TERM: Spring 2 **YEAR: 2**

WEEK 1	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Number Division	• The 10 times-table • Divide by 10 • The 5 times-table • Divide by 5	*Using materials and a range of representations, pupils practice counting, reading, writing and comparing numbers to at least 100 and solving a variety of related problems to develop fluency in the 5 and 10 times table.* ***They should count in multiples of three to support their later understanding of a third.*** *As they become more confident with numbers up to 100. 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.* *Pupils should partition numbers in different ways (for example 23= 20+3 and 23= 10+13.* *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.* *They begin to understand zero as a place holder.* **NRICH:** Sort Them Out (1) * **NRICH:** Domino Sequences * **NRICH:** Domino Number Patterns ** **NRICH:** Next Domino * **NRICH:** 100 Square Jigsaw * **NRICH:** That Number Square! * **NRICH:** Snail One Hundred * **NRICH:** I Like … * **NRICH:** Light the Lights *** **NRICH:** Largest Even * **Mathematical Challenges for the More Able:** Ben's Numbers-24

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WEEK 2	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Number Length	• The 5 and 10 times-tables. • Measure in centimetres • Measure in metres • Compare lengths and heights	*Pupils extend their understanding of the language of measure to include* ***difference*** *Pupils practice measure to 20 to become increasingly fluent in deriving facts such as using 3 + 7=10; 10-7=3 and 7= 10-3 to calculate 30+7=100;100-70=30 and 70 = 100-30.* *Pupils use standard units of measurement with increasing accuracy, using their knowledge of the number system. They use the appropriate language and record using standard abbreviations.* *Comparing measures includes simple multiples such as 'half as high'; 'twice as wide'.* **NRICH:** Discuss and Choose * **NRICH:** Little Man * **NRICH:** Order, Order! * (Capacity in Summer term or week 7!) **Real Life:** Set up practical weighing activities in the classroom- Post Office etc *They check their calculations, including by adding to check subtraction and adding numbers in a different order to check addition.* **Mathematical Challenges for the More Able:** Number Lines-11

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WEEK 3	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Measure	• Order lengths and heights • Four operations with lengths and heights • Compare mass • Measure in grams	*Pupils use standard units of measurement with increasing accuracy, using their knowledge of the number system. They use the appropriate language and record using standard abbreviations.* *Comparing measures includes simple multiples such as 'half as high'; 'twice as wide'.* **NRICH:** Discuss and Choose * **NRICH:** Little Man * **NRICH:** Order, Order! * (Capacity in Summer term or week 7!) **Real Life:** Set up practical weighing activities in the classroom- Post Office etc

WEEK 4	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Measure	• Measure in kilograms • Four operations with mass • Compare volume and capacity	*Pupils use standard units of measurement with increasing accuracy, using their knowledge of the number system. They use the appropriate language and record using standard abbreviations.* *Comparing measures includes simple multiples such as 'half as high'; 'twice as wide'.* **NRICH:** Discuss and Choose * **NRICH:** Little Man * **NRICH:** Order, Order! * (Capacity in Summer term or week 7!) **Real Life:** Set up practical weighing activities in the classroom- Post Office etc

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WEEK 5	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Measurement	• Measure in millilitres • Measure in litres	*Pupils should learn to connect the 5 multiplication table to the divisions on a clock face.* *They become fluent and telling the time on analogue clocks and recording it.* **NRICH:** What's the Time? * **NRICH:** Stop the Clock ***

WEEK 6	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Measurement Mass Length	• Four operations with volume and capacity • Temperature	*Pupils use standard units of measurement with increasing accuracy, using their knowledge of the number system. They use the appropriate language and record using standard abbreviations.* *Comparing measures includes simple multiples such as 'half as high'; 'twice as wide'.* **NRICH:** Discuss and Choose * **NRICH:** Little Man * **NRICH:** Order, Order! * (Capacity in Summer term or week 7!) **Real Life:** Set up practical weighing activities in the classroom- Post Office etc