TERM: Summer 2   YEAR:2

WEEK 1	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Number Place Value	• To recognise the place value of each digit in a two digit number(tens, ones) • Compare and order numbers from 0 up 100; use ≤, ≥ and signs = • Read and write numbers to at least 100 in numerals and in words. • 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.* *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.* **Link word problems to measures eg length, mass, money etc** **NRICH: Snail One Hundred** * **NRICH: Sort Them Out (1)** * **NRICH: Domino Sequences** * **NRICH: Domino Number Patterns** ** **NRICH: Next Domino** * **NRICH: 100 Square Jigsaw** * **NRICH: That Number Square!** * **NRICH: I Like …** * **NRICH: Light the Lights** *** **NRICH: Largest Even** *

TERM: Summer 2   **YEAR:2**

WEEK 2	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Number Addition and Subtraction	• Solve problems with addition and subtraction: - applying their increasing knowledge of mental and written methods. • **Add and subtract** numbers using concrete objects, pictorial representations and mentally, including: - a two-digit number and ones -a two-digit number and tens **- two two-digit numbers** -adding three one digit numbers • Show that addition of two numbers can be done in any order(commutative) and subtraction of one number from another cannot. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and **missing number problems.**	*Pupils extend their understanding of the language of addition subtraction to include sum and difference* *Pupils practice addition and 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.* *They check their calculations, including by adding to check subtraction and adding numbers in a different order to check addition (for example 5 + 2 +1= 1 +5 + 2= 1 +2 +5). This establishes commutativity and associativity of addition.* *Recording addition and subtraction in <u>columns</u> supports place value and prepares for formal written methods with larger numbers.* **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** ** **NRICH: The Add and Take-away Path** * **NRICH: Secret Number** ** **NRICH: How Many?** * **NRICH: What Was in the Box?** * **NRICH: Doing and Undoing** * **Mathematical Challenges for the More Able:** Number Lines-11 Cross Road- 17

TERM: Summer 2   YEAR:2

WEEK 3	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Number Multiplication and Division	• Recall and use multiplication for the 2,5 and 10 multiplication tables (including recognising odd and even numbers). • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs. • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. • **Solve problems** involving multiplication and division using materials, arrays, repeated addition, mental methods and multiplication and division facts **including problems in context.**	*Pupils use a variety of language to describe multiplication and division.* *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.* *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.* *Pupils work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities.* *They use commutativity and inverse relations to develop multiplicative reasoning (for example, 4 x 5= 20 and 20 ÷5= 4)* **NRICH: Odd Times Even** *** **NRICH: Two Numbers Under the Microscope** ** **NRICH: Even and Odd** * **NRICH: Ring a Ring of Numbers** * **NRICH: More Numbers in the Ring** *** **NRICH: How Odd** ** **NRICH: Doing and Undoing** * **NRICH: Clapping Times** * **NRICH: Ordering Cards** * **NRICH: Which Symbol?** * **NRICH: I'm Eight** * **NRICH: Our Numbers** * **NRICH: Are You Well Balanced?** *** **NRICH: Magic Plant** ** **NRICH: The Amazing Splitting Plant** *** **NRICH: The Tomato and the Bean** *** **NRICH: Lots of Lollies** *** **NRICH: Ip Dip** * **Mathematical Challenges for the More Able:** Ones and twos-20 Birthdays-21 At the Toy Shop- 23 **Real Life:** Focus should now be on problem solving in different contexts- link back to work on money/ measures etc

TERM: Summer 2   YEAR:2

WEEK 4	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Measures Time & Money	• Recognise and use symbols for pounds (£) and pence (p): Combine amounts to make a particular value. • Find different combinations of coins that equal the same amounts of money. • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. • Compare and sequenced intervals of time. • 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. • Know the number of minutes in an hour and the number of hours in a day.	*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.* *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: Five Coins** ** **NRICH: Money Bags** ** **NRICH: The Puzzling Sweet Shop** ** **NRICH: What's the Time?** * **NRICH: Stop the Clock** *** **Mathematical Challenges for the More Able:** Monster-16

WEEK 5	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
Measures Capacity and Temperature	• Choose and use appropriate standard units to estimate and measure **capacity** (litres/ml) to the nearest appropriate unit and using appropriate measuring vessels. • Choose and use appropriate standard units to estimate and measure **temperature** ($\overset{\circ}{}$ C)to the nearest appropriate unit. • Compare and order **volume/capacity** and record using > < and = signs.	*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!** *

WEEK 6	OBJECTIVES	SUPPORT FOR LEARNING / GUIDANCE
6 Assess + Review		

TERM: Summer 2   **YEAR:2**