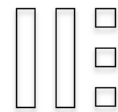
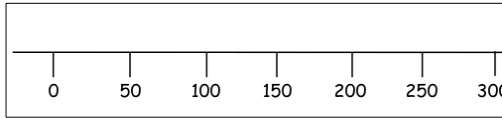


Year 2 Maths Planning – Autumn 1 (Lessons 1 to 30) – Number system and Calculating

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 20 MA – 2-digit numbers HA – 3-digit numbers G+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 reliably To understand place value	LA – count up to 20 objects MA – 2-digit numbers HA – 3-digit numbers G+T – 4-digit numbers	LA – to practice counting objects reliably Others 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 20 MA – 2-digit numbers HA – 3-digit numbers Ext – 4-digit numbers	Chn to fill in the missing symbol between two numbers e.g. <table border="1" data-bbox="1928 820 1977 896">2</table> <table border="1" data-bbox="1989 820 2038 896"></table> <table border="1" data-bbox="2049 820 2098 896">9</table>
	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 20 MA – 2-digit numbers HA – 3-digit numbers Ext – 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 numbers MA – 3-digit numbers HA – 4-digit numbers Ext – choose own numbers	Chn to partition a series of numbers e.g. <table border="1" data-bbox="1545 1268 1606 1362">17</table> <table border="1" data-bbox="1615 1268 1666 1362">=</table> <table border="1" data-bbox="1675 1268 1747 1362"></table> <table border="1" data-bbox="1767 1268 1816 1362">+</table> <table border="1" data-bbox="1827 1268 1897 1362"></table>

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 more MA – find one or ten more HA – find multiples of ten more G+T – add 2-digit numbers	LA – use a number line to find one more than a given number Others use a hundred square
	Tue	To recognise odd and even numbers	To understand adding as combining groups To be able to use a number line to add	LA – numbers up to 10 MA – 1-digit numbers up to 100 HA – multiples of 10 G+T – 2-digit numbers	LA – combine groups of objects to find totals MA – use labelled number lines HA & G+T – use blank number lines
	Wed	To recognise multiples of 10	To be able to add using fingers To be able to add mentally	LA – numbers up to 10 MA – 1-digit numbers up to 100 HA – multiples of 10 G+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 less MA – find one or ten less HA – find multiples of ten less G+T – subtract 2-digit numbers	LA – use a number line to find one less than a given number Others use a hundred square
	Fri	To recognise multiples of 5	To understand subtraction as taking away To be able to use a number line to subtract	LA – numbers up to 10 MA – 1-digit numbers up to 100 HA – multiples of 10 G+T – 2-digit numbers	LA – combine groups of objects to find totals MA – use labelled number lines HA & G+T – use blank number lines

Week	Day	Mental starter	Learning objective	Differentiation	Activity
3	Mon	To know number bonds (adding) up to 10	To be able to subtract using fingers To be able to subtract mentally	LA – numbers up to 10 MA – 1-digit numbers up to 100 HA – multiples of 10 G+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 / less MA – find one or ten more / less HA – find multiples of ten more / less G+T – + & - 2-digit numbers	LA – use a number line to find one more / less than a given number Others use a hundred square
	Wed	To be able to count up to and back from 20	To be able to add and subtract using objects To be able to use a number line to add and subtract	LA – numbers up to 10 MA – 1-digit numbers up to 100 HA – multiples of 10 G+T – 2-digit numbers	LA – combine groups of objects to find totals or take away objects from a group to subtract MA – use labelled number lines HA & 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 fingers To be able to add and subtract mentally	LA – numbers up to 10 MA – 1-digit numbers up to 100 HA – multiples of 10 G+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 20 MA – doubles up to 100 HA – doubles up to 1,000 Ext – 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 them HA – use knowledge of doubles with lower numbers to double higher ones

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 halves MA – sort shapes in to those with more, less or exactly half shaded HA – 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 groups MA – as LA, but need to sort in to three groups HA – 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 20 MA – numbers up to 100, which split easily in to two groups e.g. 44 HA – 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 20 MA – multiples of 10 HA – 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 10 MA – numbers up to 20 HA – numbers up to 100 Ext – 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 10 HA – nearest 100 G+T – nearest 1,000	LA – on sheet given relevant section of number line. See which ten nearest Others given adapted number lines e.g. 

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 2 MA – multiply by 2, 3, 4 and 5 HA – multiply by numbers 2 to 10 G+T – choose own multiplications	Chn to understand 5×2 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 2 MA – multiply by 2, 3, 4 and 5 HA – multiply by numbers 2 to 10 G+T – choose own multiplications	Chn to understand 5×2 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 2 MA – multiply by 2, 3, 4 and 5 HA – multiply by numbers 2 to 10 G+T – choose own multiplications	Chn to write repeated addition sentences as multiplication sentence e.g. $2 + 2 + 2$ as 3×2 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 again MA – divide by 2 HA – divide by 2, 3, 4 or 5 G+T – divide by numbers 2 to 10	Chn to use equal sharing to calculate division e.g. to calculate $6 \div 2$, 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 again MA – divide by 2 HA – divide by 2, 3, 4 or 5 G+T – divide by numbers 2 to 10	Chn to understand $6 \div 2$ 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?

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 again MA – divide by 2 HA – divide by 2, 3, 4 or 5 G+T – divide by numbers 2 to 10	Chn to understand $6 \div 2$ 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. $6 \div 2$ 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 only MA – multiply and divide by 2 HA – multiply and divide by 2, 3, 4 & 5 G+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 $\div$ by 2 to 5 HA – as MA, but with higher numbers G+T – + & - 2-digit numbers and x and $\div$ 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. $4 + 2$, $6 - 3$, 2×5 and $8 \div 4$
	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 $\div$ by 2 to 5 HA – as MA, but with higher numbers G+T – + & - 2-digit numbers and x and $\div$ 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 10 MA – + - x & $\div$ with numbers up to 30 HA – + - x & $\div$ with numbers up to 100 Ext – make up own word problems	Chn to solve word problems

To access more detailed weekly plans, and every resource needed to teach these lessons, visit

<http://www.saveteacherssundays.com/maths/year-2/113/>

