## TERM: Spring 2 YEAR: 2

| WEEK 1 | OBJECTIVES | SUPPORT FOR LEARNING / GUIDANCE |
|---|---|---|
| Number<br><br>Place value | • Compare and order numbers from 0 to 100; using > < and = sign<br><br>• Recognise the place value of each in a two-digit number (tens, ones)<br><br>• Use place value and number facts to solve problems. | *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.* ***They should count in multiples of three to support their later understanding of a third.***<br><br>*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.*<br><br>*Pupils should partition numbers in different ways (for example 23= 20+3 and 23= 10+13.*<br>*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.*<br><br>*They begin to understand zero as a place holder.*<br><br>**NRICH: Sort Them Out (1) ***<br>**NRICH: Domino Sequences ***<br>**NRICH: Domino Number Patterns ****<br>**NRICH: Next Domino ***<br>**NRICH: 100 Square Jigsaw ***<br>**NRICH: That Number Square! ***<br>**NRICH: Snail One Hundred ***<br>**NRICH: I Like … ***<br>**NRICH: Light the Lights *****<br>**NRICH: Largest Even ***<br><br>**Mathematical Challenges for the More Able:**<br>Ben's Numbers-24 |

## TERM: Spring 2 YEAR: 2

| WEEK 2 | OBJECTIVES | SUPPORT FOR LEARNING / GUIDANCE |
|---|---|---|
| Number<br><br>Subtraction | • Recall and use subtraction facts up 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>- Two-digit numbers and ones<br>- Two-digit number and tens<br>- **Two two-digit numbers** | *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>*They check their calculations, including by adding to check subtraction and adding numbers in a different order to check addition.*<br><br>***Recording subtraction in columns supports place value and prepares for formal written methods with larger numbers.***<br><br>**NRICH: Number Round Up *****<br>**NRICH: 4 Dom *****<br>**NRICH: Strike it Out ***<br>**NRICH: Cuisenaire Environment ***<br>**NRICH: Jumping Squares ****<br>**NRICH: Number Balance ****<br><br>**Mathematical Challenges for the More Able:**<br>Number Lines-11 |

| WEEK 3 | OBJECTIVES | SUPPORT FOR LEARNING / GUIDANCE |
|---|---|---|
| Number<br><br>Fractions | • Recognise, find, name and write fractions 1/3,1/4,2/4 and ¾ of a length, shape, set of objects or quantity<br><br>• Write simple fractions for example, ½ 0f 6= 3 and recognise the equivalence of 2/4 and ½ | *Pupils use fractions as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. They connect unit fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantities, sets of objects or shapes. They meet ¾ as the first example of a non-unit fraction.*<br><br>*Pupils should count in fractions up to 10, starting from any number and using the ½ and 2/4 equivalence on the number line (for example, 1 ¼. 1 2/4 (or 1 ½ ), 1 ¾ , 2). This reinforces the concept of fractions as numbers and that they can add up to more than one.*<br><br>**NRICH: Making Longer, Making Shorter **** |

## TERM: Spring 2 YEAR: 2

| WEEK 4 | OBJECTIVES | SUPPORT FOR LEARNING / GUIDANCE |
|---|---|---|
| Geometry<br><br>2D & 3D Shapes<br><br>Position & Direction | • Identify and describe the properties of 2D shapes including the number of sides and **symmetry in a vertical line.**<br><br>• Identify and describe the properties of 3D shapes including the number of edges, vertices and faces.<br><br>• Identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]<br><br>• Compare and sort common 2D and 3D shapes and everyday objects<br><br>• Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). | *Pupils handle and name a wide variety of common 2D and 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><br>*Pupils read and write names for shapes that are appropriate for their word reading and spelling. Pupils draw lines and shapes using a straight edge.*<br><br>*Pupils should work with patterns of shapes, including those in different orientations.*<br><br>*Pupils use the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts (for example, pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles).*<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: Cubes ***<br>**NRICH: Shadow Play *****<br>**NRICH: Matching Triangles ***<br>**NRICH: Data Shapes ***<br>**NRICH: Turning Man ***<br>**NRICH: Walking Round a Triangle ***<br><br>**Mathematical Challenges for the More Able:**<br>Odd one out- 12<br>Line of Symmetry-13<br><br>**Real Life:**<br>Looking at symmetry in everyday objects.<br>Look at shapes and patterns in flags (could link to World Cup/ Olympics)<br>Link direction work to ICT using programmable devices BeeBot etc. |

## TERM: Spring 2 YEAR: 2

| WEEK 5 | OBJECTIVES | SUPPORT FOR LEARNING / GUIDANCE |
|---|---|---|
| Measurement<br><br>Time | • Compare and sequence intervals of time.<br><br>• Tell and write the time to **five minutes,** including quarter past/to the hour and draw the hands on a clock face to show these times. | *Pupils should learn to connect the 5 multiplication table to the divisions on a clock face.*<br><br>*They become fluent and telling the time on analogue clocks and recording it.*<br><br>**NRICH: What's the Time? ***<br>**NRICH: Stop the Clock ***** |

| WEEK 6 | OBJECTIVES | SUPPORT FOR LEARNING / GUIDANCE |
|---|---|---|
| Measurement<br><br>Mass<br>Length | • Choose and use standard units to estimate and measure length/height (m/cm) in any direction to the nearest appropriate unit, using rulers.<br><br>• Choose and use standard units to estimate and measure mass (g/kg) in any direction to the nearest appropriate unit, using scales<br><br>• Compare and order lengths and mass and record the results using >,< and = | *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.*<br><br>*Comparing measures includes simple multiples such as 'half as high'; 'twice as wide'.*<br><br>**NRICH: Discuss and Choose ***<br>**NRICH: Little Man ***<br>**NRICH: Order, Order! ***<br><br>(Capacity in Summer term or week 7!)<br><br>**Real Life:**<br>Set up practical weighing activities in the classroom- Post Office etc |