# TERM: Autumn 2                              YEAR: 2

| WEEK 1 | OBJECTIVES | NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING |
|---|---|---|
| Number<br><br>Place Value | • Read and write numbers to at least 100 in numerals and in words.<br><br>• Count in steps of 10 from any number forwards and backwards in 10.<br><br>• Compare and order numbers from 0 up to 100. | *They begin to understand zero as a place holder*<br><br>*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.*<br><br>*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.*<br><br>Extend more able to 3 digit numbers.<br><br>**NRICH:  Buzzy Bee** *<br><br>**Mathematical Challenges for the More Able:**<br>Fireworks – 18<br><br>**Real Life:**<br>Look at patterns on 100 sq. What happens when we count in tens starting on 3 or 7 etc?<br>More able children may be ready to move onto adding on 10 to a 3digit number |

| WEEK 2 | OBJECTIVES | NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING |
|---|---|---|
| Number<br><br>Place Value | • Recognise the place value of each digit in a two-digit number (tens, ones).<br><br>• Identify, represent and estimate numbers using different representations, including the number line.<br><br>• Use place value and number facts to solve problems. | *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.*<br><br>*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.*<br><br>*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.* |

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| WEEK 2 | OBJECTIVES | NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING |
|--------|------------|------------------------------------------------|
|        |            | *Pupils should partition numbers in different ways (for example, 23= 20 + 3 and 23= 10+13) to support subtraction.*<br><br>**NRICH: I Like …** *<br>**NRICH: Light the Lights** ***<br>**NRICH: Largest Even** *<br><br><br>**NRICH: How We'd Count** *<br>**NRICH: Tug of War** *<br><br>**Mathematical Challenges for the More Able:**<br>Ben's Numbers- 24 |

| WEEK 3 | OBJECTIVES | NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING |
|--------|------------|------------------------------------------------|
| Number<br><br>Subtraction | • Recall and use and subtraction facts to 20 fluently, and derive and use related facts up to 100.<br><br>• Subtract numbers using concrete objects, pictorial representations, and mentally, including:<br><br>- a two digit number and ones. | *Pupils extend their understanding of the language of subtraction to include difference.*<br><br>*Pupils practice subtraction 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.*<br><br>*Check their calculations including by adding to check subtraction.*<br><br>**NRICH: Getting the Balance** ***<br>**NRICH: Noah** **<br>**NRICH: Eggs in Baskets** **<br>**NRICH: The Brown Family** ***<br>**NRICH: Birthday Cakes** **<br>**NRICH: Sitting Round the Party Tables** *<br>**NRICH: Cuisenaire Counting** ***<br>**NRICH: Number Round Up** ***<br>**NRICH: 4 Dom** ***<br>**NRICH: Strike it Out** *<br><br>**Mathematical Challenges for the More Able:**<br>Number Lines-11 |

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| WEEK 4 | OBJECTIVES | NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING |
|---|---|---|
| Number<br><br>Subtraction | • Show subtraction of one number from another cannot be done in any order.<br><br>• Solve problems with subtraction:<br>  - using concrete objects and pictorial representations, including those involving **numbers**, quantities and measures.<br>  - applying their increasing knowledge of mental and written methods. | *Pupils extend their understanding of the language of subtraction to include difference.*<br><br>*Pupils practice subtraction 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.*<br><br>*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+70=100; 100-70=30 and 70= 100-30.*<br><br>*Check their calculations including by adding to check subtraction.*<br><br>**NRICH: Cuisenaire Environment** *<br>**NRICH: Jumping Squares** **<br>**NRICH: Number Balance** ** |

| WEEK 5 | OBJECTIVES | NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING |
|---|---|---|
| Number<br><br>Division | • Recall and use the division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.<br><br>• Calculate mathematical statements for division within the multiplication tables and write them using the division (÷) and equals (=) signs. | *Pupils use a variety of language to describe division.*<br><br>Sharing and halving in relation to digits and shapes.<br><br>*Pupils work with a range of materials and contexts in which division relates to grouping and sharing discrete and continuous quantities.*<br><br>**NRICH: Odd Times Even** ***<br>**NRICH: Two Numbers Under the Microscope** **<br>**NRICH: Even and Odd** *<br>**NRICH: Ring a Ring of Numbers** *<br>**NRICH: More Numbers in the Ring** ***<br>**NRICH: How Odd** **<br><br><br>**Real Life:**<br>Practical activities linked to sharing and grouping objects. |

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| WEEK 6 | OBJECTIVES | NON-STATUTORY GUIDANCE AND SUPPORT FOR LEARNING |
|---|---|---|
| Geometry<br><br>2D & 3D Shape | • Identify and describe the properties of 2-D, including the number of sides.<br>• Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.<br>• Order and arrange combinations of mathematical object in patterns and sequences | *Pupils view and name a wide variety of common 2D shapes and handle and name 3D shapes including: quadrilaterals and polygons, and cuboids, prisms and cones, and identify the properties of each shape (for example, number of sides, number of faces). Pupils identify, compare and sort shapes on the basis of their properties and use vocabulary precisely, such as sides, edges, vertices and faces.*<br>*Pupils read and write names for shapes that are appropriate for their word reading and spelling.*<br>*Pupils should work with patterns of shapes, including those in different orientations.*<br>*Pupils draw lines and shapes using a straight edge.*<br><br>**NRICH: Shapely Lines** *<br>**NRICH: Chain of Changes** **<br>**NRICH: Colouring Triangles** **<br>**NRICH: Exploded Squares** *<br>**NRICH: Complete the Square** ***<br>**NRICH: Let's Investigate Triangles** *<br>**NRICH: Poly Plug Rectangles** *<br>**NRICH: Square It** *<br>**NRICH: Inside Triangles** ***<br>**NRICH: Building with Solid Shapes** *<br>**NRICH: Skeleton Shapes** **<br>**NRICH: Rolling That Cube** *<br>**NRICH: Poly Plug Pattern** *<br>**NRICH: Triple Cubes** *<br>**NRICH: A City of Towers** **<br>**NRICH: Caterpillars** **<br><br><br>**Mathematical Challenges for the More Able:**<br>Odd one out- 12<br>Spot the shapes 1 – 25<br>Christmas Tree – 22<br><br><br>**Real Life:**<br>Shape hunt in school grounds/ local area.<br>Sorting circles- sort shapes according to properties. |