TERM: Autumn 1   YEAR: 2

WEEK 1	OBJECTIVES	NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING
Number Place Value	• Assess & review (to include ordering numbers up to 100) • Given a number, identify one more or one less. **(Yr 1 obj)** • Counting to and across 100 forward & backward. **(Yr 1 obj)** • Count in steps of 2, and 5 from 0 (forward and backward).	*Pupils begin to understand zero as a place holder* *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.* *As they become more confident with numbers up to 100, pupils are introduced to larger numbers to develop further their recognition of patterns within the number system and represent them in different ways, including spatial representations.* **NRICH: Buzzy Bee** * **Mathematical Challenges for the More Able** Snakes and Ladders – 4 **Real-life**: Counting rhymes, songs and stories Use number lines, 100sq, practical resources, Numicon etc Link counting in 2s to odd/ even numbers

WEEK 2	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Number Place Value	• Read and write numbers to at least 100 in numerals and in words. • Recognise the place value of each digit in a two-digit number (tens, ones)	*Pupils become more confident with numbers up to 100, pupils are introduced to larger numbers to develop further their recognition of patterns within the number system and represent them in different ways, including spatial representations.* **NRICH: Snail One Hundred** * **Mathematical Challenges for the More Able:** Ben's Numbers- 24 **Real-life**: Look at 2digit door numbers Make links to numbers at school- number of pupils in our class/ in our year group etc.

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WEEK 3	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Number Addition	• Recall and use addition facts to 20 fluently, and derive and use related facts up to 100. • Add numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones	*Pupils extend their understanding of the language of addition.* *Pupils practice addition 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.* **NRICH: Number Round Up** *** **NRICH: 4 Dom** *** **NRICH: Strike it Out** * **NRICH: Cuisenaire Environment** * **NRICH: Jumping Squares** ** **NRICH: Number Balance** ** **Mathematical Challenges for the More Able:** Number Lines-11 Card Sharp- 14 Cross Roads-17 **Real-life**: Use concrete objects in the classroom to support addition

WEEK 4	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Number Addition	• Add numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones • Show that addition of two numbers can be done in any order (commutative) • Solve problems with addition: - using concrete objects and pictorial representations, including those involving numbers -Applying their increasing knowledge of mental and written methods	*Addition can be done in any order:* *(for example, 5+2+1=1+5+2=1+2+5). This establishes commutativity and associativity of addition.* *Use correct language including 'sum'.* *Pupils practice addition 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.* **NRICH: Getting the Balance** *** **NRICH: Noah** ** **NRICH: Eggs in Baskets** ** **NRICH: The Brown Family** *** **NRICH: Birthday Cakes** ** **NRICH: Sitting Round the Party Tables** * **NRICH: Cuisenaire Counting** *** **NRICH: Cuisenaire Environment** * **NRICH: Jumping Squares** ** **NRICH: Number Balance** ** **Mathematical Challenges for the More Able:** Number Lines – 11

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WEEK 4	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
		Cross-road – 17 Card Sharp- 14 **Real Life:** Use concrete objects to show commutatively.

WEEK 5	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Number Multiplication	• Recall and use multiplication for the 2,5 and 10 multiplication tables (including recognising odd and even numbers) • Calculate mathematical statements for multiplications within the multiplication tables and write them using the multiplication sign (x) and equals (=)	**Arrays 2+2+2+2　(is 2 four times so 2 x 4)** 　　　　　　　　**(4+4 +4 is 4 three times so 4 x 3)** *Pupils use a variety of language to describe multiplication.* *Pupils are introduced to the multiplication tables. They practice to become fluent in the 2, 5 and 10 multiplication tables and connect them to each other.* They connect the 10 multiplication table to place value. **Mathematical Challenges for the More Able:** One and twos- 20 Birthdays-21 At the Toy shop – 23 **Real-life**: Link back to work on addition and introduce multiplication as repeated addition Look at odd and even door numbers.

WEEK 6	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Measurement Time	• Tell the time to the hour and half past & draw the hands on a clock face to show these times (**Yr 1 obj** - Mental Starter) • Compare and sequence intervals of time. • Tell and write the time to including **quarter past/to the hour** * and draw the hands on a clock face to show these times. • Know the number of minutes in an hour and the number of hours in a day	*They become fluent in telling the time on analogue clocks and recording it* *Pupils connect the 5 multiplication table to the divisions on a clock face* **NRICH: What's the Time?** * **NRICH: Stop the Clock** *** * to five minutes by the end of the year **Real-life**: How long is playtime/ lunchtime/ assembly? What's the time Mr Wolf?