| Week | Day | Mental starter | Learning objective | Differentiation | Activity |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 7 | Mon | To be able to find one or ten less than a number | To understand that for a shape to be divided up in to fractions it needs to be split in to equal-sized portions | LA - halves only <br> MA - halves and quarters <br> HA - as MA, but also eighths <br> Ext - find different ways of folding shapes in to fractions | LA to fold shapes in to halves. MA and HA to fold each shape in to halves, quarters (and eighths) and place in the correct column of a table |
|  | Tue | To be able to add mentally | To be able to recognise if a shape has been split up in to fractions or not | LA - halves only <br> MA - halves and quarters <br> HA - as MA, but also thirds <br> Ext - draw own shapes | Identify whether or not a shape has been divided into a fraction and write the name of the fraction in words |

To access the complete version, weekly planning and all of the resources needed to teach these lessons, visit
http://www.saveteacherssundays.com/maths/year-2/113/year-2-maths-planning-autumn-1/
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