Mathematics

Year 2: Autumn Term 1&2

Maths Cultural Capital = In every lesson, where possible, try to include pedagogy so pupils are expected to apply their maths knowledge and skill to different problems and subject contexts across the curriculum.
Differentiation – Please see teachers' weekly planning for challenging the exceeding pupils and ensuring access for the emerging pupils. Also, refer to the SEND pupils IEP's to ensure their needs are included.
Minimum expectations for AfL strategies in Maths lessons = targeted questioning, mini whiteboards, peer talk, modelling.
Developing pupils' long term memory skills - use – LAST/LAST/LAST strategy linked to WALTs for the lesson.

Term	Week	National Curriculum Statement	WALT Intent	Success Criteria Impact	Key Questions and NC skills developed in the activities Implementation	Resources	Vocabulary
All Year groups to carry out a reasoning task to enhance pupil's thinking in Math on a **Thursday** for Basic Skills (before a Maths lesson). Teachers to use age related '**Convince me**' cards in the lesson.	Reasoning	reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language		Encourage pupils to discuss mathematics and give opportunities for them to give convincing arguments to support their thoughts and reasoning	What do you think? Is this always the case? Is this sometimes the case? Is this never the case? Have you given an example?	Convince Me cards	ALWAYS NEVER SOMETIMES CONVINCE ME!
	Basic skills	Count in steps of 2,3 and 5 from 0 and in tens from any number, forward and backward	Read and write numbers to 20 (Year 1)	1 more or less than a number to 50 Number bonds to 10 and 20	Missing number problems 5= 3+□		

Autumn 1 & 2	Week 1a Number Place Value	Read and write numbers to at least 100 in numerals	WALT: Read and write numbers to at least 100 in numerals and in words. .	I can read numerals to 100. I can write numerals to 100.		Counters, counting objects, cubes, paper clips, Place value cards Hundred square chart	Numbers to 100, Numeral/s
	Week 1b Number Place Value	Identify, represent and estimate numbers using different representations including the number line	WALT: Identify numbers using different representations, including the number line.	I can identify numbers up to 100 I can represent a number in different ways		Counters, bead strings, cubes, pairs of socks, money, place value counters, Base 10 apparatus (tens and ones)	Identify numbers, Representations, Pictorial representations,
	Week 1c Number Place Value	Identify, represent and estimate numbers using different representations including the number line	WALT: Estimate and represent numbers using different representations including the number line	I can use my understanding of numbers to estimate.		Base 10 apparatus, tens and ones, Counters, bead strings, cubes, pairs of socks, money, place value counters,	Estimate, represent, Identify, number line
	Week 2a Number Place Value	Compare and order numbers to at least 100; use <, > and= signs.	WALT: compare, and order numbers from zero	I can compare numbers up to 100 using partitioning. I can compare number using the symbols		Counters, objects for counting, base ten apparatus Number cards, place value charts, number fans, base 10 apparatus, 1-100 number cards	equal to, more than, less than (fewer), most, least, compare, order, smallest, biggest, fewer, sort, greater, greatest, partition
	Week 2b Number Place Value	Recognise the place value of each digit in a 2-digit number. Add and subtract numbers using concrete objects,	WALT: Recognise the place value of each digit in a 2-digit number Add and subtract numbers using concrete objects,	I can partition 2-digit number into tens and ones I can add numbers using concrete objects		Place value cards, base 10 apparatus, Bead strings, place value counters, 100 square, coins	Tens, ones partition Partitioning Add, subtract Bar model

		pictorial representations, and mentally, including: – a two-digit number and ones – a two-digit number and tens adding three one-digit - numbers	pictorial representations	I can subtract numbers using the bar model			
	Week 2c Number Place Value	Use place value to solve problems	Solve a problem regarding place value	I can use RUCSAC		Year 1 and 2 puzzles	Read Underline Calculation Solve check
	Week 3 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, a two digit number and tens add three one-digit numbers Show that addition of two numbers can be done in any order (commutative)	WALT: Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Show that addition of two numbers can be done in any order (commutative)	I use my knowledge of number bonds to 10 to find all number bonds to 20 I use my knowledge of number bonds for 10 to find all the multiples of 10 to make 100 I can reverse the numbers and the total remains the same.		Bead strings, ten frames, counters, plae value counters Base ten apparatus Numicons	Number bonds Subtraction facts Addition facts Place value Commutative Difference Multiple Commutative Reverse Addends Total sum

	Week 4a Subtraction	Recall and use subtraction facts to 20 fluently and derive and use related facts up to 100. Subtract numbers using concrete objects, pictorial representations and mentally including a two-digit number and ones, a two digit number and tens add three one-digit numbers Show that subtraction of one number from another shows a positive answer	WALT: Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Show that addition of two numbers can be done in any order (commutative)	I use my knowledge of number bonds to 10 to find all number bonds to 20 I use my knowledge of number bonds for 10 to find all the multiples of 10 to make 100 I can reverse the numbers and the total remains the same.		Bead strings, ten frames, counters, plae value counters Base ten apparatus Numicons	Number bonds Subtraction facts Addition facts Place value Commutative Difference Multiple Commutative Reverse Addends Total sum
	Week 4b Addition and Subtraction	Use number facts to solve problems	Solve a problem regarding number facts	I can use RUCSAC		Year 1 and 2 puzzles	Read Underline Calculation Solve check
	Week 5a Measurements	Choose and use appropriate standard units to estimate and measure lengths and heights in any direction to the nearest appropriate a unit.	WALT: 1a Estimate and measure and length height using standard units.	I can measure length and height in any direction. I can choose the appropriate unit to measure length. I can measure the length of each item.		Metre sticks, rulers, tape measures, Strings, strips of paper	Length/height Tall/taller/tallest Short/shorter/shortest Centimetres (cm) Millimetres (mm) Metre (m) unit trundle compare order record greater than

				I can place each item in order according to their length. I can compare the items using appropriate vocabulary.			less than equal to
	Week 5b Measurements	• *compare and order lengths* and record the results using >, < and = Solve problems regarding standard or nonstandard units of measure	WALT: *compare and order lengths* and record the results using >, < and =	I can measure length and height in any direction. I can choose the appropriate unit to measure length. I can measure the length of each item. I can place each item in order according to their length. I can compare the items using appropriate vocabulary.		Metre sticks, rulers, tape measures, Strings, strips of paper	Length/height Tall/taller/tallest Short/shorter/shortest Centimetres (cm) Millimetres (mm) Metre (m) unit trundle compare order record greater than less than equal to
	Week 6a Measurement: Money	Recognise and use symbols for pounds (£) and pence (p);combine amounts to make a particular value Find different combinations of coins to equal the same amounts of money	WALT: To sort coins and recognize the value of all coins in current use today. Find different combinations of coins to equal the same amounts of money	I can recognise a 1p,2p,5p,10p,20p,50p, £1 and £2 coin I can record the value of the given coin in p I can say the value of the given coin or note		Money (coin and notes) 100 square	Money Coin bank note Pound (£) Pence (p) Value Worth symbol

				I can use coins to make a given amount I can identify what coins can make a given amount. I can subtract money using manipulatives or method I can solve the difference between two amounts of money			
	Week 6b Measurement: Money	Solve simple problems in a practical context involving addition and subtraction of money of the same unit including giving change	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	I count money by starting with the largest coin I know that 100p=£1.00 I can identify what coins can make a given amount	I can use RUCSAC		Year 1 and 2 puzzles	U Ca
	Week 7 Measurements: Time	Compare and sequence intervals of time	WALT: Compare and sequence intervals of time.	Know the number of seconds in a minute, minutes in an hour and hours in a day, days in a week, months in a year.		Timers: 1 minute, 5 minutes, 1 - hour; clocks, calendars, stop watches	Time Seconds/Minutes Hours/Day Week Month Year compare Most least Days of the week Class timetable	
	Week 8 **Statistics**	Ask and answer simple questions by counting the number of objects in each category and sorting the	WALT: Ask and answer simple questions by counting and sorting objects	I can count and record objects on a chart.		2 simple pictures	Sorting Category Data More less	

		categories by quantity		I can read and answer question from a chart.			
	Week 9 Geometry: Properties of Shapes	Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line Compare and sort common 2-D shapes on everyday objects	WALT: identify and describe the properties of 2-D shapes Compare and sort common 2-D shapes on everyday objects	I can name 2D shapes. I can name some 2dshapes. I can identify and sort 2D properties on everyday objects.		2-D shapes	2D shapes 3D shapes Properties Line of symmetry Symmetry Edges Faces Cylinder Spheres Cuboids Cubes Pyramids Compare square Rectangles Triangles Vertex Corners edges
	Week 10 Geometry: Properties of Shapes	Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] Compare and sort 3-D shapes and everyday objects	WALT: Identify and describe the properties of 3-D shapes Identify 2-D shapes on the surface of 3-D shapes, Compare and sort common 3-D shapes and everyday objects	I can name 3D shapes. I can name some 3D shapes. I can identify and sort 3D objects in everyday objects.		3-D shapes	2D shapes 3D shapes Properties Line of symmetry Symmetry Edges Faces Cylinder Spheres Cuboids Cubes Pyramids Compare square Rectangles Triangles Vertex

							Corners edges
	Week 11 Geometry: Position and Direction	Order and arrange combinations of mathematical objects in patterns and sequences	WALT: Order and arrange combinations of mathematical objects in patterns and sequences.	I can use 2D and 3D shapes to explore patterns in different ways.		2D shapes 3D shapes Interlocking cubes	Pattern Patterns Repeat Sequence Regular
	Week 12 Geometry	Solve maths problem regarding line of symmetry, faces or edges of a shape	Walt: Solve a problem regarding line of symmetry, faces or edges	I can use RUCSAC		Year 1 and 2 puzzles	Read Underline Calculation Solve check
	Assessment						