</p>	
	Calculating subtraction	1	<p>Knows how to use the vocabulary involved in subtraction.</p> <p>Know how to explore and work out mathematical</p>	<p>To explore and work out mathematical subtraction problems</p> <p>I know to count back to take away.</p>	

			<p>problems, using signs and strategies with support.</p> <p>Knows when something is always true.</p> <p>Knows how to compare quantities to 10 in different contexts recognising when one quantity is greater than, less than or the same as another quantity.</p>	<p>I understand that when I am subtracting my number will be less</p>	<div>  <p>How many children are in the bumper car now?</p> <p>First Then Now</p> <p>4 - 1 = 3</p> </div> <div>  <p>Ten-Frame</p> <p>6</p> <p>7+4=11</p> <p>3+4=7</p> </div> <div> <p>Teaching children to count back Subtraction squish game for show me.</p>  <p>8 - 2 = 6</p> </div>
	Doubling	1	<p>Explore and represent patterns within numbers up to 10, including double facts.</p>	<p>I know how to recall double facts up to 5 + 5</p>	<div>  <p>5 + 5 = 10</p> </div> <div>   </div> <div>  </div> <div>  </div>
	Halving	1	<p>To explore and represent patterns within numbers up to 10 and how quantities can be distributed equally.</p> <p>To know and understand quality and inequality.</p>	<p>I know how to share an amount fairly.</p> <p>I understand that sharing means it is equal.</p> <p>I know how to share a small quantity equally.</p> <p>I know how to arrange small quantities into equal groups.</p>	

	Estimation	1	<p>To know how to explore and work out mathematical problems, using signs and strategies with support.</p>	<p>I know how to combine two groups to find the total.</p> <p>I know how to count on to find out how many.</p> <p>I know my marks will show my thinking.</p>	 <p>5 + 3 = 8</p> <p>7 + 1 = 8</p> <p>Spread a set of dominoes out face down. Ask the children to pick a domino and tell their partner how many spots there are on each side. Can their partner tell them how many spots on the domino altogether? What if my domino has 6 spots? How many could be on each side? Can you draw a domino with 6 spots? Can you draw more than one?</p> <p>Provide pictures or small world scenes which provide opportunities for combining 2 groups.</p>  <p>What can you see in the picture? How many big fish can you see? How many small fish? How many fish altogether? I spy a group of 3 and a group of 2. What am I looking at?</p>
	Shape, space and measure	CI	<p>To use my own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.</p> <p>To know terms such as longer, shorter, heavier, lighter and can use them in my problem solving.</p>	<p>I know which blocks to use for my construction.</p> <p>I know how to solve problems, visualising which blocks I need for my creation.</p> <p>I know the terms long and short, heavier and lighter.</p>	