

**TERM: Spring 1**

**YEAR:2**

WEEK 1	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
<p>Number</p> <p>Money</p>	<ul style="list-style-type: none"> <li>Count money - pence</li> <li>Count money - pounds (notes and coins)</li> <li>Count money - pounds and pence</li> <li>Choose notes and coins</li> <li>Make the same amount</li> </ul>	<p><i>Using materials and a range of representations, pupils practice money problems and fluency solving a variety of related problems to develop fluency. <b>They should recognise the different amounts and</b></i></p> <p><i>As they become more confident with numbers up to 100 within money. They should be introduced to larger numbers to develop further their recognition of patterns within the number system and represent them in different ways, including spatial representations.</i></p> <p><i>They become fluent and apply their knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in two-digit numbers.</i></p> <p><i>They begin to understand zero as a place holder.</i></p> <p><i>(Conceptual understanding can taught through place value exchange games using Base 10 apparatus)</i></p> <p>NRICH: <a href="#">Five Coins</a> **</p> <p>NRICH: <a href="#">Money Bags</a> **</p> <p>NRICH: <a href="#">The Puzzling Sweet Shop</a> **</p> <p>NRICH: <a href="#">What's the Time?</a> *</p> <p>NRICH: <a href="#">Stop the Clock</a> ***</p> <p><b>Mathematical Challenges for the More Able:</b> Monster-16</p>

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WEEK 2	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Statistics	<ul style="list-style-type: none"><li>• Compare amounts of money</li><li>• Calculate with money</li><li>• Make a pound</li><li>• Find change</li><li>• Two-step problems</li></ul>	<p><i>Pupils become fluent in counting and recognising coins. They read and say amounts of money confidently and Pupils become fluent in counting and recognising coins. They read and say amounts of money confidently and use the symbols £ and p accurately, recording pounds and pence separately.</i></p> <p><i>Pupils should learn to connect the 5 multiplication table to the divisions on a clock face.</i></p> <p><i>They become fluent and telling the time on analogue clocks and recording it.</i></p> <p>NRICH: <a href="#">Five Coins</a> **</p> <p>NRICH: <a href="#">Money Bags</a> **</p> <p>NRICH: <a href="#">The Puzzling Sweet Shop</a> **</p> <p>NRICH: <a href="#">What's the Time?</a> *</p> <p>NRICH: <a href="#">Stop the Clock</a> ***</p> <p><b>Mathematical Challenges for the More Able:</b> Monster-16</p>

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WEEK 3	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Number  Addition	<p>Recognise equal groups</p> <p>Make equal groups</p> <p>Add equal groups</p> <p>Introduce the multiplication symbol</p>	<p><i>Children are introduced to equal groups. Explain that the = sign means 'the same as' and is balanced on either side.</i></p> <p><i>Pupils are introduced to the multiplication tables. They practice to become fluent in the 2, 5, 10 multiplication tables and connect them to each other.</i></p> <p><i>They connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face. They begin to use other multiplication tables and recall multiplication facts, including using related written and mental calculations.</i></p> <p>NRICH: <a href="#">Ordering Cards</a> *</p> <p>NRICH: <a href="#">Which Symbol?</a> *</p> <p>NRICH: <a href="#">I'm Eight</a> *</p> <p>NRICH: <a href="#">Odd Times Even</a> ***</p> <p>NRICH: <a href="#">Two Numbers Under the Microscope</a> **</p> <p>NRICH: <a href="#">Even and Odd</a> *</p> <p>NRICH: <a href="#">Ring a Ring of Numbers</a> *</p> <p>NRICH: <a href="#">More Numbers in the Ring</a> ***</p> <p>NRICH: <a href="#">How Odd</a> **</p> <p>NRICH: <a href="#">Doing and Undoing</a> *</p> <p>NRICH: <a href="#">Clapping Times</a></p> <p><b>Mathematical Challenges for the More Able:</b>            Number Lines-11            Cross Road- 17</p>

WEEKS 4 & 5	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Number	<ul style="list-style-type: none"> <li>• Multiplication sentences</li> <li>• Use arrays</li> </ul>	<p><i>Pupils use a variety of language to describe multiplication and division.</i></p>

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WEEKS 4 & 5	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Multiplication and Division	<ul style="list-style-type: none"> <li>• Make equal groups - grouping</li> <li>• Make equal groups - sharing</li> <li>• The 2 times-table</li> <li>• Divide by 2</li> <li>• Doubling and halving</li> <li>• Odd and even numbers</li> </ul>	<p><i>Pupils are introduced to the multiplication tables. They practice to become fluent in the 2, 5, 10 multiplication tables and connect them to each other.</i></p> <p><i>They connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face. They begin to use other multiplication tables and recall multiplication facts, including using related written and mental calculations.</i></p> <p><i>Pupils work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities.</i></p> <p><i>They use commutativity and inverse relations to develop multiplicative reasoning (for example, <math>4 \times 5 = 20</math> and <math>20 \div 5 = 4</math>)</i></p> <p>NRICH: <a href="#">Ordering Cards</a> *</p> <p>NRICH: <a href="#">Which Symbol?</a> *</p> <p>NRICH: <a href="#">I'm Eight</a> *</p> <p>NRICH: <a href="#">Odd Times Even</a> ***</p> <p>NRICH: <a href="#">Two Numbers Under the Microscope</a> **</p> <p>NRICH: <a href="#">Even and Odd</a> *</p> <p>NRICH: <a href="#">Ring a Ring of Numbers</a> *</p> <p>NRICH: <a href="#">More Numbers in the Ring</a> ***</p> <p>NRICH: <a href="#">How Odd</a> **</p> <p>NRICH: <a href="#">Doing and Undoing</a> *</p> <p>NRICH: <a href="#">Clapping Times</a> *</p> <p><b>Mathematical Challenges for the More Able:</b>  Ones and twos-20  Birthdays-21  At the Toy Shop-23</p> <p><b>Real Life:</b>  Use examples in the classroom-number of children sitting at each table, number of pencils in a packet etc</p>

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WEEKS 4 & 5	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
		Link to shopping- how many apples in a packet, eggs in a box etc.