**Year 2 Maths Planning – Autumn 1 (Lessons 1 to 30) – Number and Place Value**

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| **Week** | **Day** | **Mental starter** | **Learning objective** | **Differentiation** | **Activity** |
| 1 | Mon | To be able to count up to and back from 20 | To be able to write numbers in figures and in words | LA – numbers up to 20MA – 2-digit numbersHA – 3-digit numbersG+T – 4-digit numbers | Chn to write numbers given in figures in words e.g. 1 as one, and numbers given in words in figures e.g. eleven as 11 |
| Tue | To be able to count up and down from 20 to 50 | To be able to count objects reliablyTo understand place value | LA – count up to 20 objectsMA – 2-digit numbersHA – 3-digit numbersG+T – 4-digit numbers | LA – to practice counting objects reliablyOthers to draw representation of numbers e.g. for 23 |
| Wed | To be able to count up and down from 50 to 100 | To be able to use < > and = to compare the value of two numbers | LA – numbers up to 20MA – 2-digit numbersHA – 3-digit numbersExt – 4-digit numbers | Chn to fill in the missing symbol between two numbers e.g.  |
| Thu | To be able to count up to and back from 100 in tens | To be able to order numbers from lowest to highest | LA – numbers up to 20MA – 2-digit numbersHA – 3-digit numbersExt – 4-digit numbers | Chn to order a series of sets of 4 numbers from lowest to highest |
| Fri | To be able to count up to and back from 20 in twos | To be able to partition numbers | LA – 2-digit numbersMA – 3-digit numbersHA – 4-digit numbersExt – choose own numbers  | Chn to partition a series of numbers e.g. |

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| **Week** | **Day** | **Mental starter** | **Learning objective** | **Differentiation** | **Activity** |
| 2 | Mon | To be able to count up to and back from 50 in 5s | To be able to find one or ten **more** than a number | LA – find one moreMA – find one or ten moreHA – find multiples of ten moreG+T – add 2-digit numbers | LA – use a number line to find one more than a given numberOthers use a hundred square |
| Tue | To recognise odd and even numbers | To understand **adding** as combing groupsTo be able to use a number line to add | LA – numbers up to 10MA – 1-digit numbers up to 100HA – multiples of 10G+T – 2-digit numbers | LA – combine groups of objects to find totalsMA – use labelled number linesHA & G+T – use blank number lines |
| Wed | To recognise multiples of 10 | To be able to **add** using fingersTo be able to **add** mentally | LA – numbers up to 10MA – 1-digit numbers up to 100HA – multiples of 10G+T – 2-digit numbers | Chn to use their fingers to calculate addition sentences / calculate mentally |
| Thu | To recognise multiples of 2 | To be able to find one or ten **less** than a number | LA – find one lessMA – find one or ten lessHA – find multiples of ten lessG+T – subtract 2-digit numbers | LA – use a number line to find one less than a given numberOthers use a hundred square |
| Fri | To recognise multiples of 5 | To understand **subtraction** as taking awayTo be able to use a number line to **subtract** | LA – numbers up to 10MA – 1-digit numbers up to 100HA – multiples of 10G+T – 2-digit numbers | LA – combine groups of objects to find totalsMA – use labelled number linesHA & G+T – use blank number lines |

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| **Week** | **Day** | **Mental starter** | **Learning objective** | **Differentiation** | **Activity** |
| 3 | Mon | To know number bonds (adding) up to 10 | To be able to **subtract** using fingersTo be able to **subtract** mentally | LA – numbers up to 10MA – 1-digit numbers up to 100HA – multiples of 10G+T – 2-digit numbers | Chn to use their fingers to calculate subtraction sentences / calculate mentally |
| Tue | To know number bonds (subtracting) up to 10 | To be able to find one or ten **more or less** than a number | LA – find one more / lessMA – find one or ten more / lessHA – find multiples of ten more / lessG+T – + & - 2-digit numbers | LA – use a number line to find one more / less than a given numberOthers use a hundred square |
| Wed | To be able to count up to and back from 20 | To be able to **add and subtract** using objectsTo be able to use a number line to **add and subtract** | LA – numbers up to 10MA – 1-digit numbers up to 100HA – multiples of 10G+T – 2-digit numbers | LA – combine groups of objects to find totals or take away objects from a group to subtractMA – use labelled number linesHA & G+T – use blank number lines |
| Thu | To be able to count up and down from 20 to 50 | To be able to **add and subtract** using fingersTo be able to **add and subtract** mentally | LA – numbers up to 10MA – 1-digit numbers up to 100HA – multiples of 10G+T – 2-digit numbers | Chn to use their fingers to calculate addition and subtraction sentences / calculate mentally |
| Fri | To be able to count up and down from 50 to 100 | To be able to double numbers | LA – doubles up to 20MA – doubles up to 100HA – doubles up to 1,000Ext – choose own doubles to calculate | LA and MA – count two groups of the number to be doubled e.g. to double 4, get two groups of 4 and count themHA – use knowledge of doubles with lower numbers to double higher ones |

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| **Week** | **Day** | **Mental starter** | **Learning objective** | **Differentiation** | **Activity** |
| 4 | Mon | To be able to count up to and back from 100 in tens | To recognise a half of a shape | LA – sort shapes in to those split in to halves and those not in halvesMA – sort shapes in to those with more, less or exactly half shadedHA – find all of the different ways to fold given shapes in to half | LA – given shapes with a portion shaded. Need to sort in two groupsMA – as LA, but need to sort in to three groupsHA – e.g. find the 4 different ways of folding a shape in to halves |
| Tue | To be able to count up to and back from 20 in twos | To be able to halve numbers | LA – numbers up to 20MA – numbers up to 100, which split easily in to two groups e.g. 44HA – numbers up to 100, which **do not** split easily in to two groups e.g. 56 | Chn need to find the number of units cubes and / or tens sticks to make the number to be halved, and then split these in to two equal groups |
| Wed | To be able to count up to and back from 50 in fives | To be able to double and halve | LA – numbers up to 20MA – multiples of 10HA – 2-digit numbers | Chn to use strategies from previous separate lessons on doubling and halving to double and halve numbers |
| Thu | To be able to count in tens from any number | To understand the difference between odd and even numbers | LA – numbers up to 10MA – numbers up to 20HA – numbers up to 100Ext – choose own numbers | Chn to try to split numbers in to two equal groups. If can be split in to two equal groups then even; if cannot be split in to two equal groups then odd |
| Fri | To be able to count in 2s from any number | To be able to round numbers | LA – nearest 10 (on sheet)MA – nearest 10HA – nearest 100G+T – nearest 1,000 | LA – on sheet given relevant section of number line. See which ten nearestOthers given adapted number lines e.g. |

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| **Week** | **Day** | **Mental starter** | **Learning objective** | **Differentiation** | **Activity** |
| 5 | Mon | To know number bonds (adding) up to 10 | To understand multiplication as ‘groups of’ | LA – multiply by 2MA – multiply by 2, 3, 4 and 5HA – multiply by numbers 2 to 10G+T – choose own multiplications | Chn to understand 5 X 2 as ‘5 groups of 2’. To calculate draw 5 circles, draw 2 dots in each circle and count how many dots in total |
| Tue | To know number bonds (subtracting) up to 10 | To understand multiplication as ‘jumps (forwards) of’ | LA – multiply by 2MA – multiply by 2, 3, 4 and 5HA – multiply by numbers 2 to 10G+T – choose own multiplications | Chn to understand 5 X 2 as ‘5 jumps of 2’. To calculate do 5 jumps of 2 on a number line and see what number this gets to |
| Wed | To know number bonds (adding and subtracting) up to 10 | To understand multiplication as ‘repeated addition’ | LA – multiply by 2MA – multiply by 2, 3, 4 and 5HA – multiply by numbers 2 to 10G+T – choose own multiplications | Chn to write repeated addition sentences as multiplication sentence e.g. 2 + 2 + 2 as 3 X 2 and vice versa |
| Thu | To be able to write numbers in figures and words | To understand division as ‘equal sharing’ | LA – if insecure on multiplication as ‘groups of’ work on this againMA – divide by 2HA – divide by 2, 3, 4 or 5G+T – divide by numbers 2 to 10 | Chn to use equal sharing to calculate division e.g. to calculate 6 ÷ 2, get 6 objects, split them in to two equal groups and see how many objects there are in each group |
| Fri | To be able to represent place value | To understand division as ‘jumps (backwards) of’ | LA – if insecure on multiplication as ‘jumps of’ work on this againMA – divide by 2HA – divide by 2, 3, 4 or 5G+T – divide by numbers 2 to 10 | Chn to understand 6 ÷ 2 as ‘how many jumps backwards of 2’. To calculate start on 6 and do jumps of 2 back until get to 0. How many jumps back to get back to 0? |

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| **Week** | **Day** | **Mental starter** | **Learning objective** | **Differentiation** | **Activity** |
| 6 | Mon | To be able to use < and > to compare numbers | To understand division as repeated subtraction | LA – if insecure on multiplication as ‘repeated addition’ work on this againMA – divide by 2HA – divide by 2, 3, 4 or 5G+T – divide by numbers 2 to 10 | Chn to understand 6 ÷ 2 as ‘how times do I need to subtract 2 from 6 to get back to 0’. Chn to write division sentences as repeated subtraction sentences e.g. 6 ÷ 2 as 6 – 2 – 2 – 2 and vice versa |
| Tue | To be able to order numbers from lowest to highest | To be able to multiply and divide, without confusing these two operations | LA – multiply onlyMA – multiply and divide by 2HA – multiply and divide by 2, 3, 4 & 5G+T – multiply and divide by 2 to 10 | Chn to choose strategies to use to work on multiplication and division in the same lesson |
| Wed | To be able to partition numbers | To be able to add, subtract, multiply and divide (**symbols** for operations) | LA – add, subtract & multiply (not divide) MA – + & - 1-digit numbers and x and ÷ by 2 to 5HA – as MA, but with higher numbersG+T – + & - 2-digit numbers and x and ÷ by 6 to 10 | Chn to choose the strategies they wish to use to calculate the answers to number sentences with each of the 4 operations e.g. 4 + 2, 6 – 3, 2 X 5 and 8 ÷ 4 |
| Thu | To be able to find one or ten more than a number | To be able to add, subtract, multiply and divide (**words** for operations) | LA – add, subtract & multiply (not divide) MA – + & - 1-digit numbers and x and ÷ by 2 to 5HA – as MA, but with higher numbersG+T – + & - 2-digit numbers and x and ÷ by 6 to 10 | Chn to choose the strategies they wish to use to calculate the answers to number sentences with each of the 4 operations e.g. 4 plus 2, 6 minus 3, 2 times 5 and 8 shared equally by 4 |
| Fri | To be able to find one or ten less than a number | To be able to solve word problems | LA – + and – with numbers up to 10MA – + - x & ÷ with numbers up to 30HA – + - x & ÷ with numbers up to 100Ext – make up own word problems | Chn to solve word problems |

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